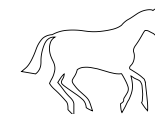


Nursteed Community Primary School

School Offer



Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p>Universal Provision <i>provision for all</i></p> <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. ○ Visual timetables ○ Use of symbols; PECs ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role play situations ○ Drama ○ 'Show and tell' / speaking opportunities ○ Lunch club (social support) 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ 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 ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available ○ Weekly spelling lists (phonics led) ○ Touch-type sessions ○ Structured Synthetic phonics approach e.g. Sounds-Write ○ Multi-sensory phonics approach. ○ Pastel backgrounds on Interactive Whiteboards ○ Individual whites board ○ Minimum '14' font size on sheets. ○ Universal use of Comic Sans font. 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Written signs for class labels in classes ○ Dough Disco (EYFS) ○ Seating arrangements (r-handed, l-handed etc.) 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Golden Rules ○ Positive behaviour strategies (restorative practice) ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ Variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first hand experiences to stimulate learning ○ Trusted Adult Scheme ○ Mindfulness activities ○ Lunch Club

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<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Provision Map ○ Lego Therapy ○ Now and Next boards ○ Nurture Room (enhanced Provision) 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ In-class TA support for English ○ In-class TA support for maths ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Board ○ Group use of ICT programmes ○ Small group of support for English outside class e.g. RWInc, phonics ○ Small group of support for maths outside class e.g. Numbers Count ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Daily reading with an adult ○ Working Memory Group ○ Precision Teaching ○ Pastel paper ○ Coloured overlay sheets 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme ○ Specialist equipment 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Alternative lunch-time provision ○ Socially Speaking ○ Circle of Friends ○ Use of buddy system ○ Thrive ○ ELSA ○ Nurture Room (enhanced Provision) ○

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised timetable ○ Individual Speech therapy ○ Care Plans. ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports e.g. Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory Diet ○ Sensory aids ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chewy toys ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc.) ○ One to one support for literacy outside class e.g. RWInc, phonics ○ One to one support for maths outside class e.g. Numbers Count ○ List of current and future topic words ○ TA support daily with SEN Support Plan outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Dyslexia packs ○ Tinted overlays/rulers 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc. ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice – and specialist teacher support (e.g. teacher for the deaf) ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Personal use of technology e.g. laptop or iPad for alternative method of recording 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Individual reward/sanction ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency – referral made ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Bereavement support ○ ELSA ○ PSA