

Hunton Church of England Primary School  
'School Offer'



<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; I Multi-Sensory Impairment; Physical Disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Flexible teaching arrangements</li> <li>○ Structured school and classroom routines</li> <li>○ Warnings of change</li> <li>○ Whole class use of widgeit</li> <li>○ Whole class use of colourful semantics</li> <li>○ Adapted visual aids e.g. word mats</li> <li>○ Increased visual aids e.g. phonic mats, writing frames, number charts, task management board, reminders, checklists, visual timetable, now and next board</li> <li>○ Modelling- I do, we do, you do</li> <li>○ Resources to support language e.g. clicker, talk buttons</li> <li>○ Alternatives to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>○ Adapted delivery- e.g. simplified language, small manageable chunks, repeated or clarified as needed</li> <li>○ Opportunities to work with younger/older pupils and mixed ability</li> <li>○ Drama/Role play opportunities</li> <li>○ Speaking opportunities</li> <li>○ Working walls updated</li> <li>○ Pre-teaching</li> <li>○ Assemblies with appropriate signs and visual aids used</li> <li>○ Pupils actively taught social skills</li> <li>○ Speech and Language Link/ Junior Link assessments completed and next steps followed as needed</li> <li>○ Sensory aids e.g. ear defenders, fidget tools</li> </ul>	<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Adapted tasks</li> <li>○ Adapted delivery- e.g. extra thinking time, simplified language, small manageable chunks, repeated or clarified as needed</li> <li>○ Adapted outcome e.g. use of Clicker</li> <li>○ Adapted visual aids e.g. word mats</li> <li>○ Increased visual aids e.g. phonic mats, writing frames, number charts, task management board, reminders, checklists, visual timetable, now and next board, individual white boards</li> <li>○ Whole class use of colourful semantics</li> <li>○ Resources to support learning- timers, memory aids (visuals), ear defenders, reader, prompter, scribe, use of ICT, rest breaks, extra time</li> <li>○ Modelling- I do, we do, you do</li> <li>○ Opportunities to work with younger/older pupils and mixed ability</li> <li>○ Ensuring appropriate reading material available</li> <li>○ Weekly spelling lists (phonics led)</li> <li>○ Pre-teaching</li> <li>○ Structured Synthetic phonics approach</li> <li>○ Off white background selected on Interactive Whiteboards</li> <li>○ Labelled environment at appropriate visual recognition level</li> <li>○ Homework adaptations</li> <li>○ Dictionaries with visuals</li> </ul>	<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Classroom positioning and seating arrangements are considered and flexible</li> <li>○ Adapted resources – pencil grips, triangular pencils, variety of types of scissors, writing slope</li> <li>○ Ear defenders</li> <li>○ Multi-sensory equipment e.g. fidget tools, stress ball, wobble cushion, weighted blanket, elastobands</li> <li>○ Movement breaks</li> <li>○ Alternatives to writing e.g. clicker, scribe, dictation, drama/speaking</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Provision of left-handed equipment</li> <li>○ Pre-handwriting and handwriting scheme</li> <li>○ Dough disco</li> </ul>	<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Positive behaviour strategies such as looking for school values and seeking out opportunities to show a child's strengths</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems</li> <li>○ Consistent and progressive sanction system for when rules broken</li> <li>○ School Council</li> <li>○ Teaching listening through PSHE</li> <li>○ Involvement in after school clubs</li> <li>○ Opportunities for pupils to have positions of responsibility to boost self-esteem and self-confidence</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ PSHE curriculum weekly focus on social, emotional aspects of learning</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Variety of teaching styles used</li> <li>○ Visual timetables</li> <li>○ Use of first-hand experiences to stimulate learning</li> <li>○ Adult support for possible triggering situations</li> <li>○ Outside and inside calm spaces</li> <li>○ Every child has a 'Key Trusted Adult'</li> <li>○ Boxall Profile</li> <li>○ Regulation box in each classroom</li> <li>○ Hunton helpline</li> <li>○ Wellbeing warriors</li> </ul>

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<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Provision Map</li> <li>○ Speech and Language support groups</li> <li>○ As above in Universal Provision</li> </ul>	<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Provision Map</li> <li>○ As above in Universal Provision</li> <li>○ In-class support for literacy</li> <li>○ Little Wandle Catch up programme</li> <li>○ In-class support for Numeracy</li> <li>○ Visual/auditory perception group activities</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Task Board</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for literacy (outside class if needed)</li> <li>○ Small group of support for maths (outside class if needed e.g. Mastery of Number, Plus 1, Power of 2)</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>○ Phonological Awareness programme</li> <li>○ Working Memory Group</li> <li>○ Precision Teaching</li> <li>○ Coloured overlays, coloured pupil books or coloured print outs with Irlen Syndrome diagnosis</li> </ul>	<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Provision Map</li> <li>○ As above in Universal Provision</li> <li>○ Fine Motor skills programme – clever fingers</li> <li>○ Gross Motor skills programme - BEAM</li> <li>○ Differentiated PE resources</li> <li>○ Sports events – additional preparation</li> </ul>	<p><b>Targeted Provision</b> <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Provision Map</li> <li>○ As above in Universal Provision</li> <li>○ Alternative lunch-time provision</li> <li>○ Incredible 5 Point Scales</li> <li>○ Comic strip conversations</li> <li>○ Breathing/calm exercises</li> <li>○ Socially Speaking</li> <li>○ Talk About (social skills)</li> <li>○ Use of buddy system</li> <li>○ Reflection Time</li> <li>○ School Counsellor- Play in Therapy</li> <li>○ Drawing and talking</li> <li>○ Nurture time- daily check ins</li> </ul>

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<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Plan or EHCP</li> <li>○ As above in Universal and Targeted Provision</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy Plans.</li> <li>○ Individual visual timetables / schedule</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Sensory Diet; Fun Fit; TAC PAC;</li> <li>○ Access to Calm Place</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Plan or EHCP</li> <li>○ As above in Universal and Targeted Provision</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Separate pre-teaching of class learning or personalised pre-teaching</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc)</li> <li>○ One to one support for literacy outside class e.g. SEN Little Wandle, Fresh Start</li> <li>○ One to one support for maths outside class e.g. Counting to Calculating</li> <li>○ Toe by Toe</li> <li>○ List of current and future topic words</li> <li>○ TA support daily with IPM outcomes</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Efficient word processing</li> <li>○ Dyslexia packs</li> <li>○ Specific identified coloured overlays/rulers/books/paper</li> <li>○ Task Board</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Plan or EHCP</li> <li>○ As above in Universal and Targeted Provision</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>○ Individual handwriting/fine motor skills support</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Individual Accessibility Plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other personal sensory aids (e.g. personal weighted blanket)</li> <li>○ TA support in PE/dance/games</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Plan or EHCP</li> <li>○ As above in Universal and Targeted Provision</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Individual reward/sanction</li> <li>○ TA support – communication of feelings</li> <li>○ TA support individual debriefing/pre-empting</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ Anger Management</li> <li>○ Counselling from outside agency – referral made</li> <li>○ Input from behaviour support team</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ Weekly feedback to parents</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement and referral</li> <li>○ Learning Mentor 1:1 Sessions</li> </ul>

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**Teachers Standards -Standard 5: Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**SEN Code of Practice- Special educational provision in schools**

- 6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

**Equality Act 2010**

Schools have a statutory duty under Equality Act 2010 to take such steps as is reasonable to have to take to avoid substantial disadvantage to a disabled child caused by a provision, criterion or practice applied by or on behalf of a school. The school is required to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school. The Act permits more favourable treatment of disabled pupils. The requirement applies irrespective of whether a child has an EHC plan or not. What is "reasonable" varies according to the circumstances.