



Bildeston Primary and Whatfield CEVCP School Federation School Offer



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; I 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 ○ Use of symbols ○ 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 KS1 ○ Use of writing frames ○ Ensuring appropriate reading material available including ○ Weekly spelling lists ○ Synthetic Phonics Programme - Little Wandle Revised Letters and Sounds ○ coloured backgrounds on Interactive Whiteboards ○ Individual white board ○ Maths Resources - concrete apparatus 	<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 control programme e.g. 'Write from the Start' ○ 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 ○ Widget symbols 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Golden Rules ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ PSHE curriculum weekly focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ Visual timetables ○ Use of symbols ○ Use of first hand experiences to stimulate learning ○ Zone of Regulations



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<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> Speech and Language support from Communicate Individual Provision Map Social groups Visual Supports eg Now/Next boards; Choice Boards; 	<p style="text-align: center;">Targeted Provision <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 literacy In-class TA support for Numeracy Visual/auditory perception group activities Differentiated resources Group use of ICT programmes Small group support for Maths Small group support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats Phonological Awareness programme Working Memory Group Precision Teaching Pastel paper Synthetic Phonics Programme - Little Wandle Revised Letters and Sounds including keep up groups and rapid catch up Nessy Dynamo Reading Pen 	<p style="text-align: center;">Targeted Provision <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 	<p style="text-align: center;">Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> Individual Provision Map Alternative lunch-time provision Socially Speaking Circle of Friends Ginger (social skills) Thrive Play Therapy Music Therapy Drawing and Talking



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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 Engagement Curriculum and Assessment ○ Personalised timetable ○ Individual Speech therapy ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ SES advice ○ Individual risk assessments ○ Sensory aids eg fiddles; weighted clothing; chewies ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders 	<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 Engagement Curriculum and Assessment ○ 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 literacy outside class ○ 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 ○ SES advice ○ Efficient word processing ○ Dyslexia packs ○ Tinted overlays/rulers ○ Task Board ○ Sensory aids eg fiddles; weighted clothing; chewies 	<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 Engagement Curriculum and Assessment ○ 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 ○ SES advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Individual Accessibility Plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelry) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games 	<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 Engagement Curriculum and Assessment ○ Individual reward/sanction ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency - referral made ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home/School Book ○ Report system to identify behaviour throughout the day ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ CAMHS involvement and referral