



# Skegby Junior Academy's School Offer



Communication and Interaction <i>Including ASD &amp; 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>
<b>Universal Provision</b> <i>provision for all</i>	<b>Universal Provision</b> <i>provision for all</i>	<b>Universal Provision</b> <i>provision for all</i>	<b>Universal Provision</b> <i>provision for all</i>
<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>○ Use of symbols; widget, makaton</li> <li>○ ICT programmes to support language</li> <li>○ Small world play and Role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Assemblies with appropriate signs and visual aids used</li> <li>○ Role play situations/Drama</li> <li>○ PACE approach</li> <li>○ 'Show and tell' / speaking opportunities</li> <li>○ Scaffolded tasks</li> </ul>	<ul style="list-style-type: none"> <li>○ Differentiated tasks</li> <li>○ Differentiated delivery e.g. simplified language, slower lesson pace,</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 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>○ Scaffolded worksheets</li> <li>○ Ensuring appropriate reading material available</li> <li>○ Touch-type sessions</li> <li>○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc)</li> <li>○ KS1 style guided reading targeted interventions</li> <li>○ Pastel backgrounds on Interactive Whiteboards, worksheets.</li> <li>○ Individual whites board</li> <li>○ Dyslexia friendly classrooms, e.g. specific fonts used, specific colours on displays</li> </ul>	<ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor control programme interventions</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>○ Brain gym exercises</li> <li>○ Sand and water play</li> <li>○ Provision of left-handed equipment</li> <li>○ Written signs for class labels in classes</li> <li>○ Wake and Shake</li> <li>○ Go noodle</li> <li>○ 5-a-day</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Golden Rules, Forest School Rules</li> <li>○ Positive behaviour strategies such as 'going on gold', 'keen to be green', golden table, extra play etc.</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems, e.g. dojo points, stickers etc.</li> <li>○ Consistent and progressive sanction system for when rules are broken</li> <li>○ School Council</li> <li>○ Kindness Crew</li> <li>○ Individual job and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ PSHE curriculum weekly focus on social, emotional aspects of learning</li> <li>○ Playground friends and buddies available</li> <li>○ VAK - variety of teaching styles used to suit pupils</li> <li>○ Use of first-hand experiences to stimulate learning</li> </ul>



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<p style="text-align: center;"><b>Targeted Provision</b></p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Individual Provision Map</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b></p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ In-class small group support for Reading and Writing</li> <li>○ In-class small group support for Maths</li> <li>○ Visual/auditory perception group activities</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Task Boards</li> <li>○ Group use of ICT programmes, e.g. touch typing</li> <li>○ Pre teach and post teach</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>○ Bedrock lunchtime club</li> <li>○ TTRS lunchtime club</li> <li>○ Working Memory Group</li> <li>○ Precision Teaching</li> <li>○ Pastel paper</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b></p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <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 - spider balls, balloon balls etc.</li> <li>○ Sports events - additional preparation</li> <li>○ Handwriting scheme</li> </ul>	<p style="text-align: center;"><b>Targeted Provision</b></p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative break and lunch-time provision</li> <li>○ Socially Speaking</li> <li>○ Circle of Friends</li> <li>○ Use of buddy system</li> <li>○ Reward charts/treat time</li> <li>○ Play Therapy</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 Engagement Curriculum and Assessment</li> <li>○ Personalised timetable</li> <li>○ Individual speech therapy communication plans.</li> <li>○ Intervention delivered by S speech therapist or specialist TA</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards; Choice Boards;</li> <li>○ Task Board</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Social stories</li> <li>○ Outside agency advice or involvement</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Individual sensory profile</li> <li>○ Sensory Diet; Fun Fit; TAC</li> <li>○ Sensory aids eg fiddles; weighted clothing; chewies</li> <li>○ Access to calm break out space</li> <li>○ Increased adult support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Ear defenders</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>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Pre and post-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell, doorway online etc.</li> <li>○ One to one support for literacy outside class e.g. RWInc, colourful semantics</li> <li>○ One to one support for maths outside class e.g. 5-minute box, Toe by Toe</li> <li>○ List of current and future topic words</li> <li>○ TA support daily with PLP outcomes</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice and involvement</li> <li>○ Efficient word processing</li> <li>○ Tinted overlays/rulers</li> <li>○ Task Board</li> <li>○ Sensory aids eg fiddles; weighted clothing; chewies</li> <li>○ WWAR</li> <li>○ Daily reading intervention with an adult</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>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice and involvement</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Individual accessibility plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe provided</li> <li>○ Handwriting</li> <li>○ IT support-own iPad</li> <li>○ Fun fit</li> <li>○ Physio exercises</li> <li>○ Classroom access-adjusted tables etc.</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> <li>○ TA support in PE/dance/games</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>○ Personalised Engagement Curriculum and Assessment</li> <li>○ Individual rewards/sanctions</li> <li>○ TA support - communication of feelings</li> <li>○ TA support individual debriefing/pre-empting</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime and lunchtime monitoring</li> <li>○ Specialist play time and lunchtime provision</li> <li>○ Therapeutic interventions-e.g. drawing and talking, anger gremlin etc.</li> <li>○ ELSA support</li> <li>○ Counselling from outside agency - referral made</li> <li>○ Input from behaviour support team</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 (usually with class teacher and/or SENCo).</li> <li>○ Break out system and calming space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ CAMHS involvement and referral</li> </ul>

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