

# Mawnan C of E School

## School Offer - January 2024



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

	<ul style="list-style-type: none"> <li>o Access to ICT</li> <li>o Rapid Recall (Maths facts)</li> <li>o Contact with parent/carer via Class Dojo</li> <li>o Transition meetings when moving classes</li> <li>o</li> </ul>		<ul style="list-style-type: none"> <li>o Transition meetings when moving classes</li> </ul>
<p><b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i></p>	<p><b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i></p>	<p><b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i></p>	<p><b>Social, Mental and Emotional Health</b> <i>Including ADHD</i></p>
<p style="text-align: center;"><b>Targeted Provision</b> <b>Provision for needs that are additional and different</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Speech and Language support groups</li> <li>o Individual Learning Map</li> <li>o Regular contact with parent/carer via Class Dojo</li> <li>o Additional transition opportunities when moving classes or to senior school.</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b> <b>Provision for needs that are additional and different</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Learning Map</li> <li>o Access to SEN support teacher</li> <li>o In-class TA support for literacy</li> <li>o In-class TA support for Numeracy</li> <li>o Additional thinking time for processing oral and visual information</li> <li>o Differentiated resources</li> <li>o Multi-sensory letter work &amp; spelling programmes</li> <li>o 60 second reads (to promote reading pace)</li> <li>o 'Pyramid spelling' technique</li> <li>o Task Board</li> <li>o Group use of ICT programmes</li> <li>o Small group of support for literacy outside class</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b> <b>Provision for needs that are additional and different</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Learning Map</li> <li>o Fine Motor skills programme</li> <li>o Gross Motor skills programme</li> <li>o Differentiated PE resources – spider balls, balloon balls etc.</li> <li>o Sports events – additional preparation</li> <li>o Handwriting scheme</li> <li>o Fun Fit</li> <li>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;</li> <li>o Regular contact with parent/carer via Class Dojo</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b> <b>Provision for needs that are additional and different</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Learning Map</li> <li>o Alternative lunch-time provision</li> <li>o Anger Busters; Anxiety/Anger Gremlins</li> <li>o Group interventions eg Socially Speaking; Circle of Friends; Talk About</li> <li>o Use of buddy system</li> <li>o 5-Point Scale for anxiety regulation</li> <li>o Use of sensory items eg fiddles</li> <li>o Use of sensory equipment eg swivel chair</li> <li>o Regular contact with parent/carer via Class Dojo</li> <li>o Additional transition opportunities when moving classes or to senior school.</li> <li>o</li> </ul>

	<ul style="list-style-type: none"> <li>o Small group of support for maths outside class e.g. Number Counts; 'Ready to Progress' in maths</li> <li>o Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats; highlighting</li> <li>o Phonological Awareness programme</li> <li>o Working Memory small group intervention</li> <li>o Precision Teaching</li> <li>o Use of pastel paper for exercise books and worksheets</li> <li>o Regular contact with parent/carer via Class Dojo</li> <li>o Additional transition opportunities when moving classes or to senior school.</li> <li>o Coloured Overlays <ul style="list-style-type: none"> <li>o Reading Recovery Programme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Additional transition opportunities when moving classes or to senior school.</li> <li>o Coloured overlays</li> </ul>	
<p><b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i></p>	<p><b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i></p>	<p><b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i></p>	<p><b>Social, Mental and Emotional Health</b> <i>Including ADHD</i></p>
<p><b>Specialist Provision</b> <b>Provision for specialist needs</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Learning Map /EHCP</li> <li>o Personalised timetable</li> </ul>	<p><b>Specialist Provision</b> <b>Provision for specialist needs</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Learning Map /EHCP</li> <li>o Personalised Engagement Curriculum</li> <li>o Pre-teaching of class learning</li> </ul>	<p><b>Specialist Provision</b> <b>Provision for specialist needs</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Learning Map /EHCP</li> <li>o Accessibility arrangements</li> </ul>	<p><b>Specialist Provision</b> <b>Provision for specialist needs</b></p> <ul style="list-style-type: none"> <li>o SEN Support through Assess, Plan, Do, Review Cycle</li> <li>o Individual Provision Map / EHCP</li> <li>o Individual reward/sanction</li> <li>o TA support – communication of feelings</li> <li>o Individual Behaviour Plan</li> </ul>

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

