

Farnham Common Schools' Federation
Offer

Communication and Interaction <i>Including ASC & 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>
Universal Provision <i>provision for all</i> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g., simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of symbols; visual communication supports ○ ICT programmes to support language ○ Small-world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role-play situations/Drama ○ 'Show and tell' / speaking opportunities ○ Ear Defenders	Universal Provision <i>provision for all</i> ○ Differentiated tasks ○ Differentiated delivery e.g., simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g., use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available including ○ Weekly spelling lists (phonics led) ○ Touch-type sessions ○ Structured Synthetic phonics approach e.g., Letters and sounds ○ Multi-sensory phonics approach e.g., Read Write Inc. (RWInc) ○ Pastel backgrounds on Interactive Whiteboards, highlighted lines ○ Individual whiteboard ○ Buddy readers	Universal Provision <i>provision for all</i> ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g., brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left-handed equipment ○ Written signs for class labels in classes ○ Seating arrangements (r-handed, l-handed etc) ○ School approved stress toy ○ Whole class brain gym/learning break exercises ○ Daily mile	Universal Provision <i>provision for all</i> ○ Whole school behaviour policy ○ Class Rules ○ Positive behaviour strategies such as STEPs programme. ○ Structured school and classroom routines ○ Positive reward systems-e.g., Class Dojo ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Social/emotional aspects of learning curriculum weekly focus ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ Variety of teaching styles used to suit pupils-visual, auditory, kinaesthetic. ○ Visual timetables ○ Use of symbols

			○ Use of first-hand experiences to stimulate learning ○ Young carers referral
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School support Targeted Provision <i>Provision for needs that are additional and different</i> ○ Speech and Language support groups ○ Individual Provision Map ○ Lego therapy ○ Social stories ○ Mentoring 1-1 ○ Infant language link interventions ○ Speech link interventions ○ Individual visual timetables ○ Galt opposite puzzles ○ Pocket colour cards for key phrases ○ Listening and attention 1 and 2 ○ LDA listen and do ○ LDA look and hear ○ Instructing and describing programme ○ LDA sound lotto ○ Communication boards ○ Visual communication prompts ○ Attention group-" Bucket Time"	School support School support Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Visual/auditory perception group activities ○ Differentiated resources ○ Use of individual ICT programmes targeting learning e.g., word/number Reading wise, BBC dance mat touch typing, Nessy etc) ○ Small group support for literacy outside class e.g., Little Wandle ○ Multi-sensory letter work & spelling programmes ○ Task Board ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g., RWInc, ○ Small group of support for maths outside class e.g., Counting to Calculating ○ Shape coding/colourful semantics	School support Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources - spider balls, balloon balls etc. ○ Sports events - additional preparation ○ Handwriting scheme-speed up ○ Brain gym activities in class ○ Speed up fine motor intervention ○ Pencil grips and ergonomic pens and pencils ○ Sloping desk boards ○ An assortment of balls, gym balls, hoops, balance boards etc. ○ Privacy boards ○ Standing table ○ Wobble cushion ○ Thera putty	School support Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual Provision Map ○ Alternative lunchtime/play time provision ○ Boxall profile assessment and support plan ○ Social support group ○ Circle of Friends ○ Talk about (social skills) ○ Use of buddy system ○ Positive People ○ Fun club ○ Group play therapy ○ EBSNA support ○ ELSA support

	○ Support for reading comprehension, e.g., cloze procedure, comprehension exercises, word mats ○ Reading Wise programme (access enabled at home also) ○ Phonological Awareness programme ○ Precision Teaching ○ Aurally Coded Dictionaries ○ Pastel paper ○ Working memory interventions ○ Auditory processing interventions ○ Now, next, then prompts ○ Directed learning-teacher check-in		
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Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports e.g. Now/Next boards; Choice Boards;	Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g., word/number shark, star spell; Nessy etc) ○ One to one support for literacy outside class e.g., Fresh Start, Tracks literacy	Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Sensory diet ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice	Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Individual reward/sanction ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency - referral made ○ Input from behaviour support team

○ Task Board ○ Individual ICT programmes ○ Workstation for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory Diet; Fun Fit; TAC PAC; ○ Sensory aids e.g., fiddles; weighted clothing; chewies ○ Access to Sensory Room ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book	○ One to one support for maths outside class e.g., Numbers count programme ○ Toe by Toe ○ Pre-teaching of current and future topic words ○ TA support daily with IPM outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Tinted overlays/rulers ○ Task Board ○ Sensory aids eg fiddles; weighted clothing; chewies ○ 1-1 phonics ○ Colourful semantics/shape coding ○ Directed learning-teacher check-in	○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Individual Accessibility Plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Fine motor skills therapy plan ○ Physio exercises ○ Classroom access ○ Sensory diet activities supported 1-1 ○ Chewy toys (chewelery) ○ Ear defenders ○ Other sensory aids (e.g., weighted blanket) ○ TA support in PE/dance/games	○ 1-1 curiosity programme play support ○ Individual seating or workstation for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ CAMHS involvement and referral ○ Bereavement support ○ Young carer's referrals ○ Draw and Talk-Blob school ○ Learning Mentor 1:1 Sessions ○ 1-1 play therapy
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