



Thameside Primary School SEND Offer

Area of Need	Whole School ethos and practice (Universal Offer)	Possible focussed support for some children's additional needs (Targeted Provision)	Possible support and intervention for a small number of children who may or may not have an EHCP (Specialist Provision)
Social, Emotional and Mental Health needs Incl ADHD	<ul style="list-style-type: none"> • A positive, supportive and nurturing learning environment. • Structured school and classroom routines • Positive behaviour management • Visual timetables • Whole school positive behaviour procedures, reward system and progressive sanction system • Restorative approach to dealing with behaviour and solutions • Consistent school rules • Wellbeing and values through weekly PSHE lessons • Jobs and leadership roles • School clubs • Lunch time supervisor support • Regular brain breaks • Zones of regulations • Access to a quiet/ calm space 	<ul style="list-style-type: none"> • Identification and assessment in school. • Pupil Profile with associated outcomes • Adaptations in class to support engagement. • Alternative lunch time arrangements • Support to build relationships e.g. circle of friends /Buddy system • Reflection time • Social stories • Social groups • Check in interventions 	<ul style="list-style-type: none"> • Individual Provision Tracker • EHCP (if applicable) • Personalised timetable and curriculum as required • Individual reward/sanction • Individual communication tools e.g. using an object as a symbol for anxiety in class. • Head, SENDCo and HSLW support sessions • TA support • Calm to Crisis plan • Playtime/lunch time monitoring • Outside agency support e.g. CAMHS/Educational Psychology • Seating adjustment in class • Home-School communications book • Time out/Safe space • Additional transition arrangements • Individual risk assessment • Positive Handling Procedures (Team Teach) • Draw and Talk • Play Therapy- Oxfordshire Play Association

			<ul style="list-style-type: none"> • 5-point scale • SLT-behaviour support • SENDCo and HSLW support sessions • Individual manual handling plan
<p>Communication and Interaction Needs (incl. SLCN and ASD)</p>	<ul style="list-style-type: none"> • A positive, supportive and nurturing learning environment. • Structured school and classroom routines • Positive behaviour management • Visual timetables and prompts <ul style="list-style-type: none"> • Clear success criteria and learning outcomes displayed • Strong emphasis on speaking and listening and opportunities to talk. • Lessons and support for extension of vocabulary • Working walls • Strong emphasis on phonics teaching. • Communication friendly learning environment. • Learning styles understood • Differentiation within lessons • Warning of change to routine • Support and scaffolding as required e.g. visual aids, modelling etc. • ICT programmes to support language development • Repetition and/or clarification of instructions <ul style="list-style-type: none"> • Opportunities to work with younger/older pupils 	<ul style="list-style-type: none"> • Speech and language intervention e.g. Talk Boost • Pupil Profile with associated outcomes • Small group phonic support. • Personalised support within the class. • Use of symbols e.g. Widget online, Makaton • Individualised visual prompts e.g. Now and Next boards • Pre-teaching for vocabulary • Priority reading groups • Further support/ scaffolding/ differentiation as required. • Social stories <ul style="list-style-type: none"> • Alternative lunch time arrangements • Support to build relationships e.g. circle of friends /Buddy system • Reflection time • 5-point scale • SLT-behaviour support • Social stories <ul style="list-style-type: none"> • Social groups • Check in interventions • Small world play, role play and drama 	<ul style="list-style-type: none"> • Individual Provision Tracker <ul style="list-style-type: none"> • EHCP (if applicable) • Personalised timetable and curriculum as required • Speech & Language Therapy – specific targets for individuals • Interventions- Lego Therapy, Social groups • Individual visual timetables/routine • Visual Supports e.g. Now/Next boards; <ul style="list-style-type: none"> • Individual ICT programmes • Work station for part of the day • Individual social stories • Individual risk assessments • Communication aids • Sensory aids e.g. fidget toys, ear defenders • Identified calm place • Increased adult support in and out of the classroom • Additional planning and arrangements for transition <ul style="list-style-type: none"> • Home-school book/communication • Access to small teaching and learning groups. <ul style="list-style-type: none"> • Support from External Agencies as required e.g. Communication and Interaction Service, Educational Psychology, Occupational Therapy • SENDCo and HSLW support sessions

	<ul style="list-style-type: none"> • Assemblies with appropriate signs or visual supports if required • Training for staff to meet the diversity of communication language skills. • Use of staff language e.g. Match plus one or Descriptive commentary • Access to a quiet/ calm space • Words and pictures on signs for class labels in classes 		
Cognition and Learning Needs (incl Dyslexia/ Dyscalculia/SpLD/MLD)	<ul style="list-style-type: none"> • Visual timetable • Thinking and processing time • Effective feedback • Effective visual aids and modelling • Repetition of instructions • Awareness of cognitive load. • Differentiation of the curriculum, questioning and teacher delivery e.g. language and pace of delivery adjusted • A range of resources are accessible and appropriate e.g. 100 squares, Dienes • Support/scaffolding/word mats/writing frames/number charts etc. are available • Uses of practical and real life examples • Differentiated output or outcome e.g. quantity adjusted, use of ICT • Multi -sensory approach to learning. • Interactive environment • Appropriate reading books for all abilities. 	<ul style="list-style-type: none"> • Pupil Profile with associated outcomes • TA support (small group/1-1) • Differentiated resources and curriculum • Task board • Targeted interventions and keep up sessions for reading, writing, maths • Priority readers • Colour overlays • Working memory activities • Smaller chunks of learning • Vocabulary support 	<ul style="list-style-type: none"> • Individual Provision Tracker • EHCP (if applicable) • Personalised timetable • Personalised curriculum • Support from External Agencies E.g. Educational Psychologist • Small group/1-1- work • Increased adult support in the classroom • Pre-teaching of class learning • Individual arrangements for SATs • Dyslexia screener • IT programmes (e.g. Widget Online) • Additional planning and arrangements for transition

	<ul style="list-style-type: none"> • Words and pictures on signs for class labels in classes 		
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> • Flexible teaching arrangements • Handwriting/fine motor control programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors etc. • Multi-sensory equipment • A varied PE and sports curriculum • Construction resources <ul style="list-style-type: none"> • Tools and Materials e.g. brushes/pencils, collage etc. • Range of equipment & opportunities for balancing, exploring etc. • Alternative methods of recording • A variety of writing equipment e.g. pencils, rulers, scissors • Sand and water play • Words and pictures on signs for class labels in classes <ul style="list-style-type: none"> • Seating arrangements (r-handed, l-handed, away from corridor noise/lighting etc.) • Use of coloured backgrounds to prevent glare 	<ul style="list-style-type: none"> • Pupil Profile with associated outcomes • Fine Motor skills programme • Gross Motor skills programme • Differentiated PE • Sports events – additional preparation • Handwriting scheme • Access to wobble cushions • Access to particular equipment as recommended e.g. Easi-grip scissors, fidget aids, pencil grips, writing slopes, ear defenders, stress resources 	<ul style="list-style-type: none"> • Individual Provision Tracker <ul style="list-style-type: none"> • EHCP (if applicable) • Individual handwriting/fine motor skills work • TA support/monitoring at lunchtimes • Individual planning and arrangements for transition • Outside agency advice e.g. Occupational Therapy • Individual risk assessment • Individual intimate care plan • Individual manual handling plan • Access to enlarged resources <ul style="list-style-type: none"> • Awareness of fatigue • Scribe provided • Physiotherapy exercises as recommended • Modified equipment as recommended • Classroom access to be monitored • TA support in PE/dance/games