

Dear Parents/ Carers,

Please find below the School Core Offer for pupils with identified SEN.

Please feel that this provision can be discussed with your child’s teacher and SENCO throughout the year.

Obviously this offer will be “tailored” to your child’s specific need and not delivered in its entirety.

Interventions are “outcomed” on a termly basis and provision re-evaluated in line with the impact that the intervention has had on a pupil’s learning.



**St Nicholas C of E (Cont) Primary School – Core Offer for Pupils with SEN
School Year 2014 – 2015**

Teachers agree to uphold the following Quality First Teaching strategies and if required additional targeted or personalised support is put in place. The appropriate intervention for each year group is identified within each need type.

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Quality First Teaching						
Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health Needs		Sensory and Physical
Differentiated Curriculum. Differentiated delivery. Differentiated outcome. Increased visual aids and multi sensory approaches. Visual support to all oral information. Inclusion Development Program for Dyslexia. Alternative recording methods - Alpha Smart, Dictaphones, Talking Album, Communication in Print. Adapted general classroom equipment – scissors, pencil grips, writing slopes etc. Appropriate resources made available. – number lines, subject and topic specific words. VAK during lessons, providing for smaller		Flexible teaching arrangements Strategies for effective communication. Structured school and class routines. Differentiated activities. Differentiated curriculum delivery. Differentiated outputs. Key concepts and objectives. IDP for ASD and SLCN + ongoing training. General ICT access with appropriate software and availability and planned use of supportive software e.g. Kar2ouche. Pupils preferred methods of recording / communication used for teaching and assessment. Pre teaching e.g. spellings of all new		Whole school and class reward system. Whole class / school rules. Whole school policy for behaviour. Variety of pupil grouping employed to draw on strengths. Additional and differentiated intervention support program. Regular monitoring of involvement and engagement e.g.: use of Leuven Scales. Range of additional activities, Circle time, buddies, talk partners etc., Inclusion Development Plan – BESD and SLCN. Core learning skills. Whole staff training to support behaviour policy. Time out facility with the aim of		Flexible teaching arrangements. Teacher awareness of S&P Impairment. Availability of resources e.g. whiteboard, photographs and multi sensory (visual and verbal). Seating arrangements. Consideration of the requirements of homework activities. Special arrangements applied for internal/external learning assessments. Use of preferred methods of communication in teaching and assessment. Peer support and sensitive grouping/pairing for activities. Alternative modes of communication. Pre teaching of core vocabulary.

<p>group and individual teaching. P Scales used and Moderated. Provide spellings of new subject specific words. Visual timetable. Active listening cues, labelled environment at appropriate visual recognition level. Focus on key concepts and objectives. Special arrangements applied for internal/external learning assessments. Pupil preferred methods of recording/communication used for teaching and assessment. Consideration of the requirements of Homework activities. Peer support and sensitive grouping for practical activities. Ensure understanding of task. General ICT access with appropriate software. Ensure opportunities for success. ATM strategies.</p>	<p>subject specific words. Alternative recording methods. Increased visual aids. Use of symbols. Analysis of data from Speech Link / Language Link. Special arrangements applied for internal/external learning assessments. Ensure understanding of task. Peer support and sensitive grouping /pairing for practical activities. Ensured opportunities for success. Provision of appropriate learning environment – resources, workstation etc. Use of appropriate language relative to need to explain concepts. Identification of the information carrying words that are important for communicating key concepts. Verbal communication supported by visual prompts where necessary. Careful consideration of the requirements of homework activities.</p>	<p>returning to class (Haven), evaluated to assess effectiveness. Differentiated learning environment to support de-escalation strategies. Promote opportunities for the development of Social interaction skills. Multi Sensory approaches visual prompts etc. Alternative recording methods. Special arrangements applied for internal/external learning assessments. Correct use of language, tone of voice, body language. Use of positive language to promote self esteem. Use of language appropriate to engage the pupil at their level of understanding. Quality listening to manage interaction and engagement. Ensure understanding of task. Discussion of strategies to support through a Solution Circle. ATM strategies</p>	<p>Modified or adapted materials. Training for all staff to raise awareness. Use of hearing aids. Differentiated curriculum delivery. Visual and written support. Subtitles with DVD materials. (HI) Ensure understanding of task set. Regular checks of equipment. Reinforcement of verbal contributions. Considerations of the physical elements of task, to focus on key concept/objective. Alternatives to writing. Modified activities. Supportive software e.g. clicker 5 etc. Adapted environment, furniture, handrails etc. Appropriate mobility training. Disability awareness training.</p>
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Targeted Support

Edison Learning Core Skills targeted support.
Personal support Plan.
Visual timetables.
Differentiated Visual support.
Illustrated dictionaries.
Concrete resources e.g.: cubes, magnetic letters etc.
Key vocabulary pre taught.
Use of writing frames.
Provide a range of materials to support and develop literacy skills.
Phonics input.
Peer support.
Adapted Curriculum to promote full participation, support hands on learning, promote independence skills, and support social inclusion.

Differentiated books and texts.

ICT access with specific software.

Organisational and environmental changes - e.g. designated working with few distractions; small group working.

Adult support – scribe, reader, social inclusion, promoting participation and attendance, support Multi /Sensory learning, promote independence skills, support learning behaviours by modelling and mediated learning.

Whole staff training to support targeted interventions – Inclusion Development Programme + Agency support.

Small group activities to develop Literacy, Numeracy, social and emotional aspects of learning, self awareness, self-organisation and independence, communication skills, gross and fine motor skills and listening skills.

Chunk instructions into small steps.

Use of specialised hardware and software.

Adapted equipment, desk slopes, cushions etc.

Appropriate learning environment, calm area, haven.

Solution circles.

Achievement Team Meetings.

Core learning skills.

Circle of friends.

Buddy system.

Behaviour charts to identify behaviour pattern and analysis of school timetable.

Specific intervention programmes.

Peer mentors, behaviour mentors.

Planning to ensure pupils participation during unstructured activities (sensory and physical impairment).

Specialist TA support (sensory and physical impairment).

Maximum use of visual support, ICT, DVD's etc. (Sensory and physical impairment).

Alternative approaches to communication.

Use of Braille, signing and large print.

Scribe as appropriate.

Taught key boarding skills.

Appropriate access to PE activities.

Personal Care.

Transition arrangements to new schools.

Pre CAF assessment.

One or more members of staff trained to ASD and SLCN stage 2 accredited level.

Time out facility short term measure with the aim of returning to class (The Haven).

Personalised Support

Common Assessment Framework
 Multi Agency advice.
 Statutory Assessment.
 Individual intensive intervention.
 Allocation of staff time.
 Individualised programmes for pupils following specialist advice.
 Therapy program if necessary.
 Adjustments to classroom environment to accommodate diverse needs for CYP.
 Individual Education Programme.
 Educational Psychologist support.
 Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills.
 Staff have good ICT skills for specific software.
 Staff have a good understanding of the individual CYP needs.
 Designated workstation.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Needs	Sensory and Physical
<p>Enhanced training for staff e.g.: training for specific Cognition and Learning needs (Downs Syndrome, Dyslexia Stage 3) Individualised intensive interventions to address additional long term learning and skill development consistent with needs which are unique to a particular pupil. Support for Therapy programme to address coordination/sensory modulation difficulties as advised by therapists. Keyboard skills. Specialist Teaching Services strategies. Highly differentiated literacy and numeracy programmes at an appropriate developmental level. Personal care and independence</p>	<p>Time out facility. Adjustments to classroom environment to minimise distractions. Additional software, Kar2ouche. Word processors, laptop, Dictaphone. Appropriate language, modes of communication for ASD, Asperger's, Semantic-pragmatic disorder, language delay etc. Enhanced training for staff, Stage 3 county ASD and SLCN accredited training. Individualised intensive interventions to address additional long term learning and skill development consistent with needs relating to communication and interaction which are unique to a particular pupil. Highly differentiated speaking and listening skills programme. Keyboarding skills.</p>	<p>Individual behaviour charts. Strategies and interventions to address Social Skills promote confidence and build self esteem. Therapeutic approaches. Counselling programmes. Mediation. Family Group conferencing. Mentor /advocate within school. Support network within the community. Time out facility with the aim of re-integration. Correct use of language, tone of voice, body language. Therapeutic Play. Individual external counselling (CHATTs) Positive language to promote self esteem. Additional intervention programmes – anger management, social skills, alternative curriculum arrangements. Further assessments to identify underlying</p>	<p>Access to all activities, school trips etc. Access provided to all buildings and facilities. Individual specialist teaching. Opportunities for staff to acquire signing qualifications. Specialist learning areas. Use of ICT to aid communication. Highly differentiated approach to literacy and numeracy. Independence skills. Personal care. Appropriate training for moving / handling, medical and personal care. Risk assessments. Care Plans. Keyboarding skills. Training in Alternative / Augmentative Communication systems. Access to care suite. Physical therapy, mobility and postural</p>

<p>skills Individual communication modes, signing, symbols etc.</p>	<p>Highly differentiated literacy and numeracy programmes at an appropriate developmental level. Personal care and independence skills.</p>	<p>language / learning difficulties (link between behaviour and low literacy levels).</p>	<p>management programmes. Signing support. Life skills programme. Specialist communication aids. Individual communication modes. Specialist subject based equipment. E.g. talking scientific calculator. All schoolwork accessible electronically. Individual audio recording. Appropriate classroom organisation including, alternative labelling, high visibility playground equipment, adapted PE equipment. Provision of laptop or appropriate computer. Access to all appropriate external agencies, including Occupational Health and Physiotherapy.</p>
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Interventions

Class Teacher or TA delivery required

R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Cognition and learning Write Dance Clever Hands Key Vocabulary 1:1 Reading (PPE) 1:1 maths Phase 2 and 3 sounds.</p>	<p>1:1 Reading (GP) Group Phonics (Letters and Sounds) 1:1 Phonics Reading HFW Fine Motor skills Clever Hands Key Vocabulary TRUGS 1</p>	<p>Numicon 1:1 Reading Fine Motor Skills Guided reading HFW Tricky words Key Vocabulary TRUGS 1 Maths Booster 1:1 reading (PPE) BRP</p>	<p>Numicon 1:1 Reading Toe by Toe Reading comprehension HFW Touch typing BRP P Scales TRUGS 2</p>	<p>Numicon Toe by Toe Reading Reading comprehension Speech and Language Memory Skills P Scales TRUGS 2</p>	<p>Reading comprehension (Schofield and Sims) BRP Toe by Toe TRUGS 3 Maths Writing Alpha to Omega Memory Skills</p>	<p>Comprehension skills TRUGS 3 1:1 tuition (Fleet). Toe by Toe Reading Spelling + Writing Kent Steps Test Questions Alpha to Omega BRP</p>

	1:1 Reading (PPE) Maths/ Basic number.	Kent Steps Bilateral exercises	Maths Handwriting 1:1 tuition (Fleet Tutors) Memory Skills	1:1 tuition (Fleet tutors) Topic vocabulary Maths computations Fine Motor Skills BRP		
Communication and interaction	Speech Link / Language Link (linked to classroom practice) Key Vocabulary (Quality First Teaching) SaLT IEP's	Language for Learning Speech Link / Language Link (linked to classroom practice) Key vocabulary (Quality First Teaching) Letters and sounds Targeted support SaLT IEP's	Language for Learning Key vocabulary (Quality First Teaching) Circle time SaLT IEP's	Pre teach Topic Vocabulary and extend to class learning. Alpha Smart Semantic Links Social Skills Build an Island Listen and Do Speech and Language SaLT IEP's Language for Thinking. Keyboard Skills.	Pre teach Topic Vocabulary and extend to class learning. Speech and language. Semantic links Alpha Smart Build an Island Listen and Do Semantic Links SaLT IEP's Mind Maps Language for Thinking. Keyboard skills.	Pre teach Topic Vocabulary and extend to class learning. Language for Thinking Alpha Smart Build a Fairground SaLT IEP's Mind Maps Keyboard skills
Social, Emotional and Mental Health Needs.	School Values. Therapeutic Play Specialist Strategies Circle time 1:1 beh support (LA) Personalised Behaviour Plan	Daily support for lunchtime in the Haven and additional activities to extend learning. School Values. Therapeutic play Behaviour charts Circle time	Daily support for lunchtime in the Haven and additional activities to extend learning. School Values. Therapeutic Play Behaviour charts Parent Involvement	Daily support for lunchtime in the Haven and additional activities to extend learning. School Values. Therapeutic Play Behaviour charts Circle time	Daily support for lunchtime in the Haven and additional activities to extend learning. School Values. Therapeutic Play Behaviour charts Circle time	Daily support for lunchtime in the Haven and additional activities to extend learning. School Values. Therapeutic Play Behaviour charts Circle time

<p>Development. Managing feelings and behaviour.</p>		<p>Parental involvement 1:1 beh support (LA) Parental contracts Personalised Behaviour Plan Drawing and Talking</p>	<p>Circle time 1:1 beh support (LA) Parental contracts Personalised Behaviour Plan Social skills Social stories Drawing and Talking</p>	<p>1:1 beh support (LA) Parental contracts Personalised behaviour Plan Self esteem support Anger management intervention and support Drawing and Talking</p>	<p>PSP Targets 1:1 beh support (LA) Parental contracts Personalised Behaviour Plan Drawing and Talking</p>	<p>PSP targets 1:1 beh support (LA) Parental contracts Personalised Behaviour Plan Self esteem support Drawing and Talking</p>
<p>Sensory and Physical Write Dance Clever Hands Specialist strategies when appropriate</p>	<p>Social Skills Write Dance Clever Hands Specialist strategies when appropriate</p>	<p>Fine Motor Skills Handwriting skills Bilateral exercises Specialist strategies when appropriate.</p>	<p>Fine Motor Skills Handwriting skills Keyboard skills Specialist strategies when appropriate</p>	<p>Fine Motor skills Handwriting skills Keyboard skills Specialist strategies when appropriate</p>	<p>Fine Motor skills Handwriting skills Keyboard skills Specialist strategies when appropriate</p>	<p>Fine Motor skills Handwriting skills Keyboard skills Specialist strategies when appropriate</p>
<p>Social Skills in Haven. A range of assessments to identify underlying needs – SNAP, COPS and LUCID. Language for Learning assessment. Lunchtime support in Haven.</p>						