

Hexton JMI

School offer provision map



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 style="text-align: center;">Universal Provision <i>provision for all</i></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 ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Role play situations/drama ○ 'Show and tell' / speaking opportunities 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ 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 ○ Structured synthetic phonics approach ○ Multi-sensory phonics approach ○ Individual white board 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor skill 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 ○ Provision of left-handed equipment ○ Written signs for class labels in classes ○ Seating arrangements (r-handed, l-handed etc) 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ School values ○ Positive behaviour strategies-HERTS steps ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and appropriate, related consequences for difficult/dangerous behaviours ○ Teaching listening through games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Weekly focus on social, emotional aspects of learning ○ Mental wellbeing PHSE curriculum ○ Playground friends and buddies available ○ VAK - variety of teaching styles used to suit pupils ○ Visual timetables

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<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and language support groups ○ Individual provision maps ○ Modelling of good language throughout the school. ○ 1:1 Speech and language sessions ○ Kinaesthetic and visual storytelling strategies. 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual provision map ○ In-class TA support for English ○ In-class TA support for maths ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Boards ○ Group use of ICT programmes ○ Small group of support for literacy outside class, ○ Small group of support for maths outside class ○ Support for reading comprehension, e.g. comprehension exercises, word mats ○ Phonological awareness activities ○ Precision Teaching ○ Aurally coded dictionaries ○ Pastel paper 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual provision map ○ Fine motor skills programme ○ Gross motor skills programme ○ Differentiated PE resources - spider balls, balloon balls etc. ○ Sports events - additional preparation ○ Handwriting scheme ○ ICT resources available 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual provision map ○ Alternative lunchtime provision ○ Socially Speaking ○ Use of buddy system ○ Thrive ○ Nurture group

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision map or EHCP ○ Personalised timetable ○ Individual speech therapy care plans. ○ Intervention delivered by speech therapist ○ Individual visual timetables/schedule ○ Visual Supports e.g. Now/Next boards; choice boards; ○ Individual ICT programmes ○ Work station for part of day ○ Outside agency advice ○ Individual risk assessments ○ Augmented communication aids ○ Sensory Diet; Fun Fit; TAC PAC; ○ Sensory aids ○ Increased adult support ○ Additional planning/arrangements for transition ○ Home/School book ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual provision map or EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc) ○ One-to-one support for English outside class e.g. RWInc ○ One-to-one support for maths outside class ○ List of current and future topic words ○ TA support daily with IPM outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice, including from Cognition and Learning Team ○ Dyslexia-friendly resources ○ Tinted overlays/rulers ○ Transition arrangements, particularly to secondary school 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual provision map or EHCP ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe in class ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Alternative PE curriculum ○ Access to outside spaces 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual provision map or EHCP ○ Individual reward/sanction scheme ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual behaviour plan ○ Playtime monitoring ○ Counselling from outside agency through referral system ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ Weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling (Team teach) ○ CAMHS involvement through referral ○ Penhaligon's Friends (bereavement support) ○ Drawing and Talking ○ Learning mentor 1:1 sessions ○ Soft start