

Ashton Keynes Primary School Offer: Universal, Targeted and Specialist Provision

Communication and Interaction *Including ASD & SCLN*

*Including Dyslexia, Dyscalculia (SpLD);
MLD, SLD, PLMD)*

*Visual Impairment; Hearing Impairment;
Multi-Sensory Impairment; Physical
Disability,*

Social, Mental and Emotional Health *Including ADHD*

Universal Provision

provision for all

- 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
- ICT programmes to support language
- Small world play and Role Play
- Repetition/clarification of instructions
- Opportunities to work with younger/older pupils
- Role play situations/Drama
- 'Show and tell' / speaking opportunities
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Universal Provision

provision for all

- Differentiated tasks through the Star Challenge
- 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, word mats, word banks, topic glossaries etc.
- Use of puzzles and games
- Illustrated dictionaries (Barrington Stoke, ACE Dictionaries)
- Use of writing frames, scaffolding
- Ensuring age appropriate reading material available
- Weekly spelling lists (phonics led)
- Structured Synthetic phonics approach eg. Letters and sounds
- Multi-sensory phonics approach
- Individual white board

Universal Provision

provision for all

- Flexible seating arrangements
- Handwriting/fine motor skill 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
- Seating arrangements (r-handed, l-handed etc)

Universal Provision

provision for all

- Whole school behaviour policy
- Golden Rules
- Positive behaviour strategies
- Structured school and classroom routines
- Positive reward systems
- Consistent and progressive sanction system for when rules broken
- Teaching listening through games
- Use of puzzles and games
- Involvement in after school clubs
- Individual job and responsibility
- Support of lunchtime supervisors at lunchtime
- Weekly focus on social, emotional aspects of learning
- Mental Well Being PHSE curriculum
- Playground friends and buddies available
- VAK (Visual, Auditory, Kinaesthetic) - variety of teaching styles used to suit pupils
- Visual timetables

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 style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Education Plans ○ Modelling of good language throughout the school. ○ 1:1 Speech and Language sessions ○ Kinaesthetic and visual storytelling strategies. ○ 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Education Plan ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes ○ Small group of support for literacy outside class ○ Small group of support for maths outside class ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness activities ○ Precision Teaching ○ Aurally Coded Dictionaries ○ Pastel paper ○ Tutoring 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Education Plan ○ Fine Motor skills support ○ Gross Motor skills support ○ Differentiated PE resources - spider balls, balloon balls etc. ○ Sports events - additional preparation ○ Handwriting scheme ○ ICT resources available 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Education Plan ○ Alternative lunch-time provision ○ ELSA support ○ Use of buddy system ○ Restorative lunchtimes

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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 Education Plan, Support Plan or EHCP ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech and Language Teaching Assistants supported by the Speech and Language Therapist ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Work station for part of day ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory aids ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School communication ○ Chewy toys (chewelry) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket if provided by the OT) 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Education Plan, Support Plan 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 ○ One to one support for maths outside class ○ List of current and future topic words ○ TA support daily with IEP outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice, including from Cognition and Learning Team ○ Dyslexia-friendly resources ○ Tinted overlays/rulers ○ Transition arrangements, particularly to secondary school 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Education Plan, Support Plan 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 ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe in class ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelry) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket if provided by the OT) ○ TA support in PE/dance/games ○ Differentiated PE curriculum ○ Access to outside spaces 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Education Plan, Support Plan or EHCP ○ Individual reward/sanction scheme ○ ELSA TA support - communication of feelings ○ ELSA TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Counselling from outside agency through referral system ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison ○ Regular feedback to parents ○ Time out system and safe space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ CAMHS involvement through referral ○ Winston's Wish (bereavement support) ○ Draw and Talk