

Mawnan C of E School

School Offer - January 2024



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>Our Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Flexible teaching arrangements o Structured school and classroom routines o Warning of change o Differentiated curriculum delivery e.g. simplified language o Increased visual aids/modelling etc. o Visual timetables o Use of visuals; symbols; PECs o ICT programmes to support language o Small world play and Role Play o Repetition/clarification of instructions o Opportunities to work with younger/older pupils o Assemblies with appropriate signs and visual aids used o Role play situations/Drama o 'Show and tell' / speaking opportunities o On Alert, catch-up intervention o Contact with parent/carers via Class Dojo o Transition meetings when moving classes o 	<p>Our Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Differentiated tasks o Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording o Longer processing time given o Repetition/clarification of instructions o Differentiated output or outcome e.g. use of ICT, fewer sentences o Increased visual aids/modelling etc. o Visual timetables o Alphabet, word and number charts, mats, banks etc. o Use of puzzles and games o Illustrated dictionaries o Use of writing frames o Ensuring appropriate reading material available o Spelling lists (phonics led) o Key board sessions o Multi-sensory phonics approach e.g. Jolly Phonics o Pastel board grounds on Interactive Whiteboards available o Individual whiteboard o On Alert, catch-up intervention 	<p>Our Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Flexible seating arrangements o Handwriting/fine motor control programme o Specialist resources – pencil grips, triangular pencils, variety of types of scissors o Multi-sensory equipment o Construction o Tools and Materials e.g. brushes/pencils, collage o Range of equipment & opportunities for balancing, exploring etc. o Brain gym exercises o Sand and water play o Written signs for class labels in classes o Wake and Shake o Seating arrangements (r-handed, l-handed etc) o On Alert, catch-up intervention o Contact with parent/carers via Class Dojo o Transition meetings when moving classes o o 	<p>Our Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> o Whole school behaviour policy o Positive behaviour strategies o Structured school and classroom routines o Positive reward systems o Consistent and progressive sanction system for when rules broken o Teaching listening eg through circle time games o Use of puzzles and games o Involvement in after school clubs o Individual jobs and responsibility o Support of lunchtime supervisors at lunchtime o PHSE curriculum weekly focus on social, emotional aspects of learning o Mental Well Being PHSE curriculum o Playground friends and buddies available o Visual timetables o Use of visuals and symbols o Use of first hand experiences to stimulate learning o On Alert, catch-up intervention o Contact with parent/carers via Class Dojo

	<ul style="list-style-type: none"> o Access to ICT o Rapid Recall (Maths facts) o Contact with parent/carer via Class Dojo o Transition meetings when moving classes o 		<ul style="list-style-type: none"> o Transition meetings when moving classes
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>
Targeted Provision Provision for needs that are additional and different <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Speech and Language support groups o Individual Learning Map o Regular contact with parent/carer via Class Dojo o Additional transition opportunities when moving classes or to senior school. 	Targeted Provision Provision for needs that are additional and different <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map o Access to SEN support teacher o In-class TA support for literacy o In-class TA support for Numeracy o Additional thinking time for processing oral and visual information o Differentiated resources o Multi-sensory letter work & spelling programmes o 60 second reads (to promote reading pace) o 'Pyramid spelling' technique o Task Board o Group use of ICT programmes o Small group of support for literacy outside class 	Targeted Provision Provision for needs that are additional and different <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map o Fine Motor skills programme o Gross Motor skills programme o Differentiated PE resources – spider balls, balloon balls etc. o Sports events – additional preparation o Handwriting scheme o Fun Fit o Strategies and equipment to support pupils who are left handed eg specialist pens; pencil grip; scissors; book positioning when writing; seated at tables on the left; o Regular contact with parent/carer via Class Dojo 	Targeted Provision Provision for needs that are additional and different <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map o Alternative lunch-time provision o Anger Busters; Anxiety/Anger Gremlins o Group interventions eg Socially Speaking; Circle of Friends; Talk About o Use of buddy system o 5-Point Scale for anxiety regulation o Use of sensory items eg fiddles o Use of sensory equipment eg swivel chair o Regular contact with parent/carer via Class Dojo o Additional transition opportunities when moving classes or to senior school. o

	<ul style="list-style-type: none"> o Small group of support for maths outside class e.g. Number Counts; 'Ready to Progress' in maths o Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats; highlighting o Phonological Awareness programme o Working Memory small group intervention o Precision Teaching o Use of pastel paper for exercise books and worksheets o Regular contact with parent/carer via Class Dojo o Additional transition opportunities when moving classes or to senior school. o Coloured Overlays o Reading Recovery Programme 	<ul style="list-style-type: none"> o Additional transition opportunities when moving classes or to senior school. o Coloured overlays 	
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Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map /EHCP o Personalised timetable 	Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map /EHCP o Personalised Engagement Curriculum o Pre-teaching of class learning 	Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map /EHCP o Accessibility arrangements 	Specialist Provision <i>Provision for specialist needs</i> <ul style="list-style-type: none"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Provision Map / EHCP o Individual reward/sanction o TA support – communication of feelings o Individual Behaviour Plan

<ul style="list-style-type: none"> o Individual Speech therapy Care Plans. o Intervention delivered by Speech therapist or specialist TA o Individual visual timetables / schedule o Visual Supports eg Now/Next boards; Choice Boards; o Individual ICT programmes o Work station for part of day o Social stories o Outside agency advice o Individual risk assessments o Calm Place o Increased Adult Support o Additional planning and arrangements for transition o Assessment from outside professionals eg SEN Services Southwest o Referral for Neurodevelopment Assessment o Personal Passport o AAC device o Makaton o Daily contact with parent/carers via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school o Access to Shape Coding on I-pad 	<ul style="list-style-type: none"> o Task Board o Personalised provision o Reinforcement practice of class learning; Rapid Response o Use of individual ICT programmes targeting learning e.g. Spelling Shed o One to one intervention for literacy outside class o One to one intervention for maths outside class e.g. o 1:1 Ready To Progress (RTP) support o Individual list of current and future topic words o TA support daily with ILM outcomes o Individual arrangements for SATs o Additional planning and arrangements for transition o Outside agency advice o Efficient word processing o Dyslexia support packs o Dyscalculia support packs o Tinted overlays/rulers o Reader/Scribe o Cromebook o Assessment from outside professionals eg SEN Services Southwest o Daily contact with parent/carers via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school 	<ul style="list-style-type: none"> o Provision of specialist equipment –eg, seating, ICT, sloping board, pencil/ruler grips o Access to individual learning station o Individual handwriting/fine motor skills work o TA support/monitoring at lunchtimes o Individual planning and arrangements for transition o Individual risk assessment o Individual intimate care plan o Individual manual handling plan o Access to enlarged resources o Awareness of fatigue o Handwriting support; scribe o Physio exercises o Classroom access o Chewy toys (chewelry) o Ear defenders o Stress toys o Other sensory aids (e.g. weighted hoodie; swivel seat) o TA support in PE/dance/games o Sensory Diet ; Fun Fit; o Access to Sensory Room/Pod o Assessment from outside professionals eg SEN Services Southwest; Occupational Therapy; Educational Psychology Service; School Nurse; Motor Coordination Assessment o Daily contact with parent/carers via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school o 	<ul style="list-style-type: none"> o Playtime monitoring o Anger Management o Counselling from outside agency – referral made o Input from professional support agencies eg Family Support Worker; Early Help Hub; Child Mental Health Support Worker o Access to individual seating or work station o Daily feedback to parents face-to-face or by text o Time out system and space o Additional transition arrangements o Individual risk assessments o Planned use of physical positive handling (Team Teach) o Referral to CAMHs or SEN Services Southwest o Penhaligon's Friends (bereavement support) o Dreadnought referrals o Draw and Talk/ Blobs o Access to: The Wave Project o BF Adventure o Forest School o ;Play Therapy; Music Therapy o Hydrotherapy o Daily contact with parent/carers via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school
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