

# Singlewell Primary School

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School Offer

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This document shows the provision available to pupils at singlewell primary school. Although not an exhaustive list it outlines the majority of universal, targeted and specialist provisions we are able to offer pupils in our care. Singlewell Primary School is continually evaluating the provision it offers through monitoring, feedback and specialist advice. This means our provision is continually adapting to meet the needs of our pupils. This school offer was accurate at time of publishing.

## Universal Provision

Provision for all

<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, Emotional and Mental Health</b> <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>○ Adapted teaching arrangements</li> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Differentiated curriculum delivery e.g. simplified language, use of visuals</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Use of symbols, photos and communication cards</li> <li>○ Speech and Language link assessment and programme</li> <li>○ Repetition/clarification of instructions</li> <li>○ Role play situations/Drama</li> <li>○ Speaking opportunities</li> <li>○ Phonics and vocabulary table top resources</li> <li>○ Fidget/concentration toys</li> <li>○ Task management and checklists</li> <li>○ Clear outcomes and use of WAGOLL</li> </ul>	<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 (voice recording, text to type), lessened written load, photographs and pupil voice</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Sound, word, topic and maths mats</li> <li>○ Vocabulary and topic words on display</li> <li>○ Use of writing frames</li> <li>○ Whole class and group guided reading</li> <li>○ Whole school spelling scheme</li> <li>○ Ensuring appropriate reading material available including</li> <li>○ Weekly spelling lists (differentiated)</li> <li>○ Multi-sensory phonics approach - Read Write Inc. (RWInc)</li> <li>○ Pastel backgrounds on Interactive Whiteboards</li> <li>○ One to one reading</li> <li>○ Individual white boards</li> <li>○ Lesson and outcome checklists</li> <li>○ Clear outcomes and use of WAGOLL</li> </ul>	<ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor control programme</li> <li>○ Specialist resources - pencil grips, triangular pencils</li> <li>○ Multi-sensory equipment</li> <li>○ Construction activities</li> <li>○ Variety of materials such as drawing tools, brushes, pencils.</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring - trim trail, exercise equipment</li> <li>○ 5 a day exercises</li> <li>○ Print outs of board materials in larger font size</li> <li>○ Sand, water and sensory play</li> <li>○ Provision of left handed equipment</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> <li>○ Use of Ipad assistive technology- screen reader, voice over, dictation</li> <li>○ Ipad display settings for VI and HI and PD</li> <li>○ Pastel backgrounds on whiteboards</li> <li>○ Accessible font style, size and spacing</li> </ul>	<ul style="list-style-type: none"> <li>○ CARES ethos</li> <li>○ Calm spaces in all classes</li> <li>○ Whole school behaviour policy</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems</li> <li>○ School Council</li> <li>○ Teaching listening through circle time games</li> <li>○ Zones of regulation</li> <li>○ Involvement in after school clubs</li> <li>○ Individual jobs and responsibilities</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ Mental Well-being included in PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ Visual timetables</li> <li>○ Use of symbols and photographs</li> <li>○ Use of first hand experiences to stimulate learning</li> <li>○ Fidget/concentration toys</li> <li>○ Time to talk and 'check ins'</li> <li>○ Holistic 'whole family' approach to support</li> </ul>

## Targeted Provision

Provision for needs that are additional and different

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, Emotional and Mental Health <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>○ Speech and Language Link intervention groups</li> <li>○ Individual communication cards</li> <li>○ Photo communication cards</li> <li>○ Total communication approach</li> <li>○ Adapted word banks and spelling lists</li> <li>○ Colourful Semantics resources</li> <li>○ Use of Ipad assistive technology- screen reader, voice over, dictation</li> <li>○ Teddy talk</li> <li>○ Multisensory story making opportunities</li> <li>○ Lego Therapy</li> <li>○ Black Sheep resources</li> <li>○ Life skills group</li> <li>○ Now/next board</li> <li>○ Multi-sensory vocabulary teaching</li> </ul>	<ul style="list-style-type: none"> <li>○ Small group support for literacy</li> <li>○ Small group support for Numeracy</li> <li>○ Differentiated resources specific to need</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Individualised task management board</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>○ Phonological Awareness programme</li> <li>○ Working Memory - Memory Magic</li> <li>○ Precision Teaching</li> <li>○ Pastel paper</li> <li>○ Overlays</li> <li>○ Coloured exercise books</li> <li>○ Reading for Meaning</li> <li>○ Reading and Thinking</li> <li>○ Life skills group</li> <li>○ Star Spell</li> <li>○ TTRockstars</li> </ul>	<ul style="list-style-type: none"> <li>○ Fine Motor skills programme</li> <li>○ Hopscotch handwriting exercises</li> <li>○ Gross Motor skills programme - BEAM</li> <li>○ Differentiated PE resources</li> <li>○ Sports events - additional preparation</li> <li>○ Handwriting scheme</li> <li>○ Wobble cushions, alternative seating</li> <li>○ Additional sensory or movement breaks</li> </ul>	<ul style="list-style-type: none"> <li>○ Nurture play time and lunch time provision</li> <li>○ Nurture meet and greet</li> <li>○ Anger Gremlin</li> <li>○ Anxiety Gremlin</li> <li>○ Socially Speaking</li> <li>○ Circle of Friends</li> <li>○ Talk about</li> <li>○ Nurture and Life skills</li> <li>○ Nurture wellbeing groups</li> <li>○ Sensory Circuit</li> <li>○ Hopscotch sensory programme</li> <li>○ Wobble cushions, alternative seating</li> <li>○ Nurture 'safe space'</li> <li>○ Use of a key adult for emotional check ins</li> <li>○ Personal feelings/emotion chart</li> <li>○ Home school contact book</li> <li>○ Behaviour ABC chart or frequency chart</li> </ul>

## Specialist Provision

### Provision for specialist needs

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, Emotional and Mental Health <i>Including ADHD</i>
<ul style="list-style-type: none"> <li>○ Personalised Plan</li> <li>○ Personalised Curriculum and Assessment</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy and plan</li> <li>○ Individualised now/next and choice boards</li> <li>○ Intervention delivered with support from Speech therapist</li> <li>○ Work station</li> <li>○ Social stories</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids</li> <li>○ Sensory aids eg fiddles; weighted blanket; chewies</li> <li>○ Access to sensory equipment</li> <li>○ Calm place</li> <li>○ Increased adult support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Ear Defenders</li> <li>○ Individual sensory boxes</li> <li>○ Personalised reward systems</li> <li>○ Oak Academy</li> </ul>	<ul style="list-style-type: none"> <li>○ Personalised Plan</li> <li>○ Personalised Curriculum and Assessment</li> <li>○ Pre-teaching of class learning and vocabulary</li> <li>○ Reinforcement practice of class learning, recaps, Early Morning Work</li> <li>○ Use of online learning e.g star spell, maths playground, top marks, oak academy</li> <li>○ One to one support for literacy e.g. RWInc, reading, comprehension</li> <li>○ Toe by Toe</li> <li>○ Individual arrangements for SATs and internal assessments</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Tinted overlays/rulers</li> <li>○ Task Board</li> <li>○ Sensory aids eg fiddles; weighted clothing; chewies</li> </ul>	<ul style="list-style-type: none"> <li>○ Personalised Plan</li> <li>○ Personalised Curriculum and Assessment</li> <li>○ Personalised Sensory diet</li> <li>○ Provision of specialist equipment - assistive, sloping board, grips, sticky mats, cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</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>○ Write dance</li> <li>○ Physio exercises</li> <li>○ Classroom access arrangements</li> <li>○ Chewy toys</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> <li>○ Attention bucket</li> </ul>	<ul style="list-style-type: none"> <li>○ Personalised Plan</li> <li>○ Personalised Curriculum and Assessment</li> <li>○ Personalised sensory breaks</li> <li>○ Scripted adult response</li> <li>○ Personal feelings/emotion chart</li> <li>○ Individual reward system</li> <li>○ TA support - communication of feelings</li> <li>○ Increased adult support</li> <li>○ Behaviour Support Plan</li> <li>○ Nurture playtime</li> <li>○ Anger Management</li> <li>○ Counselling from outside agency</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Weekly feedback to parents face-to-face</li> <li>○ Time out system and space</li> <li>○ Individual calm/safe space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement and referral</li> <li>○ Slideaway (bereavement)</li> <li>○ Draw and Talk - outside agency</li> <li>○ Dog mentoring - outside agency</li> <li>○ Play therapy- outside agency</li> </ul>