

# Summerfield School Offer



<b>Communication and Interaction</b> <i>Including ASC &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>
<p style="text-align: center;"><b>Universal Provision</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>○ Warning of change</li> <li>○ Differentiated curriculum delivery e.g. simplified language</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</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>○ 'Show and tell' / speaking opportunities</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Differentiated tasks</li> <li>○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>○ Repetition/clarification of instructions</li> <li>○ Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Alphabet, word mats and number lines, 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>○ Weekly spelling lists (phonics led)</li> <li>○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc)</li> <li>○ Individual white board/ SMART board</li> <li>○ Accelerated Reader</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor skill programme</li> <li>○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors</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>○ Sand and water play</li> <li>○ Provision of left handed equipment</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> </ul>	<p style="text-align: center;"><b>Universal Provision</b> <i>provision for all</i></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ School values</li> <li>○ Positive behaviour strategies</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems</li> <li>○ Consistent and progressive sanction system 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 LSAs at lunchtime</li> <li>○ Access to the Wellbeing LSA and Pastoral co-ordinator during the day</li> <li>○ Weekly focus on social, emotional aspects of learning</li> <li>○ Jigsaw PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ VAK - variety of teaching styles used to suit pupils</li> <li>○ Visual timetables</li> </ul>
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		<i>Disability</i>	
<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i>	<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i>	<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i>	<b>Targeted Provision</b> <i>Provision for needs that are additional and different</i>
<ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Individual Provision Maps</li> <li>○ Modelling of good language throughout the school.</li> <li>○ 1:1 Speech and Language sessions</li> <li>○ Kinaesthetic and visual storytelling strategies.</li> <li>○ Comic strips and social stories</li> <li>○ Language for Thinking</li> <li>○ School Start</li> <li>○ Socially speaking</li> <li>○ Time to Talk</li> <li>○ Transporters</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ In-class LSA support for English</li> <li>○ In-class LSA support for Maths</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory handwriting programme (Letter Join) &amp; spelling programme (No Nonsense spellings)</li> <li>○ Task Boards</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for English outside class e.g. RWInc,</li> <li>○ Small group of support for maths outside class</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>○ Precision Teaching</li> <li>○ Pastel paper</li> <li>○ Phonological Assessment Battery</li> <li>○ Lego Therapy</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Differentiated PE resources</li> <li>○ Sports events - additional preparation</li> <li>○ Handwriting scheme - Letter Join</li> <li>○ ICT resources available</li> <li>○ Write from the Start - fine motor skills / handwriting programme</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative lunch-time provision</li> <li>○ Socially Speaking</li> <li>○ Use of Wellbeing Champions</li> <li>○ Drawing and Talking</li> <li>○ Transition support to new classes/new school</li> </ul>
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<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy programmes</li> <li>○ Intervention delivered by Speech therapist</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards; Choice Boards;</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids e.g communication boards</li> <li>○ Sensory aids e.g. ooze tubes, sensory tent</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g. etc)</li> <li>○ One to one support for English outside class e.g. RWInc</li> <li>○ One to one support for maths outside class e.g. Numicon</li> <li>○ List of current and future topic words</li> <li>○ LSA support daily with IPM outcomes</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice, including from SEN Team</li> <li>○ Dyslexia-friendly resources e.g. Barrington Stokes reading books, exercise books with yellow pages</li> <li>○ Tinted overlays/rulers</li> <li>○ Transition arrangements, particularly to secondary school</li> <li>○</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Provision of specialist equipment - ICT, sloping board, grips, special cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ LSA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe in class</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> <li>○ LSA support in PE/dance/games</li> <li>○ Alternative PE curriculum</li> <li>○ Access to outside spaces</li> </ul>	<p style="text-align: center;"><b>Specialist Provision</b> <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Individual reward/sanction scheme</li> <li>○ LSA support - Zones of Regulation</li> <li>○ LSA support individual debriefing/pre-empting</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ Weekly feedback to parents face-to-face</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Internal exclusion</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement through referral</li> <li>○ Harry's Rainbow (bereavement support)</li> <li>○ Draw and Talk</li> <li>○ Wellbeing Learning Support assistant 1:1 Sessions</li> </ul>