

# Callington Primary School

## School Offer



<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>Visual Impairment; Hearing Impairment; I Multi-Sensory Impairment; Physical Disability,</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<p><b>Universal Provision – Wave 1</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Structured school and classroom routines</li> <li>Views and opinions of pupils taken into consideration via questionnaires and conferencing.</li> <li>Consider tone of voice</li> <li>Warning of change</li> <li>Differentiated / adapted curriculum delivery e.g. simplified language</li> <li>Increased visual aids/modelling etc.</li> <li>Visual timetables</li> <li>Use of visual symbols including PECs</li> <li>Speaking and listening opportunities 'Show and tell' / speaking opportunities</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>Role play situations/Drama</li> <li>On alert, catch up interventions</li> </ul>	<p><b>Universal Provision – Wave 1</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Differentiated / adapted tasks</li> <li>Adapted delivery e.g. simplified language, slower lesson pace, supportive sheet for recording, recording methods</li> <li>Longer processing time given</li> <li>Repetition/clarification of instructions</li> <li>Adapted output / outcomes e.g. use of ICT, fewer sentences</li> <li>Concrete manipulatives / range of teaching resources</li> <li>Variety of technology to support teaching and learning</li> <li>Adapted recording methods e.g. use of ICT including c-pen, fewer sentences</li> <li>Increased visual aids/modelling etc.</li> <li>Visual timetables</li> <li>Phonics, word and number charts, mats, banks etc.</li> <li>Use of puzzles and games</li> <li>Illustrated dictionaries</li> <li>Use of writing frames</li> <li>Ensuring appropriate reading material available</li> <li>RWI programme</li> <li>Spelling lists programme across school</li> <li>Multi-sensory approaches to tasks</li> <li>Individual white board</li> </ul>	<p><b>Universal Provision – Wave 1</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Flexible seating arrangements</li> <li>Handwriting/fine motor skill intervention</li> <li>Specialist resources – pencil grips, triangular pencils, variety of types of scissors, writing slope</li> <li>Multi-sensory equipment</li> <li>Construction</li> <li>Tools and Materials e.g. brushes/pencils, collage</li> <li>Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>Brain gym exercises</li> <li>Sand and water play</li> <li>Provision of left / right handed equipment and seating position</li> <li>Written signs for class labels in classes supported by visuals</li> <li>On alert, catch up interventions</li> <li>Contact with parent carers via email, phone, reading diaries and EYFS learning journey.</li> </ul>	<p><b>Universal Provision – Wave 1</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>Whole school positive behaviour approach / strategies / policy</li> <li>Positive behaviour strategies</li> <li>Emotional coaching techniques</li> <li>Structured school and classroom routines supported by visuals including widgets</li> <li>Regulation station</li> <li>Positive reward systems</li> <li>Consistent and progressive response for when rules broken</li> <li>Teaching listening through games</li> <li>Use of puzzles and games</li> <li>Involvement in after school clubs</li> <li>Individual job and responsibility</li> <li>Support of lunchtime supervisors at lunchtime</li> <li>Weekly focus on social, emotional aspects of learning – PSHE</li> <li>Mental Health Practitioner class workshops</li> <li>Playground friends and buddies available</li> <li>Variety of teaching styles used to suit pupils</li> <li>Visual timetables</li> <li>Use of visuals and symbols</li> <li>Use of first hand experiences to stimulate learning.</li> </ul>

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

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

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