



Stowford School

School Offer

2024/2025

Universal Provision

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; I Multi-Sensory Impairment; Physical Disability,</i>	Social, Emotional and Mental Health <i>Including ADHD</i>
Universal Provision <i>provision for all</i> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Forewarning of change to daily routine ○ Adapted curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ ICT programmes to support language e.g. Widgit Online ○ Small world play and role play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities ○ P4C-style approach ○ Structured programme of PSHE and wellbeing activities 	Universal Provision <i>provision for all</i> <ul style="list-style-type: none"> ○ Adapted tasks ○ Adapted delivery e.g. simplified language, slower lesson pace, structured/supportive sheet for recording ○ Repetition/clarification of instructions ○ Adapted 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 electronic spell checkers ○ Use of writing frames ○ Speech recognition software (Word) ○ Structured Synthetic phonics approach (Little Wandle) ○ Pastel backgrounds on Interactive Whiteboards ○ Use of concrete resources e.g. Numicon 	Universal Provision <i>provision for all</i> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors, writing slopes ○ Multi-sensory equipment e.g. Tangles ○ Construction resources e.g. Lego ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. including playtime equipment ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Written + pictorial labels/signs in classrooms ○ Carefully planned seating arrangements (r-handed, l-handed, glasses wearers, hearing impaired etc.) 	Universal Provision <i>provision for all</i> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Positive behaviour strategies e.g. proximal praise and positive framing ○ Structured school and classroom routines ○ Positive reward systems e.g. Class Dojo, Sunshine/cloud system ○ Consistent and progressive sanction system for when rules broken - see Behaviour Policy ○ School Council ○ Teaching listening through circle time games and PSHE ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual jobs and responsibilities ○ Support of lunchtime supervisors at lunchtime ○ PSHE curriculum which has a focus on well-being and mental health ○ Playground friends and buddies available ○ VAK - variety of teaching styles

	<ul style="list-style-type: none"> ○ Alternative methods for recording e.g photographs, pictorial ○ Use of dyslexia friendly fonts ○ Individual white boards 		<ul style="list-style-type: none"> ○ used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first-hand experiences to stimulate learning ○ Trusted Adult Scheme
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Targeted Provision

Communication and Interaction <i>Including ASD & 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>
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Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Provision Map - Learning Plan ○ Speaking and listening groups 	Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> ○ Class Provision Map ○ In-class TA support for English ○ In-class TA support for Maths ○ Adapted resources ○ Multi-sensory letter work & spelling programmes ○ Task Boards ○ Group use of ICT programmes ○ Reading inference sessions focusing on comprehension skills ○ Teacher-planned number recognition intervention ○ Pre-teaching of vocab/concepts ○ Pastel paper ○ Reading interventions for lower attainers ○ Nesy reading and spelling programme ○ Dandelion Readers scheme ○ Little Wandle 'keep up' programme 	Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> ○ Individual learning plan ○ Fine Motor skills activities e.g. sewing, Lego Therapy ○ Gross Motor skills programme - Fun Fit ○ Adapted PE resources - spider balls, balloon balls etc. ○ Sports events - additional preparation ○ Handwriting scheme ○ Wobble stools/cushions 	Targeted Provision <i>Provision for needs that are additional and different</i> <ul style="list-style-type: none"> ○ Individual learning plan ○ Alternative lunch-time provision - Chill Zone ○ Circle of Friends ○ Thrive ○ Social stories ○ Use of specific books to support e.g. 'There's a Monster in my Tummy', 'Starving the Angry Gremlin'
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Specialist Provision

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Learning Plan or EHCP ○ 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; ○ Individual ICT programmes ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory aids ○ Access to Sensory Room ○ Calm/safe place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Stress toys ○ Nursery Plus Support 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Learning Plan or EHCP ○ 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 English outside class e.g. writing interventions ○ One to one support for maths outside class ○ Toe by Toe ○ List of current and future topic words ○ TA support daily with ILP outcomes ○ Access arrangements for SATs and other formal assessments ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Tinted overlays/rulers ○ Bespoke, 1:1 Reading sessions ○ Nursery Plus Support ○ Trugs activities ○ Dandelion Reading scheme + support materials 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Learning Plan or EHCP ○ 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 ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Frequent opportunities for movement/brain breaks ○ Scribe provided ○ Handwriting ○ Physio exercises ○ Classroom access ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Personal Emergency Evacuation Plan (PEEP) ○ Nursery Plus Support ○ Wobble stools/cushions ○ Sensory Diet - proprioceptive 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Learning Plan or EHCP ○ Individual reward/sanction ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Referrals to CAMHS ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ Regular, timely feedback to parents face-to-face ○ 2-minute reflection time and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling ○ Pastoral Care 1:1 Sessions ○ Nursery Plus Support ○ Use of emotion scales ○ Social stories

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