



Offer Provision

2024



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Provision Offer

Introduction

This document aims to explain the levels of provision available to pupils in our school. These are described as follows:

- Universal: Inclusive, high quality teaching approaches
- Targeted: School support for pupils with identified needs
- Specialised: Intervention and support that requires external specialist service input and co-ordination

Aim of the Provision

Through high quality Teaching, Learning and Assessment we aim to deliver:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction and learning through dialogue
- Appropriate use of teacher questioning, modelling and explaining
- An expectation that pupils will accept responsibility for their own learning and be able to work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Provision that is closely matched to the child's individual needs
- Time bonded intervention that has clear objectives and identified outcomes
- Effective systems of monitoring to track children's progress and development, responding quickly to children who are not making progress
- Good quality interventions that are tried and tested, and train our staff to deliver these to the highest possible level
- Good communication with parents about the impact of any interventions their child has received

Speech, language and communication

Universal Provision (Quality First Teaching)	Targeted Provision	Specialised Provision
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language • Visual aids / modelling • Visual timetables • Use of symbols and/or signing • Structured school and class routines • Key words displayed • Topic word banks • Show and Tell • School plays and assemblies 	<ul style="list-style-type: none"> • Speech and Language Groups • ELKLAN • Social Skills groups • Pre-teaching topic vocabulary 	<ul style="list-style-type: none"> • Programmes developed by SALT (Speech and Language Therapist) and supported on a daily basis in school • Input from ASD Outreach • Scanning pens, recording devices etc • Pre-teaching topic vocabulary

Cognition and learning

Universal Provision (Quality First Teaching)	Targeted Provision	Specialised Provision
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Explicit, shared learning objectives and success criteria • Peer and self-assessment • Feedback and next steps made clear • Phonics Programme within Reception and for pupils in Years 1-6 • Access to Chromebooks in every classroom • Visual aids • Visual Timetables • Use of writing frames/checklists/timers • Numicon and other visual Maths resources • Individualised targets shared with children • Learning partners • Stimulating learning environment (outside and inside) • Opportunities for retrieval practice • Opportunities for application of skills 	<ul style="list-style-type: none"> • Reading support 1:1 • Phonological Awareness Programme • Additional Phonics programme • Differentiated mental maths sessions • Precision Teaching approaches • Teacher led intervention groups covering all aspects of literacy and maths • Parental support with reading 	<ul style="list-style-type: none"> • Precision Teaching approaches • Input from and strategies advised by SALT • Individual differentiated literacy or maths support • In class support from LSA

Social, emotional and mental health

Universal Provision (Quality First Teaching)	Targeted Provision	Specialised Provision
<ul style="list-style-type: none"> • Whole school behaviour policy with emphasis on RA (Restorative Approaches) • RE Curriculum • PSHE/RSE curriculum • Assemblies • Teaching about British Values • Positive behaviour management • Rewards (stickers, house points, raffle tickets) • Whole school / class rules • Circle Time • Playground buddies & Play leaders • Anti-bullying discussions • Behaviour log tracked weekly • Zones of Regulation 	<ul style="list-style-type: none"> • Transition support to next setting • Social Stories • Individual reward / consequence system • Worry Box • Home-school record • Early Help Support • Zones of Regulation 	<ul style="list-style-type: none"> • Input from and strategies advised by: • STIPs (Specialist Teachers for Inclusive Practice) • EP (Educational Psychologist) • ASD Outreach • Home-school record • Individual behaviour plan • ELSA - Emotional Literacy Support • Referral to external counselling services, e.g. Mindworks, Barnardos, YMCA • Drawing and Talking Therapy • Lego Therapy • Rainbows Resilience programme

Sensory and physical

Universal Provision (Quality First Teaching)	Targeted Provision	Specialised Provision
<ul style="list-style-type: none"> • Flexible teaching programmes • Staff aware of implications of physical impairment • Staff aware of any medical conditions, e.g. Food allergies; Asthma • Visual aids / modelling • Visual timetables • Large/Triangular pens/pencils • Appropriate equipment provided as needed 	<ul style="list-style-type: none"> • Exercises/activities to promote fine motor skills for writing • OT exercises; skills toolkit • Additional Handwriting groups • Motor skills programmes • Fiddle toys to aid concentration • Writing slopes • Wedge sensory seat • Wobble foot boards • Pencil grips 	<ul style="list-style-type: none"> • Input from and strategies advised by: <ul style="list-style-type: none"> ○ OT (Occupational Therapist) ○ PT (Physiotherapist) ○ PSSS (Physical Sensory Support Service) ○ SEN-ICT • Individual support in class for physical