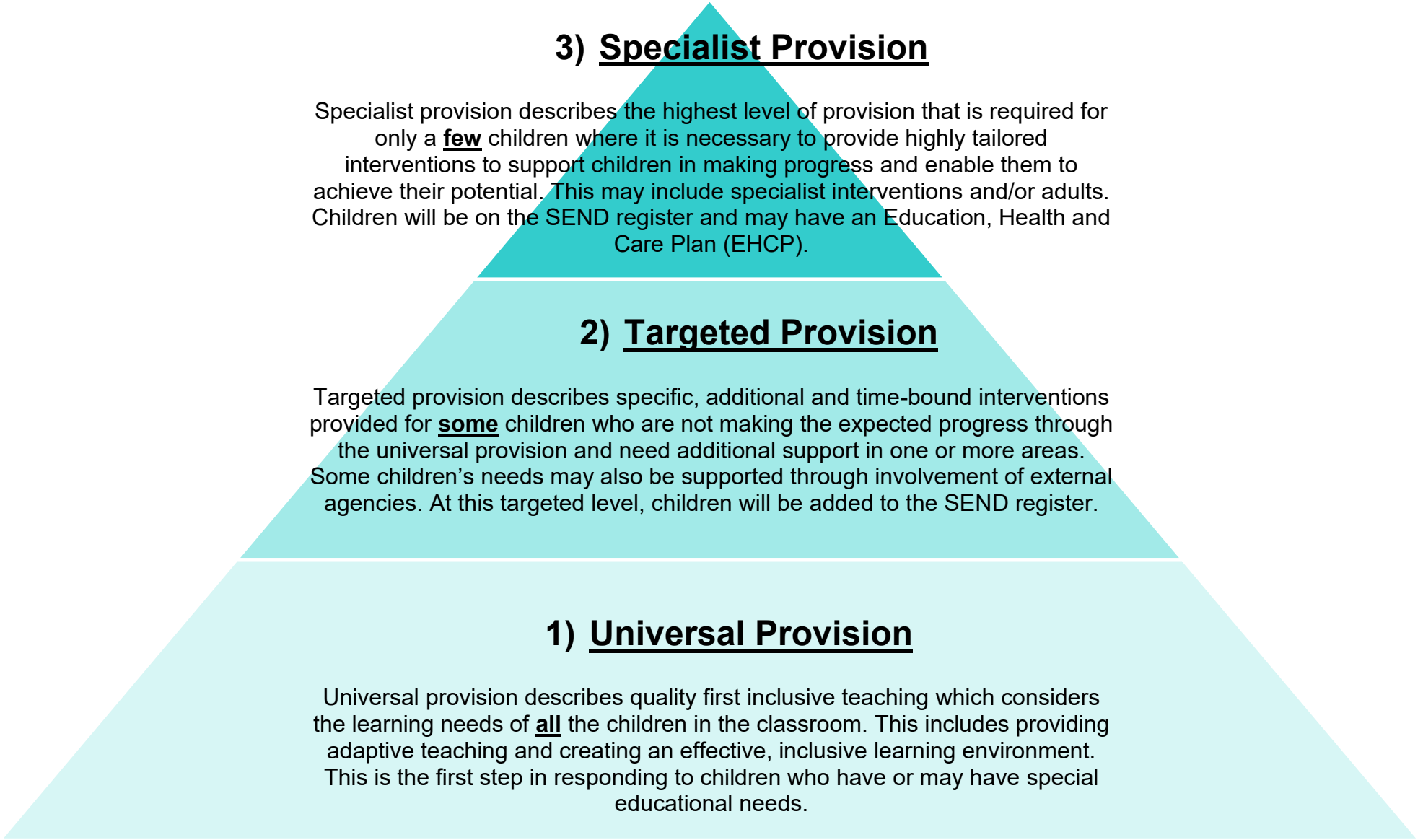
CARBEILE JUNIOR SCHOOL

SCHOOL OFFER



Level 1: Universal Provision (Provision for all)			
Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Adapted curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of visual symbols ○ Key vocabulary made clear on Notebook slides. ○ Repetition/clarification of instructions ○ Assemblies with appropriate signs and visual aids used. ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities	○ Adaptive teaching ○ Tasks adapted to suit needs ○ Repetition/clarification of instructions ○ Total recall slides to support with recall of learning ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available including ○ Weekly spelling lists (phonics led) ○ Structured phonics approach – Little Wandle ○ Pastel backgrounds on Interactive Whiteboards ○ Pastel coloured paper ○ Individual white boards ○ Coloured overlays	○ Flexible seating arrangements ○ Handwriting/fine motor control activities ○ Handwriting scheme ○ Specific resources – pencil grips, triangular pencils, variety of types of scissors ○ Range of tools and materials e.g. brushes/pencils, pens ○ Range of equipment & opportunities for balancing in and out of school. ○ Brain Breaks for all pupils between lessons ○ Written signs for class labels in classes ○ Consideration over seating arrangements (including R-handed, L-handed etc) ○ Pastel coloured paper ○ Health and safety risk assessments for educational visits	○ Whole school positive relationships policy ○ Positive behaviour strategies and reward systems ○ School Council capturing pupil voice from all ages ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual jobs and responsibilities ○ Jigsaw RSHE curriculum weekly focus on social, emotional aspects of learning ○ Playground friends and buddies available ○ Visual timetables ○ Use of symbols ○ Brain Breaks for all pupils between lessons ○ Alternative lunch-time provision using quieter spaces as required ○ Forest school activities

Level 2: Targeted Provision (Provision for needs that are additional and different)			
Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
○ Individual Provision Plans ○ Speech and Language support groups ○ Pastoral support through social skills interventions ○ Individual visual timetables / schedule where appropriate ○ Visual Supports e.g. Now/Next boards; Choice Boards; Task Board ○ Personalised social stories ○ Involvement from Educational Psychologist where appropriate	○ Individual Provision Plans ○ In-class TA support for English ○ In-class TA support for maths ○ Visual/auditory perception group activities ○ Specific adaptation of teaching and resources ○ Task Board ○ Support for reading comprehension, through phonics groups ○ Precision Teaching where required ○ Different coloured paper/highlighters where required ○ Involvement from Educational Psychologist where appropriate	○ Individual Provision Plans ○ Fine Motor skills programme through Ninja Kids intervention ○ Gross Motor skills programme through Ninja Kids intervention ○ Sports events – additional preparation ○ Provision of general specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Access to enlarged resources if required ○ Involvement from Educational Psychologist where appropriate	○ Individual Provision Plans ○ Pastoral team using Thrive/TIS approach interventions ○ Socially Speaking interventions ○ Circle of Friends interventions ○ Weekly interventions delivered by the Mental Health Support Team through 1:1 or group sessions ○ 1:1 TA support – communication of feelings ○ Involvement from Educational Psychologist where appropriate

Level 3: Specialist Provision (Provision for specialist needs)			
Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
○ Individual Provision Plan and EHCP ○ Specific outside agency involvement, e.g. Individual Speech therapy Care Plans. ○ Increased intervention delivered by Speech therapist or specialist TA ○ Use of technology where appropriate ○ Individual workstations if beneficial ○ Individual risk assessments and personalised medical/care plans, especially if pupil is unable to communicate needs ○ Access to individual Sensory Room / Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book if appropriate	○ Individual Provision Plan and EHCP ○ Specific outside agency involvement, e.g. Cognition & Learning Team ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of technology where appropriate ○ One to one support for English and maths where required ○ List of current and future topic words ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Task Board ○ Individual resources to support with concentration and focus e.g. fiddles; weighted clothing; chewies	○ Individual Provision Plan and EHCP ○ Specific outside agency involvement, e.g. Occupational Therapist, Physical & Medical Team ○ TA support/monitoring at lunchtimes ○ Provision of specific specialist equipment ○ Individual planning and arrangements for transition ○ Individual risk assessment if required ○ Individual intimate care plan if required ○ Individual accessibility plan if required ○ Awareness of fatigue ○ Scribe provided if necessary ○ Physio exercises if required ○ TA support in PE/dance/games	○ Individual Provision Map and EHCP ○ Specific outside agency involvement, e.g. CAMHS, ○ Penhaligon's Friends/ Geremiah's Journey, Music Therapist ○ TA support individual debriefing/pre-empting ○ Individual seating or workstation for aiding concentration for part of day ○ Home school liaison book ○ Weekly feedback to parents face-to-face ○ Individualised time out space ○ Additional transition arrangements ○ Individual risk assessments