

St Marys C of E Primary School		Our School Offer	
Communication and Interaction (inc Autistic Spectrum Condition)	Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)	Sensory and/or Physical (inc disabilities)	Social, Mental and Emotional Health (inc ADHD)
Universal Provision	Universal Provision	Universal Provision	Universal Provision
<ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Increased visual aids/modelling ○ Visual timetables ○ Small world play and role play ○ Repetition/clarification of instructions ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities ○ Vocabulary on display in all classrooms 	<ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery if needed e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Additional processing time ○ Scaffolding eg writing frames ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Talk for Writing ○ Illustrated dictionaries ○ Ensuring age-appropriate content in reading material available ○ Weekly spelling lists ○ Visual writing aids eg Use of story boards, story maps ○ Use of highlighting, visual thinking and mnemonics to support working memory and processing ○ Key vocabulary displayed ○ Literacy Working Wall ○ Numeracy Working Wall ○ Exemplars on display in all classrooms to show next steps ○ Access to 'concrete' maths equipment in all year groups. ○ Wide variety of After School Clubs 	<ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor control group ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Sand and water play ○ Provision of left handed equipment ○ Written /picture and symbol signs for class labels in classes ○ Wide variety of After School Sports Clubs 	<ul style="list-style-type: none"> ○ Trauma-Informed School ○ Allocation of Trusted Adult ○ Thrive ○ Whole school behaviour for learning policy ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward system ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Visual timetables ○ Use of first hand experiences to inspire learning ○ Use of symbols

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Targeted Provision (Additional and Different Individual or Small group)	Targeted Provision (Additional and Different Individual or Small group)	Targeted Provision (Additional and Different Individual or Small group)	Targeted Provision (Additional and Different Individual or Small group)
<p>Speech and Language small group intervention</p> <ul style="list-style-type: none"> ○ Role allocation during small group work ○ Lego therapy if needed 	<ul style="list-style-type: none"> ○ Additional adult support for literacy ○ Additional adult support for Numeracy ○ Visual/auditory perception group activities ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes eg Nessy ○ Small group phonics in KS2 ○ Word mats ○ Small group Working Memory Intervention ○ Small group or Phonological Awareness Intervention 	<ul style="list-style-type: none"> ○ Fine Motor skills programme if needed ○ Gross Motor skills programme if needed ○ Additional adult support in PE/dance/games if needed ○ Differentiated PE resources ○ spider balls, balloon balls etc. ○ Individual Sensory 'diet' 	<ul style="list-style-type: none"> ○ Small group Nurture in the mornings to develop emotional and social Well-being ○ Access to a trusted adult ○ Draw and Talk ○ 1:1 thrive activities

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<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>
<ul style="list-style-type: none"> ○ Individual Speech therapy Care Plan, goals set by Speech Therapist. ○ Access to Individual work station if required ○ Individual transition programme ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Referral to Wave Project if required ○ Referral to Music Therapy if required 	<ul style="list-style-type: none"> ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Additional adult support focused on Individual Provision Map outcomes ○ Individual access arrangements including for SATs (eg additional time; scribe; reader; transcribe) ○ Additional arrangements for transition ○ Outside agency advice ○ Task board ○ Coloured overlays ○ Alternative methods of recording eg Talk to Text on Laptop; use of scribe; word processing 	<ul style="list-style-type: none"> ○ Sensory Care Plan set by Occupational Therapist ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Stress/ 'fiddle' sensory aids 	<ul style="list-style-type: none"> ○ Family support via referral ○ Individual reward/sanction systems ○ Individual Behaviour Plan ○ Playtime monitoring/additional adult ○ Referral to specialist Counselling eg CLEAR; Susie Project; Penhaligon's Friends ○ Home school liaison book ○ Additional transition arrangements ○ Individual risk assessments ○ Planned used of physical positive handling ○ Referral to CAMHS ○ Referral to access specialist provision eg Forest School; ○ Referral to Wave Project