

Mawnan C of E School

School Offer - January 2023



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 provision for all</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 Use of visuals; symbols; PECs ICT programmes to support language Small world play and Role Play Repetition/clarification of instructions Opportunities to work with younger/older pupils Assemblies with appropriate signs and visual aids used Role play situations/Drama 'Show and tell' / speaking opportunities On Alert, catch-up intervention Contact with parent/carer via Class Dojo Transition meetings when moving classes 	<p>Our Universal Provision provision for all</p> <ul style="list-style-type: none"> Differentiated tasks Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording Longer processing time given 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 dictionaries Use of writing frames Ensuring appropriate reading material available Spelling lists (phonics led) Key board sessions Multi-sensory phonics approach e.g. Jolly Phonics Pastel back grounds on Interactive Whiteboards available Individual white board On Alert, catch-up intervention Access to ICT Rapid Recall (Maths facts) Contact with parent/carer via Class Dojo Transition meetings when moving classes 	<p>Our Universal Provision provision for all</p> <ul style="list-style-type: none"> Flexible seating arrangements Handwriting/fine motor control 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 Written signs for class labels in classes Wake and Shake Seating arrangements (r-handed, l-handed etc) On Alert, catch-up intervention Contact with parent/carer via Class Dojo Transition meetings when moving classes 	<p>Our Universal Provision provision for all</p> <ul style="list-style-type: none"> Whole school behaviour policy Positive behaviour strategies Structured school and classroom routines Positive reward systems Consistent and progressive sanction system for when rules broken Teaching listening eg through circle time games Use of puzzles and games Involvement in after school clubs Individual jobs and responsibility Support of lunchtime supervisors at lunchtime PHSE curriculum 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 Visual timetables Use of visuals and symbols Use of first hand experiences to stimulate learning On Alert, catch-up intervention Contact with parent/carer via Class Dojo 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 <i>Provision for needs that are additional and different</i>	Targeted Provision <i>Provision for needs that are additional and different</i>	Targeted Provision <i>Provision for needs that are additional and different</i>	Targeted Provision <i>Provision for needs that are additional and different</i>
<ul style="list-style-type: none"> SEN Support through Assess, Plan, Do, Review Cycle Speech and Language support groups Individual Learning Map Regular contact with parent/carer via Class Dojo Additional transition opportunities when moving classes or to senior school. 	<ul style="list-style-type: none"> SEN Support through Assess, Plan, Do, Review Cycle Individual Learning Map Access to SEN support teacher In-class TA support for literacy In-class TA support for Numeracy Additional thinking time for processing oral and visual information Differentiated resources Multi-sensory letter work & spelling programmes 60 second reads (to promote reading pace) 'Pyramid spelling' technique Task Board Group use of ICT programmes Small group of support for literacy outside class Small group of support for maths outside class e.g. Number Counts; 'Ready to Progress' in maths Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats; highlighting Phonological Awareness programme Working Memory small group intervention Precision Teaching Use of pastel paper for exercise books and worksheets 	<ul style="list-style-type: none"> SEN Support through Assess, Plan, Do, Review Cycle Individual Learning Map Fine Motor skills programme Gross Motor skills programme Differentiated PE resources – spider balls, balloon balls etc. Sports events – additional preparation Handwriting scheme Fun Fit 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; Regular contact with parent/carer via Class Dojo Additional transition opportunities when moving classes or to senior school. 	<ul style="list-style-type: none"> SEN Support through Assess, Plan, Do, Review Cycle Individual Learning Map Alternative lunch-time provision Anger Busters; Anxiety/Anger Gremlins Group interventions eg Socially Speaking; Circle of Friends; Talk About Use of buddy system 5-Point Scale for anxiety regulation Use of sensory items Regular contact with parent/carer via Class Dojo Additional transition opportunities when moving classes or to senior school.

	<ul style="list-style-type: none"> o Regular contact with parent/carer via Class Dojo o Additional transition opportunities when moving classes or to senior school. o 		
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"> o SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map /EHCP o Personalised timetable 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 	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 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 	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 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 	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 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

<ul style="list-style-type: none"> o Personal Passport o AAC device o Makaton o Daily contact with parent/carer via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school 	<ul style="list-style-type: none"> 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/carer via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school 	<ul style="list-style-type: none"> o 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/carer 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 support) o Dreadnought referrals o Draw and Talk/ Blobs <p>Access to: The Wave Project</p> <ul style="list-style-type: none"> o BF Adventure o Forest School o Horseriding ;Play Therapy; Music Therapy o Daily contact with parent/carer via Class Dojo and/or Tapestry o Additional transition opportunities when moving classes or to senior school
---	---	---	---