

Callington Primary School

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; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Universal Provision – Wave 1 <i>provision for all</i> <ul style="list-style-type: none"> Flexible teaching arrangements Structured school and classroom routines Views and opinions of pupils taken into consideration via questionnaires and conferencing. Consider tone of voice Warning of change Differentiated / adapted curriculum delivery e.g. simplified language Increased visual aids/modelling etc. Visual timetables Use of visual symbols including PECs Speaking and listening opportunities 'Show and tell' / speaking opportunities 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 On alert, catch up interventions 	Universal Provision – Wave 1 <i>provision for all</i> <ul style="list-style-type: none"> Differentiated / adapted tasks Adapted delivery e.g. simplified language, slower lesson pace, supportive sheet for recording, recording methods Longer processing time given Repetition/clarification of instructions Adapted output / outcomes e.g. use of ICT, fewer sentences Concrete manipulatives / range of teaching resources Variety of technology to support teaching and learning Adapted recording methods e.g. use of ICT including c-pen, fewer sentences Increased visual aids/modelling etc. Visual timetables Phonics, word and number charts, mats, banks etc. Use of puzzles and games Illustrated dictionaries Use of writing frames Ensuring appropriate reading material available RWI programme Spelling lists programme across school Multi-sensory approaches to tasks Individual white board 	Universal Provision – Wave 1 <i>provision for all</i> <ul style="list-style-type: none"> Flexible seating arrangements Handwriting/fine motor skill intervention Specialist resources – pencil grips, triangular pencils, variety of types of scissors, writing slope 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 / right handed equipment and seating position Written signs for class labels in classes supported by visuals On alert, catch up interventions Contact with parent carers via email, phone, reading diaries and EYFS learning journey. 	Universal Provision – Wave 1 <i>provision for all</i> <ul style="list-style-type: none"> Whole school positive behaviour approach / strategies / policy Positive behaviour strategies Emotional coaching techniques Structured school and classroom routines supported by visuals including widgets Regulation station Positive reward systems Consistent and progressive response for when rules broken 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 – PSHE Mental Health Practitioner class workshops Playground friends and buddies available Access to the garden as quiet space during break and lunch times monitored by lunch time supervisors. Variety of teaching styles used to suit pupils

<ul style="list-style-type: none"> ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey. ○ Transition sessions when moving classes 	<ul style="list-style-type: none"> ○ Pastel backgrounds on interactive boards available ○ On alert, catch up interventions ○ Access to ICT ○ Rapid recall (maths) ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey. ○ 		<ul style="list-style-type: none"> ○ Visual timetables ○ Use of visuals and symbols ○ Use of first hand experiences to stimulate learning. ○ Contact with parent carers via email, phone, reading diaries and EYFS learning journey. ○
Adaptation plans where concerns have arisen to evidence quality first teaching that is in place based on the concern and the impact.			
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Targeted Provision – Wave 2 <i>Provision for needs that are additional and different</i>	Targeted Provision – Wave 2 <i>Provision for needs that are additional and different</i>	Targeted Provision – Wave 2 <i>Provision for needs that are additional and different</i>	Targeted Provision – Wave 2 <i>Provision for needs that are additional and different</i>
<ul style="list-style-type: none"> ○ APDR cycle ○ Speech and Language support groups ○ Speech and language resources - communication board, non-verbal ways to communicate, widget conversation books / posters ○ Time and support given before responses required ○ Now and Next board ○ Modelling of good language throughout the school. ○ 1:1 Speech and Language sessions ○ Multi-sensory storytelling strategies. ○ Social stories ○ Access to autism champions 	<ul style="list-style-type: none"> ○ APDR cycle ○ In-class TA / CT support for literacy (small group) ○ In-class TA / CT support for Numeracy (small group) ○ Additional thinking time for processing oral and visual information ○ Differentiated / adapted resources ○ Pre-teach sessions, extra scaffolds for learning ○ Focus skills interventions ○ Additional daily reading ○ Multi-sensory strategies ○ Dictaphones ○ C-pen ○ Talking tin ○ Overlays 	<ul style="list-style-type: none"> ○ APDR cycle ○ Intimate care plan ○ Fine Motor skills intervention ○ Gross Motor skills intervention ○ Fun fit ○ Differentiated PE resources ○ Sports events - additional preparation ○ Handwriting intervention ○ Strategies and equipment to support pupils who are left handed - seating and resources ○ ICT for recording ○ Enlarged resources ○ Coloured overlays ○ Advice from outside professionals ○ Regular contact with parents / carers 	<ul style="list-style-type: none"> ○ APDR cycle ○ Alternative lunch-time provision ○ Socially Speaking / We thinkers social interventions ○ Lego therapy ○ 5 point scales, emotional thermometers ○ Anxiety gremlin ○ Anger gremlin ○ Emotions intervention ○ Draw and talk intervention ○ TIS intervention ○ Non-verbal communication system - cards to show feelings ○ Use of sensory items e.g fidgets ○ Use of sensory equipment e.g. swivel chair

<ul style="list-style-type: none"> ○ Advice from outside professionals ○ Pupil one page profiles ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes 	<ul style="list-style-type: none"> ○ Timers ○ Task management Boards ○ Writing frames ○ Small group of support for literacy outside class e.g. RWInc, ○ Support for reading comprehension, e.g. comprehension exercises, word mats ○ Test support - scribes / readers ○ Phonological Awareness activities ○ Precision Teaching ○ Working memory support ○ Coloured paper ○ Advice from outside professionals ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes ○ 	<ul style="list-style-type: none"> ○ Additional transition opportunities when moving classes ○ 	<ul style="list-style-type: none"> ○ Use of buddy system ○ Mental Health Practitioner support ○ Soft landings - transitions between parts of the day ○ Now and Next board ○ Responsibilities around the school ○ Adult check ins ○ Sensory breaks ○ Extra support at transitions - extra visits, transition passports ○ Advice from outside professionals ○ Regular contact with parents / carers ○ Additional transition opportunities when moving classes ○ Access to quiet nurture spaces and adult support. ○
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Specialist Provision – Wave 3 <i>Provision for specialist needs</i> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum / bespoke planning – personalised resources ○ Opportunities for alternative provision ○ Personalised timetable ○ Individual Speech therapy Care Plans. 	Specialist Provision – Wave 3 <i>Provision for specialist needs</i> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum / bespoke planning – personalised resources ○ Opportunities for alternative provision ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Task board ○ Now and Next board 	Specialist Provision – Wave 3 <i>Provision for specialist needs</i> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum / bespoke planning – personalised resources ○ Opportunities for alternative provision ○ Accessibility arrangements ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual learning station 	Specialist Provision – Wave 3 <i>Provision for specialist needs</i> <ul style="list-style-type: none"> ○ APDR and EHCP ○ Alternative curriculum / bespoke planning – personalised resources ○ Opportunities for alternative provision ○ Individual reward/sanction scheme ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting

<ul style="list-style-type: none"> ○ Intervention delivered by Speech therapist ○ Individual visual timetables ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Individual risk assessments ○ Calm / safe space ○ Augmented Communication aids ○ Makaton ○ Sensory breaks ○ Sensory aids ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Assessments from outside professionals ○ Home/School book ○ Social stories ○ Ear defenders ○ Outside agency advice ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes ○ 	<ul style="list-style-type: none"> ○ Use of individual ICT programmes targeting learning ○ One to one support for literacy where required opportunities to work outside class e.g. Read, Write, Ink ○ One to one support for maths where required opportunities to work outside class ○ List of current and future topic words ○ Concrete resources ○ Multi-sensory approaches ○ TA support daily ○ Precision teaching ○ Recording menus ○ Individual arrangements for SATs ○ Additional planning and arrangements for transitions during the day ○ Dyslexia-friendly resources ○ Dyscalculia support resources ○ Tinted overlays/rulers ○ Readers and scribes ○ ICT support ○ Transition arrangements, particularly to secondary school ○ Outside agency advice ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes ○ 	<ul style="list-style-type: none"> ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition through the day ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Awareness of fatigue ○ Access to enlarged resources ○ Scribe in class ○ Physio exercises ○ Access to nurture space ○ Chewy toys (chewelery) ○ Ear defenders ○ Sensory aids ○ TA support in PE/dance/games ○ Alternative PE curriculum ○ Sensory diet : funfit ○ Access to sensory space ○ Access to outside spaces ○ Outside agency advice ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes ○ 	<ul style="list-style-type: none"> ○ Individual Behaviour Plan and risk assessment. ○ Risk assessments for activities outside of school where needed. ○ Playtime monitoring ○ Anger management / co regulation ○ Meet and greet - transitional support where needed ○ Counselling from outside agency through referral system ○ Input from professional support agencies :Early Help Hub, , Family support worker, child mental health support worker ○ Individual seating or work station for aiding concentration for part of day ○ Access to nurture space ○ Time out system ○ Planned use of physical positive handling (Team Teach) ○ Sensory breaks ○ Additional transition arrangements ○ Individual risk assessment ○ CAMHS involvement through referral ○ Penhaligon's Friends (bereavement support) ○ Draw and Talk ○ Safe space / key adults ○ Outside agency advice ○ Home school liaison book / emails / meetings ○ Daily contact with parents / carers ○ Additional transition opportunities when moving classes ○
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