

Breage Church of England Primary School  
School Offer 2022-2023



| <b>Communication and Interaction</b><br><i>Including ASD &amp; S+L</i>  | <b>Cognition and Learning</b><br><i>Including Dyslexia, Dyscalculia (SLD, MLD, SLD, PLMD)</i>   | <b>Sensory and/or Physical</b><br><i>Visual Impairment; Hearing Impairment, Multi-Sensory Impairment; Physical Disability,</i>  | <b>Social, Mental and Emotional Health</b><br><i>Including ADHD</i>   |
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| <p style="text-align: center;"><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Flexible teaching arrangements in mixed age classes</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>○ Small world play and Role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Opportunities to work with younger/older pupils</li> <li>○ Role play situations/Drama</li> <li>○ 'Show and tell' / speaking opportunities</li> <li>○ Parent information sessions</li> <li>○ TA support</li> </ul> | <p style="text-align: center;"><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Differentiated tasks</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 ICT, fewer sentences</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Alphabet, word and number charts, word books, sound sheets etc.</li> <li>○ Use of puzzles and games</li> <li>○ Illustrated dictionaries</li> <li>○ Use of writing frames</li> <li>○ Weekly spelling lists</li> <li>○ Structured, multi- sensory synthetic phonics through the use of Jolly phonics</li> <li>○ Celebration of work in classes</li> <li>○ Individual white boards</li> <li>○ TA support</li> <li>○ Coloured overlays available to all</li> <li>○ Parent phonics information sessions</li> <li>○ Mixed age classes</li> <li>○ Two parent evenings offered each year</li> <li>○ Assessments used to target provision</li> </ul> | <p style="text-align: center;"><b>Universal Provision</b><br/><i>provision for all</i></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, wide-lined books</li> <li>○ Multi-sensory equipment</li> <li>○ Construction</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/ funky fingers 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>○ Wake and Shake</li> <li>○ Huff and Puff</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> <li>○ TA support</li> <li>○ Sensory equipment accessible in every class e.g fiddle toys/ wobble cushions</li> </ul> | <p style="text-align: center;"><b>Universal Provision</b><br/><i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ School rules</li> <li>○ Positive behaviour strategies e.g certificate awards weekly.</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems e.g sticker charts</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 jobs and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ SEAL curriculum weekly focus on social, emotional aspects of learning</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ VAK - variety of teaching styles used to suit pupils</li> <li>○ Visual timetables</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Children's work is regularly marked in line with the marking policy</li> <li>Individual maths packs available</li> <li>Targeted homework</li> </ul>  |  | <ul style="list-style-type: none"> <li>Use of first hand experiences to stimulate learning</li> <li>TA support</li> </ul>  |
| <b>Communication and Interaction</b><br><i>Including ASD &amp; S+L</i>   | <b>Cognition and Learning</b><br><i>Including Dyslexia, Dyscalculia (SLD, MLD, SLD, PLMD)</i>   | <b>Sensory and/or Physical</b><br><i>Visual Impairment; Hearing Impairment, Multi-Sensory Impairment; Physical Disability</i>  | <b>Social, Mental and Emotional Health</b><br><i>Including ADHD</i>  |
| <b>Targeted Provision</b><br><i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> <li>Speech and Language support groups</li> <li>Individual Provision Map</li> <li>Reading with a therapy dog</li> </ul> | <b>Targeted Provision</b><br><i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> <li>Individual Provision Map</li> <li>In-class TA support for literacy</li> <li>In-class TA support for Numeracy</li> <li>Spelling intervention groups</li> <li>SPAG intervention groups</li> <li>Differentiated resources</li> <li>Task Board</li> <li>Group use of ICT programmes</li> <li>SAT's booster club after school</li> <li>Small group of support for maths outside class e.g. Counting to Calculating</li> <li>Support for reading comprehension,</li> <li>Precision Teaching</li> <li>Pastel paper</li> <li>Talking tins</li> <li>Reading with a therapy dog</li> <li>Children understanding metacognition</li> </ul> | <b>Targeted Provision</b><br><i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> <li>Fine Motor skills programme</li> <li>Gross Motor skills programme</li> <li>Differentiated PE resources - spider balls, balloon balls etc.</li> <li>Sports events - additional preparation</li> <li>Time with a therapy dog</li> </ul> | <b>Targeted Provision</b><br><i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> <li>Individual education plan</li> <li>Alternative lunch-time provision</li> <li>Lunch time clubs and responsibilities</li> <li>Use of buddy system</li> <li>TIS</li> <li>Small group wellbeing therapy</li> <li>Time with a therapy dog</li> </ul> |

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| <b>Specialist Provision</b><br><i>Provision for specialist needs</i>   | <b>Specialist Provision</b><br><i>Provision for specialist needs</i>   | <b>Specialist Provision</b><br><i>Provision for specialist needs</i>  | <b>Specialist Provision</b><br><i>Provision for specialist needs</i>  |
| <ul style="list-style-type: none"> <li>○ Individual education plans or EHCP</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy plans</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards; spot timers</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 Diet ; Fun Fit; wake and shake, go noodle;</li> <li>○ Sensory aids</li> <li>○ Calm Place</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> <li>○ Can be taught out of year group if needed</li> <li>○ TAC/ review meetings</li> <li>○ Reading with a therapy dog</li> </ul> | <ul style="list-style-type: none"> <li>○ Individual education plans or EHCP</li> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Specialist homework sent home</li> <li>○ Use of individual ICT programmes e.g Nessy</li> <li>○ One to one support for literacy in class</li> <li>○ One to one support for maths in class</li> <li>○ Toe by Toe</li> <li>○ Individual reading/ priority reading list</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>○ Outside agency advice e.g Educational psychologist involvement</li> <li>○ Maths/Literacy tutor support</li> <li>○ Tinted overlays/rulers</li> <li>○ Dyslexia screening by a professional</li> <li>○ ICT to support recording</li> <li>○ Can be taught out of year group if needed</li> <li>○ TAC/ review meetings</li> <li>○ Personalised homework and support for parents</li> </ul> | <ul style="list-style-type: none"> <li>○ Individual education plans or EHCP</li> <li>○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special 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>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided</li> <li>○ ICT to support recording</li> <li>○ Physio exercises</li> <li>○ OT exercises</li> <li>○ Classroom access</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket, wobble cushion)</li> <li>○ TA support in PE/dance/games</li> <li>○ Additional transition arrangements</li> <li>○ TAC/ review meetings</li> <li>○ Time with a therapy dog</li> </ul> | <ul style="list-style-type: none"> <li>○ Individual education plans or EHCP</li> <li>○ Individual reward/sanction</li> <li>○ TA support - communication of feelings</li> <li>○ Debriefing/pre-empting</li> <li>○ Playtime monitoring</li> <li>○ Individual wellbeing therapy</li> <li>○ Counselling from outside agencies</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ Weekly/ daily feedback to parents face-to-face</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement and referral</li> <li>○ Penhaligon's Friends (bereavement support)</li> <li>○ TIS individual support</li> <li>○ Can be taught out of year group if needed</li> <li>○ TAC/ review meetings</li> <li>○ Reading with a therapy dog</li> <li>○ Working with other providers e.g BF Adventure</li> </ul> |

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|  | <ul style="list-style-type: none"><li>○ Reading with a therapy dog</li><li>○ Phonological awareness intervention</li><li>○ Memory support</li></ul> |  | <ul style="list-style-type: none"><li>○ Educational psychologist involvement</li><li>○ Play therapy</li></ul> |
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