



**Lanivet School**

**School Offer  
2019/2020**

## 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, Mental and Emotional Health</b> <i>Including ADHD</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; PECs</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>- Assemblies with appropriate signs and visual aids used</li> <li>- Role play situations/drama</li> <li>- Show and Tell/speaking opportunities</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, 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>- Ensuring appropriate reading material available including</li> <li>- Weekly spelling lists (phonics led)</li> <li>- Touch-type sessions</li> <li>- Multi-sensory phonics approach e.g. Read Write Inc. (RWInc)</li> <li>- Pastel backgrounds on interactive whiteboards</li> <li>- Individual whiteboard</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, 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>- Seating arrangements (r-handed, l-handed etc)</li> <li>- Specialist sports coach programmes, for example Plymouth Argyle Community Trust.</li> <li>- Participation in the Daily Mile</li> <li>- Provision for Skip 2B Fit</li> <li>- A wide range of in school and after school clubs, including cookery, cross country and netball.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school behaviour policy</li> <li>- Golden Rules</li> <li>- Positive behaviour strategies such as Good to be me</li> <li>- Structured school and classroom routines</li> <li>- Positive reward systems such as class DoJo and pen licences</li> <li>- Consistent and progressive sanction system for when rules broken</li> <li>- School Council</li> <li>- Teaching listening through circle time 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>- Mental Well Being PHSE curriculum, encouraging the Growth Mindset</li> <li>- Playground friends and buddies available</li> <li>- VAK – variety of teaching styles used to suit pupils</li> <li>- Visual timetables</li> <li>- Use of symbols</li> <li>- Golden Tickets</li> <li>- Certificates for various subjects</li> <li>- Celebration assembly</li> <li>- Use of first hand experiences to stimulate learning</li> <li>- Trusted Adult Scheme</li> </ul>

## Targeted Provision – provision for needs that are additional and different

<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>
<ul style="list-style-type: none"> <li>- Speech and Language support groups</li> <li>- Individual Provision Maps</li> <li>- Individual work stations both in and out of the class</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Provision Map</li> <li>- In-class TA support for literacy</li> <li>- In-class TA support for Numeracy</li> <li>- Visual/auditory perception group activities</li> <li>- Differentiated resources</li> <li>- Multi-sensory letter work &amp; spelling programmes</li> <li>- Task Board</li> <li>- Group use of ICT programmes</li> <li>- Small group of support for literacy outside class e.g. RWInc, Fresh Start</li> <li>- Small group of support for maths outside class using the Maths Mastery approach</li> <li>- Support for reading comprehension, e.g. comprehension exercises, word mats</li> <li>- Phonological Awareness programme</li> <li>- Working Memory Group</li> <li>- Precision Teaching</li> <li>- Pastel paper</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Provision Map</li> <li>- Differentiated PE resources – spider balls, balloon balls etc.</li> <li>- Sports events – additional preparation</li> <li>- Handwriting scheme</li> <li>- Access to the school sensory room</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Provision Map</li> <li>- Alternative lunch-time provision</li> <li>- Socially Speaking</li> <li>- Circle of Friends</li> <li>- Thrive</li> <li>- Small group intervention</li> <li>- Regular meetings with parents and SENCO</li> <li>- Life Skills club</li> <li>- Targeted after school clubs and camp provision</li> <li>- Free music lessons</li> </ul>

## Specialist Provision – provision for specialist needs

<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>
<ul style="list-style-type: none"> <li>- Individual Provision Map or EHCP</li> <li>- Personalised timetable</li> <li>- Individual Speech therapy Care Plans.</li> <li>- Intervention delivered by Speech therapist or specialist TA</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>- Social stories</li> <li>- Outside agency advice</li> <li>- Individual risk assessments</li> <li>- Augmented Communication aids</li> <li>- Sensory Diet ; Fun Fit; TAC PAC;</li> <li>- Sensory aids</li> <li>- Access to Sensory Room</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>- Chewy toys</li> <li>- Ear defenders</li> <li>- Stress toys</li> <li>- Other sensory aids (e.g. weighted blanket)</li> </ul>	<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 -Clikr</li> <li>- One to one support for maths outside class e.g. Counting to Calculating</li> <li>- Toe by Toe</li> <li>- List of current and future topic words</li> <li>- TA support daily with IPM outcomes</li> <li>- Individual arrangements for SATs</li> <li>- Additional planning and arrangements for transition</li> <li>- Outside agency advice</li> <li>- Efficient word processing</li> <li>- Dyslexia packs</li> <li>- Tinted overlays/rulers</li> <li>- Individual adult support throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Provision Map or EHCP</li> <li>- Provision of specialist equipment e.g. 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</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 provided</li> <li>- Handwriting</li> <li>- Physio exercises</li> <li>- Classroom access</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> </ul>	<ul style="list-style-type: none"> <li>- Individual Provision Map or EHCP</li> <li>- Individual reward/sanction</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> <li>- Anger Management</li> <li>- Counselling from outside agency e.g. Penhaligon’s Trust and others</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</li> <li>- Time out system and 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</li> <li>- Dreadnought referrals</li> <li>- The Wave Project</li> <li>- Draw and Talk</li> <li>- Learning Mentor 1:1 Sessions</li> <li>- HUGS foundation provision</li> <li>- Forest School provision</li> </ul>