

# Hele's School SEND 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>Know every child class information</li> <li>Structured school and classroom routines</li> <li>Warning of change</li> <li>Differentiated curriculum delivery e.g. simplified language</li> <li>Increased visual aids/modelling</li> <li>Visual timetables</li> <li>ICT programmes to support learning</li> <li>Repetition/clarification of instructions</li> <li>Opportunities to work with younger/older pupils</li> <li>Assemblies with appropriate signs and visual aids used</li> <li>Role play situations/Drama</li> <li>'Show and tell' / speaking opportunities (Kagan strategies)</li> </ul>	<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Differentiated tasks</li> <li>Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>Repetition/clarification of instructions</li> <li>Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>Increased visual aids/modelling etc.</li> <li>Visual timetables</li> <li>Alphabet, word and number charts, mats, banks etc.</li> <li>Use of puzzles and games</li> <li>Use of writing frames</li> <li>Ensuring appropriate reading material available including</li> <li>Knowledge organisers with key terminology</li> <li>Touch-type intervention</li> <li>Multi-sensory phonics approach</li> <li>Pastel backgrounds on Interactive Whiteboards and PowerPoints</li> <li>Individual white board</li> </ul>	<p><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Flexible seating arrangements</li> <li>Handwriting/fine motor control programme</li> <li>Specialist resources - pencil grips, triangular pencils, variety of types of scissors</li> <li>Multi-sensory equipment</li> <li>Tools and Materials e.g. brushes/pencils, collage</li> <li>Brain gym exercises</li> <li>Sand play</li> <li>Written signs for class labels in classes</li> <li>Adapted Physical Education lessons</li> <li>Seating arrangements (r-handed, l-handed etc)</li> <li>Environmental adaptations - use of sensory room</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 restorative conversations</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 Kagan</li> <li>Use of puzzles and games</li> <li>Involvement in after school clubs</li> <li>Individual job and responsibility</li> <li>Support of lunchtime supervisors at lunchtime</li> <li>Mental Well Being PD curriculum</li> <li>Playground friends and buddies available</li> <li>VAK - variety of teaching styles used to suit pupils</li> <li>Assemblies</li> <li>Tutor support at the start of each day</li> <li>PSM drop in available</li> </ul>

<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><b>Targeted Provision</b>  <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Individual Provision Map</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>○ Individual Provision Map</li> <li>○ In-class support for literacy</li> <li>○ In-class support for Numeracy</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for literacy outside class e.g. IDL, Lexia</li> <li>○ Nurture group of support for maths outside class e.g. Counting to Calculating</li> <li>○ Support for reading comprehension, e.g. comprehension exercises, word mats</li> <li>○ Precision Teaching</li> <li>○ Learning plans identifying strategies to support</li> <li>○ Pastel paper</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>○ Individual Provision Map</li> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Differentiated PE resources - e.g. larger racket, bigger ball</li> <li>○ Sports events - additional preparation</li> <li>○ Handwriting intervention</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>○ Individual Provision Map</li> <li>○ Alternative lunch-time provision</li> <li>○ Anxiety support</li> <li>○ Socially Speaking</li> <li>○ Use of buddy system</li> <li>○ Short term time out</li> <li>○ PSM support</li> <li>○ Counselling</li> <li>○ Music Therapy</li> <li>○ Art Therapy</li> </ul>

<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><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy Care Plans.</li> <li>○ Intervention delivered by Speech therapist or specialist TA</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards; Choice Boards;</li> <li>○ Task Board</li> <li>○ Individual ICT programmes</li> <li>○ Social stories</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Sensory aids e.g. fiddles; weighted clothing</li> <li>○ Access to Sensory Room</li> <li>○ Calm Place</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Ear Defenders</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g. IDL, Lexia</li> <li>○ One to one/small group support for literacy outside class</li> <li>○ One to one/small group support for maths outside class e.g. Counting to Calculating</li> <li>○ List of current and future topic words - knowledge organiser</li> <li>○ TA support</li> <li>○ Individual arrangements for exams</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Efficient word processing</li> <li>○ Tinted overlays/rulers</li> <li>○ Sensory aids e.g. fiddles</li> </ul>	<p><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</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 work</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>○ Scribe provided</li> <li>○ Handwriting</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. 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 Map or EHCP</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>○ 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>