

Universal Offer

Adaptive Teaching and Flexible Groupings

Restorative Approaches, Pupil Voice, consideration of seating in classrooms, RA Champions, Scaling check-ins, ~ A broad and balanced curriculum which promotes belonging, identity, confidence and inclusion for all children ~ Parenting drop ins with Inclusion Manager, Pastoral Manager and/or HT ~ 'Open Door' policy/SLT meet and greet all children ~ Reactive Circle Work ~ Planned Circle Work ~ Worry Box ~ Robust PSHE, RSHE and SEMH curriculum ~ Team Teach De-escalation skills ~ Emotions scaling display ~ Visual Timetable/ Now/Next ~ School Council Reps, ~ Forest School ~ Praise (verbal, Dojos, stickers, certificates) ~ Feedback including verbal and 'Hot marking' ~ Cooperative Learning Structures (Kagan) ~ Recognition of progress and effort, not just achievement ~ Calm, well-ventilated learning environment ~ Child's name and eye contact used ~ Repeated, clear and manageable instructions, ~ Processing time given & key words emphasised ~ Language is at appropriate developmental level ~ Pupil communication valued and responded to ~ Adults say what they mean (avoid sarcasm, abstract vocabulary etc.) ~ Structured, consistent routines ~ Celebration of School Values ~ Friday's Celebration Assembly pupil profile information – Knowing the child ~ Communication with parents/carers ~ Breakfast club ~ After school club ~ Range of after school sports clubs ~ Robust transitions with previous year groups and other settings ~ Movement/Brain breaks ~ Food Vouchers ~ Food bank vouchers ~ Monitor roles ~ Observations and/ or first language assessments (for EAL learners) are carried out to inform next steps.

Targeted Offer

- ~ Individual timetable/ now/then/next board ~ Timers
 - ~ Calm Boxes ~ Nurture Group
- ~ Opt-out of assemblies/whole school events
- ~ Nurture/sensory Room ~ Optional 'Time Out'
 - ~ Communication Books
 - ~ Emotional Literacy Support (ELSA)
- ~ Family Support through available systems/services/agencies
 - ~ Inclusion Service monitoring and advice
 - ~ SEND Support Plan

Individualised Offer

- ~ Adjusted school day
- ~ Additional Forest school ~ My Plan
- ~ Intervention from Inclusion Team
- ~ Identified member of staff for meet and greet
 - ~ EP refer
 - ~ EHCNA
 - ~ EHCP

Social, Emotional & Mental Health



Our children ...

- *Are confident and able to achieve their goals.*
- *Have their voice heard and acted upon.*
- *Enjoy good health and wellbeing.*
- *Feel safe.*
- *Feel part of our local community.*
- *Are happy and have people they can trust.*
- *Know the people who love them and care for them are enabled to do this.*

Communication & Interaction

Universal Offer

Adaptive Teaching and Flexible Groupings

- ~ A broad and balanced curriculum which promotes belonging, identity, confidence and inclusion for all children
- ~ ELKLAN trained teachers and TA (EYFS) ~ Language Link/ Speech Link screening in Reception ~ WELLCOMM screening in Nursery ~
 - ~ Visual Timetable/ Now/Next ~ Concrete resources/objects of reference/ visuals
 - ~ Repeated learning ~ Colourful Semantics ~
- ~Cooperative Learning Structures (Kagan) ~ Recognition of progress and effort, not just achievement~
 - ~ Pre-teach and over-teach key vocabulary ~ Key vocabulary displayed ~ Makaton,
- ~ Calm, well-ventilated learning environment ~ Child's name and eye contact used ~ Repeated, clear and manageable instructions,
- ~ Processing time given key words emphasised ~ Language is at appropriate developmental level ~ Pupil communication valued and responded to
 - ~ Adults say what they mean (avoid sarcasm, abstract vocabulary etc.)
- ~ Structured, consistent routines ~ Positive relationships evident ~ Awareness of pupil profile information – Knowing the child ~ Communication with families
 - ~ Working walls– including Topic Mats ~ Robust transitions with previous year groups and other settings
 - ~Observations and/ or first language assessments (for EAL learners) are carried out to inform next steps.

Targeted Offer

- ~ Individual timetable/ now/then/next board ~Timers ~Calm Box ~ Assessment and follow-up program from Buy-Back SAL Therapist or intensive program delivered by SAL Therapist ~ Language Link ~ Narrative Therapy ~ Word Aware
- ~ Talk About ~ Auditory Memory (Memory Magic)~ Co-production chart used for proactive conversations with parents to ensure consistency of approach at home for a determined number of sessions ~ Assessment by Core/ NHS/SEND SALT~ Group work/ 1:1 with specialist SALT TA ~ Inclusion Service monitoring and advice ~ SEND Support Plan

Individualised Offer

- ~ Assistive Technology
- ~ Autism Pathway (CAMHS)
 - ~ Core SALT referral
 - ~ EP referral
- ~ Communication books
 - ~ PODD Boards
 - ~ EHCNA
 - ~ EHCP



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Universal Offer

Adaptive Teaching and Flexible Grouping

~ A broad and balanced curriculum which promotes belonging, identity, confidence and inclusion for all children ~ Read Write Inc Phonics
~ Concrete resources/multisensory approach. ~ Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. ~ Repeated learning ~ Flipcharts/PowerPoints on non white backgrounds, Universal Sassoon Infant Font ~ Feedback including verbal and 'Hot marking' ~ Cooperative Learning Structures (Kagan) ~ Recognition of progress and effort, not just achievement ~ Planned TA support, ~ Independent activities ~ Pre-teach and over-teach key vocabulary ~ Key vocabulary displayed ~ Careful consideration of length for activities ~ Calm and well-ventilated learning environment ~ Repeated, clear and manageable instructions, ~ Processing time given & key words emphasised ~ Language is at appropriate developmental level ~ Pupil communication valued and responded to
~ Structured, consistent routines ~ Awareness of pupil profile information – Knowing the child ~ Communication with parents/carers ~ Access to iPads / whiteboards ~ Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties ~ Working walls– including Topic Mats ~ Robust transitions with previous year groups and other settings
Observations and/ or first language assessments (for EAL learners) are carried out to inform next steps. Termly assessment for Reading, writing, SPAG and Maths ~ Termly Pupil Progress meetings ~ Termly word reading age and spelling age assessments ~ book banded reading books ~ Accelerated Reader Program ~ Penpals Handwriting scheme ~ Y1-Y6 flexible groupings for English and maths ~ Y6 Boosters

Targeted Offer

~ Narrative Therapy (story telling and answering questions)
~ Inclusion Service assessment and advice for class teacher, class TAs and home
~ Individual task plan ~ Timers ~ Colour specific overlay rulers ~ Communication Books
~ Lightning Squad (reading and phonics intervention)
~ 1:1 additional phonics ~ 1:1 reading ~ Inclusion Service monitoring and advice
~ SEND support Plan

Individualised Offer

~ EP referral
~ EHCNA
~ ECHP

Cognition & Learning



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Universal Offer

- ~ Adaptive teaching and flexible grouping ~ All chairs and desks at an appropriate height (seating position considered)
- ~ Writing/book position appropriate angle ~ A broad and balanced curriculum which promotes belonging, identity, confidence and inclusion for all children
- ~ Movement/Brain breaks ~ Wake-up Shake up (daily 10mins) ~ Penpals 'get ready to work' exercises ~ Highly proprioceptive PE activities– e.g. crawling, climbing, swinging ~ Opportunities to write in different ways with high sensory feedback e.g. foam, sand, paint ~ brain breaks
- ~ Opportunities given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames ~
 - ~Cooperative Learning Structures (Kagan) ~ Recognition of progress and effort, not just achievement ~ Careful consideration of length of activities
 - ~ Calm and well-ventilated learning environment ~ Repeated, clear and manageable instructions ~ Processing time given & key words emphasised
 - ~ Awareness of pupil profile information – Knowing the child (eg dominant hand and appropriate resources; accessing training for Sensory Processing)
- ~ range of scissors ~ access to a range of recording equipment ~ Access to iPads / whiteboards ~ Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties ~ Working walls– including Topic Mats ~ Robust transitions with previous year groups and other settings ~ Support trying new foods

Targeted Offer

- ~ Motor Skills United Intervention (fine and gross motor skill development) Position in class
- ~ Clever Fingers Boxes in all classrooms ~ Lap pad ~ Chewlery ~ Sensory Room ~ Bean bags ~ Specialist chairs (where recommended by OT/physio) ~ Heavy lifting activities ~ Sloped writing aids ~ Fidget toys ~ Ear defenders ~ Wobble cushions ~ Timers ~ Ergonomic pencil grips ~ Magnifiers ~ Individual visual timetable ~ Individual now/then/next board ~ Co-productive proactive conversations with parents to ensure consistency of approach at home ~ School Nurse advice/assessment ~ Support in toilet training ~ Laptop/iPad (individual)
- ~ Inclusion Service monitoring and advice ~ SEND Support Plan

Individualised Offer

- ~ OT referral
- ~ Sensory Support Service referral
- ~ Mirroring technology from IWB to IPAD
 - ~ EP referral
 - ~ EHCNA
 - ~ EHCP

Sensory & Physical



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