

### Universal Offer

~ Adaptive teaching and flexible groupings ~ Calm, well-ventilated/shaded learning environment ~ Use of visuals when learning new vocabulary ~ MTTT to practise key vocabulary ~ Explicit links between previous learning and existing knowledge (CYS...last week, last month, last year?) ~ Processing time given & key words emphasised ~ Repeated, clear and manageable instructions ~ Adults say what they mean (avoid sarcasm, abstract vocabulary etc.) ~ Knowing the child (eg seating arrangements, dominant hand adaptive resources) ~ Sensitivity to children's physical development outside of school ~ ~ Careful consideration of length of activities ~ Cooperative Learning Structures (Kagan) ~ Access to class Worry Box/Ask-it-Basket ~ School Values, School Rules, Class charter, Restorative Approaches all displayed and referred to. ~ Recognition of progress and effort, not just achievement. ~ Ensure equipment is fully accessible and adapted for individuals as needed-(different sized rackets, balls, hockey sticks etc) ~ Give pupils thinking time before answering a question. ~ Adults orally modelling for children how people might feel in discussed scenarios (e.g if a goal is let in, they miss a ball) ~ Animations on screen with audio and video explanations. ~ flexible grouping to be sensitive to all children and less confident pupils-paired and or small groups ~ Well-organised and uncluttered working space including meaningful displays

### Targeted Offer

~ 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 ~ Timers ~ 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. ~ SEND Support Plan ~ One Page Profile activity and game instructions to be given one at a time and modelled by an adult/a peer (mixed ability grouping) ~ Adults modelling skill). ~ Structured, consistent routines in the structure of each lesson. ~ Giving instructions in the classroom then repeating them again outside. ~ Consider length of an activity for individuals and aim to 'keep them active' even if they are no longer taking part in group activities

### Individualised Offer

~ Share planning with 1:1 staff prior to the lesson ~ 1:1 adult support ~ sensory and brain breaks for children who just need some space/time away from the equipment ~ EHCNA ~ Consider physical barriers if there are motor difficulties-support from an adult/ adult and peer encouragement ~ Size of equipment, mats etc. ~ Consider length of an activity for individuals and aim to 'keep them active' even if they are no longer taking part in group activities. ~ Use of headphones ~ Calm box ~ Designated quiet space to sit during lesson

**Physical Education (PE)  
Gr aduated 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.*