

School Offer 2015-16

Area of Need	All pupils where appropriate	Catch-Up	Special Educational Needs
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. • Increased visual aids/modelling etc • Use of writing frames • Group teacher support in class • Drop in session for clarification 	<ul style="list-style-type: none"> • TA support for Literacy and Numeracy • LSA Booster for Literacy and Numeracy • Targeted group support from additional teacher. • Phonic Catch-up group • Beat Dyslexia Programme • Springboard Maths • Word and Number Shark • Toe by Toe and Power of 2 • InCAS testing • New Reading and Thinking Comprehension 	<ul style="list-style-type: none"> • 1:1 Tuition for Literacy and Numeracy • 1:1 in class support where necessary • 1:1 Working memory activities • Reminder cards for organisation • Task sheet for class work • Blast off Reading Programme • LUCID testing
Behaviour, Emotional and Social development	<ul style="list-style-type: none"> • Whole school behaviour policy approach. • Whole school/class rules. • Class/School reward systems • PSHE lessons • Whole school target • Merit points • Classroom seating plan 	<ul style="list-style-type: none"> • Weekly behaviour report • Occasional meeting with Head of Pastoral care and/or form tutor. • Time to Talk (Nursery – Year 2) • Socially Speaking (Year 3 – 6) • Individual reward system • Nurture Group • Circle of Friends • Self Esteem 1:1 sessions 	<ul style="list-style-type: none"> • Social Stories • 1:1 Social and emotional support • Mighty Moe anxiety workbook • RAMP - Reducing Anxiety Management (LEA) • Home/School record (daily) • Behaviour contracts • Mentoring (as appropriate) • CAF • Access to counsellor (CAHMS)
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language • Drama activities for improvisation • Increased visual aids/modelling etc • Visual timetables • Structured school and class routines. • Opportunities for talk (partnered/group) 	<ul style="list-style-type: none"> • Time to Talk (Nursery – Year 2) • Socially Speaking (Year 3 – 6) • Focused PSHE sessions with class • EAL – Racing to English, 1:1 EAL session. • Vocabulary pictorial word bank in class • Recommended additional speech and drama lessons 	<ul style="list-style-type: none"> • Speech and Language Therapist • SALT recommended work • Small group communication sessions • Social stories
Sensory and/or physical	<ul style="list-style-type: none"> • Differentiated P.E and Games, Art, Music sessions – Gross motor skills • Handwriting sessions Reception - Year 2 • Handwriting and spelling sessions Year 3 • Handwriting policy approach • Increased visual aids/modelling etc • Large print • Classroom seating plan 	<ul style="list-style-type: none"> • Motor Skills United • Additional handwriting support • Encouraging additional Art, Sport or instrumental lessons • Busy Fingers Programme • Pencil Grip 	<ul style="list-style-type: none"> • 1:1 Motor skills • Printed handwriting in class • Occupational Therapist • OT recommended work • Visual Stress assessment and overlay • Physical need resources: cushion, slanted writing board, fiddle toy • Typing options