



# St Blasius Shanklin Church of England Primary Academy School Offer



<b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i>	<b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	<b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<p style="text-align: center;"><b>Universal Provision</b></p> <ul style="list-style-type: none"> <li>○ Flexible teaching arrangements</li> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Differentiated curriculum delivery e.g. simplified language</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Use of symbols; PECs</li> <li>○ ICT programmes to support language</li> <li>○ Small world play and Role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Opportunities to work with younger/older pupils</li> <li>○ Worships with appropriate signs and visual aids used</li> <li>○ Role play situations/Drama</li> <li>○ 'Show and tell' / speaking opportunities</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b></p> <ul style="list-style-type: none"> <li>○ Differentiated tasks</li> <li>○ Pre-teaching</li> <li>○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>○ Repetition/clarification of instructions</li> <li>○ Differentiated output or outcome e.g. use of IT, fewer sentences</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Alphabet, word and number charts, mats, banks, number lines, ten frames, etc.</li> <li>○ Use of puzzles and games</li> <li>○ Use of writing frames</li> <li>○ Ensuring appropriate reading material available</li> <li>○ Weekly spelling lists (phonics led)</li> <li>○ Touch-type sessions</li> <li>○ Structured Synthetic phonics approach e.g. Letters and sounds</li> <li>○ Pastel backgrounds on Interactive Whiteboards</li> <li>○ Individual white board</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b></p> <ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor control programme</li> <li>○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors</li> <li>○ Wobble cushions</li> <li>○ Multi-sensory equipment</li> <li>○ Tools and Materials e.g. brushes/pencils, collage</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Brain gym exercises</li> <li>○ Sand and water play</li> <li>○ Provision of left handed equipment</li> <li>○ Written signs for class labels in classes</li> <li>○ Seating arrangements</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Structured school and classroom routines</li> <li>○ MAYBO Trained staff</li> <li>○ Positive reward systems</li> <li>○ Consistent and progressive sanction system for when rules broken</li> <li>○ School Council</li> <li>○ Teaching listening through circle time games</li> <li>○ Use of puzzles and games</li> <li>○ Involvement in after school clubs</li> <li>○ Individual job and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Zones of Regulation</li> <li>○ Playground friends and buddies available</li> <li>○ Variety of teaching styles and strategies used to suit pupils</li> <li>○ Visual timetables</li> <li>○ Use of symbols</li> <li>○ Use of first hand experiences to stimulate learning</li> <li>○ Well Being daily check ins</li> </ul>

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<p style="text-align: center;"><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Individual Provision Map personal plan targets.</li> <li>○ Colourful Semantics</li> <li>○ Bucket Group Therapy</li> <li>○ Lego therapy</li> <li>○ Wave Project</li> <li>○ Therapeutic Play</li> <li>○ Makaton</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Keep up not catch up provision</li> <li>○ In-class TA support for literacy</li> <li>○ In-class TA support for Numeracy</li> <li>○ Differentiated resources</li> <li>○ Task Board</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for literacy outside class e.g. Precision teaching/Rapid Reading</li> <li>○ Small group of support for maths outside class e.g. Precision Teaching</li> <li>○ Support for reading comprehension, e.g. comprehension exercises, word mats</li> <li>○ Letters and Sounds phonics groups</li> <li>○ Precision Teaching</li> <li>○ Overlays</li> <li>○ Coloured paper</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Differentiated PE resources -</li> <li>○ Sports events - additional preparation</li> <li>○ Back Chaining</li> <li>○ Sensory circuits</li> <li>○ Fiddle Toys</li> <li>○ Wobble cushions</li> <li>○ Modelling posture</li> <li>○ Modelling paper position</li> <li>○ Gardening</li> <li>○ Cooking</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative lunch-time provision</li> <li>○ Zones of Regulation</li> <li>○ Bucket Group</li> <li>○ Lego Therapy</li> <li>○ Gardening</li> <li>○ Cooking</li> <li>○ ELSA</li> <li>○ Egg timers</li> <li>○ Daily well-being check ins</li> <li>○ MAYBO trained staff</li> </ul>

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<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP recommendations</li> <li>○ Personalised timetable</li> <li>○ Individual Speech Therapy</li> <li>○ Intervention delivered by Speech therapist or specialist TA</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports e.g. Now/Next boards; Choice Boards</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Social stories</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Sensory aids</li> <li>○ Access to quiet room</li> <li>○ Increased adult support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Ear Defenders</li> <li>○ Chew toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. wobble cushion)</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP recommendations</li> <li>○ Bespoke curriculum</li> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g. word/number Nesy Fingers etc)</li> <li>○ One to one support for literacy outside class</li> <li>○ One to one support for maths outside class</li> <li>○ Toe by Toe programme</li> <li>○ Keep up not catch up sessions</li> <li>○ List of current and future topic words</li> <li>○ TA support daily</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Transition Partnership Agreements</li> <li>○ Outside agency advice</li> <li>○ Efficient word processing</li> <li>○ Dyslexia coloured paper</li> <li>○ Tinted overlays/rulers</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP recommendations</li> <li>○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, wobble cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue / scribe support</li> <li>○ Handwriting</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids</li> <li>○ TA support in PE</li> <li>○ Gardening</li> <li>○ Cooking</li> <li>○ Wave Project</li> <li>○ Wild Beach Project</li> <li>○ Horse riding RDA</li> <li>○ Transition Partnership Agreements</li> <li>○ Back chaining</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP recommendations</li> <li>○ Individual reward/sanction</li> <li>○ TA support - communication of feelings, individual debriefing/pre-empting, playtime support</li> <li>○ Individual Behaviour Plan</li> <li>○ Anger Management</li> <li>○ ELSA</li> <li>○ Counselling from outside agency - referral made eg See Hear Respond</li> <li>○ CAMHS</li> <li>○ Input from ILC</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ weekly feedback to parents face-to-face</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Transition Partnership Agreements</li> <li>○ Individual risk assessments</li> <li>○ Internal exclusion</li> <li>○ CAMHS involvement and referral</li> <li>○ Winston's Wish (bereavement support)</li> <li>○ The Wave Project</li> <li>○ Wild Beach Project</li> <li>○ Horse riding RDA</li> </ul>