

Borough Green 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 style="text-align: center;">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 ○ 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 ○ Cued Articulation 	<p style="text-align: center;">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 and Ace dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available ○ Weekly spelling lists (phonics led) ○ Structured Synthetic phonics approach eg. Little Wandle ○ Multi-sensory spelling and phonics approach e.g. Little Wandle) ○ Individual white board ○ Individual Concept Mapping Boards 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ 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) ○ All round access to covered swimming pool. 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ School Rules: Ready, Respectful, Safe. ○ 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 - variety of teaching styles used to suit pupils used to suit pupils ○ Visual timetables Access to outside spaces and lessons eg Forest School ○ Share boxes

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>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ EYFS Speech & Language Assessments ○ Personalised provision plans or Individual Provision Maps ○ Modelling of good language throughout the school. ○ Speech, language and communication needs surgeries. ○ Social Stories 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or Individual Provision Map. ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ One to one support reading sessions outside class eg. Beanstalk. ○ Task Boards ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g. Phonics catch-up ○ Small group of support for maths outside class eg Catch-Up sessions ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness activities ○ Precision Teaching ○ Aurally Coded Dictionaries ○ Pastel paper ○ Dyslexia Textx ○ Catch me cards 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or Personalised Provision Plan. ○ Fine Motor skills programme eg Clever Fingers ○ Gross Motor skills programme eg Sensory Circuits ○ Differentiated PE resources - ball on a string, balloon balls. ○ Sports events - additional preparation ○ Handwriting scheme ○ ICT resources available ○ Specific Teaching of self-care such as Backwards Chaining. ○ Where a health need or medication is needed, a Health Care Plan. ○ Sloping Boards. ○ Sensory Pod. ○ Wobble Cushions and stool. 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or Personalised Provision Plan ○ Alternative lunch-time provision ○ Use of buddy system. ○ Socially Speaking ○ Use of buddy system ○ Resourced Nurture Room. ○ Social Stories ○ Social Groups such as Circle of Friends. ○ Movement/wriggle breaks. ○ Access to calming Room. ○ Referral to School Health for family support such as anxiety, incontinence, sleep difficulties. ○ Pastoral Support Plans. ○ Referral to family support through Front Door. ○ Counselling sessions. ○ Bereavement Sessions.

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>
Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> Personalised Provision Plans or EHCP Personalised timetable Individual Speech Therapy Care Plans. Intervention delivered by Speech therapist Individual visual timetables / schedule Visual Supports eg Now/Next boards; Choice Boards; Individual ICT programmes Work station for part of day Outside agency advice Individual risk assessments Augmented Communication aids eg PECS Sensory Diet ; Fun Fit; TAC PAC; Sensory aids Increased Adult Support 	Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> Personalised Provision Plans or EHCP Pre-teaching of class learning Reinforcement practice of class learning Use of individual ICT programmes eg Reading eggs, Dynamo. One to one support for literacy outside class e.g. Little Wandle/ Catch Up. One to one or small group support for maths outside class List of current and future topic words TA support daily with PPP 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 Cognition Assessments and profiles. 	Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> Personalised Provision Plans 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 Occupational Therapy Referrals Paediatric Referrals. Physio exercises incl use of Thera Putty Classroom access 	Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> Personalised Provision Plans or EHCP Individual reward/sanction scheme TA support - communication of feelings 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 book Regular feedback to parents face-to-face Time out system and space Movement Breaks Additional transition arrangements Individual risk assessments Internal exclusion



SEN Services

Southwest

<ul style="list-style-type: none">○ Additional planning and arrangements for transition○ Home/School book○ Chewy toys (chewelry)○ Ear defenders○ Stress toys○ Other sensory aids (e.g. weighted blanket)	<ul style="list-style-type: none">○ Transition arrangements, particularly to secondary school	<ul style="list-style-type: none">○ Chewy toys (chewelry)○ Ear defenders○ Stress toys○ Other sensory aids (e.g. weighted blanket)○ TA support in PE/dance/games○ Alternative PE curriculum○ Access to outside spaces	<ul style="list-style-type: none">○ Planned use of physical positive handling (Team Teach)○ CAMHS involvement through referral○ SlideAway (bereavement support)○ Drawing and Talking Sessions○ Play Therapist○ Access To Therapy Dog via Specialist Teacher Service.
---	---	--	---