

Universal Offer

~ Adaptive teaching and flexible groupings - Arresting images, photos, memes, videos and sound clips to begin a lesson ~ Calm, well-ventilated learning environment ~ Use of visuals when learning new vocabulary ~ Use of good-quality artefacts from different faiths to develop pupils' observation skills and use of language. ~ MTTT to practise key vocabulary ~ Dual coding ~ WAGOLLs ~ Explicit links between previous learning and existing knowledge (CYS...last week, last month, last year?) ~ Processing time given & key words emphasised ~ Use of visitors to the classroom, web conferences and visits to places of worship - Repeated, clear and manageable instructions ~ Instant hot-marking/verbal feedback during the lesson ~ Adults say what they mean (avoid sarcasm, abstract vocabulary etc.) ~ Knowing the child (eg seating arrangements, dominant hand adaptive resources such as scissors ergonomic pencil grips, writing apparatus and other appropriate resources;) ~ Sensitivity to children's lived experiences ~ Use of familiar school font (SassonCRInfant in font 12 or larger) ~ IWB pastel shades (not too visually stimulating/busy with words/pictures) ~ Access to a range of recording equipment/devices ~ Access to word banks for key topic words/statutory words and Speed Sounds Charts ~ Careful consideration of length of activities ~ Concrete resources/objects of reference/visuals ~ Cooperative Learning Structures (Kagan) ~ Promotion of 'Perfect Presentation' ~ DEAL drama ~ Nine Protected characteristics displayed in classrooms ~ School Values, School Rules, Class charter, British Values and Restorative Approaches all displayed and referred to ~ Well-organised and uncluttered working space including meaningful displays/working wall -

Targeted Offer

~ Children are well prepared for visits, particularly to different places of worship, using photographs, videos, artefacts etc ~ Use of sentence starters/writing frames - Key word games and card sorting activities for specialist vocabulary - Individual task plan ~ Timers ~ Colour specific overlay rulers ~ Calm Boxes ~ Lap pad ~ Chewlery ~ Bean bags ~ Specialist chairs (where recommended by OT/physio) ~ Sloped writing aids ~ Fidget toys ~ Ear defenders ~ Wobble cushions ~ LO/Date prepared/written by adult ~ Individual writing scaffolds (enlarged where necessary) ~ Adults to be explicit with amount of work to be completed/ and expectation of outcome - Brain breaks ~ SEND Support Plan ~ One Page Profile

Individualised Offer

~ Share planning with 1:1 staff prior to the lesson ~ Mirroring technology from IWB to IPAD ~ Assistive technology to record (IPADs, laptop, PODD Boards etc.) ~ 1:1 adult scribe/cut out ~ Sensory breaks ~ EHCNA

**Religions, Values and Beliefs
Graduated response to SEND and children not
working at age related expectations (ARE)**



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.*