



# Sutton St James Community Primary School School Offer



## Universal provision *Provision for all*

<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>Including visual impairment, hearing impairment, multi-sensory impairment, physical disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Adapted curriculum delivery e.g. simplified language, scaffolding</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Use of symbols (Widget)</li> <li>○ ICT programmes to support language</li> <li>○ Small world play and Role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Opportunities to work with younger/older pupils</li> <li>○ 'Show and tell' / speaking opportunities</li> <li>○ Pre-teach</li> <li>○ Post-teach</li> <li>○ Colourful semantics</li> </ul>	<ul style="list-style-type: none"> <li>○ Adapted tasks</li> <li>○ Adapted delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>○ Repetition/clarification of instructions</li> <li>○ Adapted 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>○ Touch-type sessions</li> <li>○ Structured Synthetic phonics approach (Read Write Inc, Phonics)</li> <li>○ Pastel backgrounds on Interactive Whiteboards</li> <li>○ Individual whites board</li> <li>○ Colourful semantics</li> </ul>	<ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting activities</li> <li>○ Multi-sensory equipment</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Movement breaks</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Rights and Responsibilities</li> <li>○ Positive behaviour strategies such as House Shells</li> <li>○ Early Help Assessment</li> <li>○ Structured school and classroom routines</li> <li>○ Consistent and progressive sanction system for when rules broken</li> <li>○ Teaching listening through circle time games</li> <li>○ Use of puzzles and games</li> <li>○ Individual job and responsibility</li> <li>○ Playground leaders available</li> <li>○ Visual timetables</li> <li>○ Use of symbols</li> <li>○ Use of first-hand experiences to stimulate learning</li> <li>○ Emotion board daily check in</li> </ul>



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## Targeted provision

*Provision for needs that are being monitored or are additional and different*

<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>Including visual impairment, hearing impairment, multi-sensory impairment, physical disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>○ Whole Class Provision Map record</li> <li>○ Individual Education Plans (IEP)</li> <li>○ Early Help Assessment</li> <li>○ Sensory aids e.g. fiddles; weighted clothing; chewies</li> <li>○ Access to Sensory Circuit activities</li> <li>○ Speech and Language activities</li> <li>○ Calm space</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole Class Provision Map record</li> <li>○ Individual Education Plans (IEP)</li> <li>○ In-class Teaching Assistant/Teacher support</li> <li>○ Adapted resources</li> <li>○ Group use of ICT programme such as Lexia</li> <li>○ Small group of support outside class for English and Maths</li> <li>○ Support for reading comprehension, e.g. comprehension exercises, word mats</li> <li>○ Precision Teaching</li> <li>○ Pastel paper</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole Class Provision Map record</li> <li>○ Individual Education Plans (IEP)</li> <li>○ Fine Motor skills intervention e.g. NHS Fizzy Programme</li> <li>○ Bubble writing</li> <li>○ Regular sensory breaks</li> <li>○ Sensory aids e.g. fiddles; weighted clothing; chewies</li> <li>○ Access to Sensory Circuit activities</li> <li>○ Referrals to Occupational Therapy</li> <li>○ Calm space</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole Class Provision Map record</li> <li>○ Individual Education Plans (IEP)</li> <li>○ Early Help Assessment</li> <li>○ Alternative lunch-time provision</li> <li>○ Anger support interventions. e.g. volcano in my tummy/ anger gremlin</li> <li>○ Emotional Literacy Support Assistant (ELSA)</li> <li>○ Lego therapy</li> <li>○ Sensory aids e.g. fiddles; weighted clothing; chewies</li> <li>○ Access to Sensory Circuit activities</li> <li>○ Calm space</li> <li>○ Draw and Talk intervention</li> <li>○ CAMHS involvement and referral</li> <li>○ Bereavement interventions</li> </ul>



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<b>Specialist provision</b> <i>Provision for specialist needs</i>			
<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>Including visual impairment, hearing impairment, multi-sensory impairment, physical disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>○ Individual Education Plans (IEP)</li> <li>○ Education Health Care Plan</li> <li>○ Intervention delivered by SALT specialist or Teaching Assistant</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports e.g. Now/Next boards, Choice Boards</li> <li>○ Workstation for part of day</li> <li>○ Social stories</li> <li>○ Individual risk assessments</li> <li>○ Communication through play</li> <li>○ Augmented Communication aids</li> <li>○ Sensory aids e.g. fiddles; weighted clothing; chewies</li> <li>○ Access to Sensory Circuit activities</li> <li>○ Calm Space</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home school communication book</li> <li>○ Ear defenders</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Education Plans (IEP)</li> <li>○ Education Health Care Plan</li> <li>○ One to one support for English outside class</li> <li>○ One to one support for Maths outside class.</li> <li>○ List of current and future topic words</li> <li>○ Pre-teaching of class learning</li> <li>○ Use of individual ICT programmes targeting learning</li> <li>○ Teaching Assistant support daily following plans</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Tinted overlays/rulers</li> <li>○ Sensory aids e.g. fiddles; weighted clothing; chewies</li> <li>○ Movement breaks</li> <li>○ Sensory circuits</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Education Plans (IEP)</li> <li>○ Education Health Care Plan</li> <li>○ Teaching Assistant support and monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual Accessibility Plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided</li> <li>○ Handwriting support; pencil grips and triangular pencils</li> <li>○ Fine motor interventions</li> <li>○ Variety of types of scissors</li> <li>○ Sensory aids e.g. fiddles; weighted clothing; chewies</li> <li>○ Ear defenders</li> <li>○ Outside agency advice</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Education Plans (IEP)</li> <li>○ Education Health Care Plan</li> <li>○ Individual reward/sanction</li> <li>○ Teaching Assistant/Teacher support – communication of feelings</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ Individual seating or workstation for aiding concentration for part of day</li> <li>○ Home and School communication book</li> <li>○ Daily or 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> </ul>