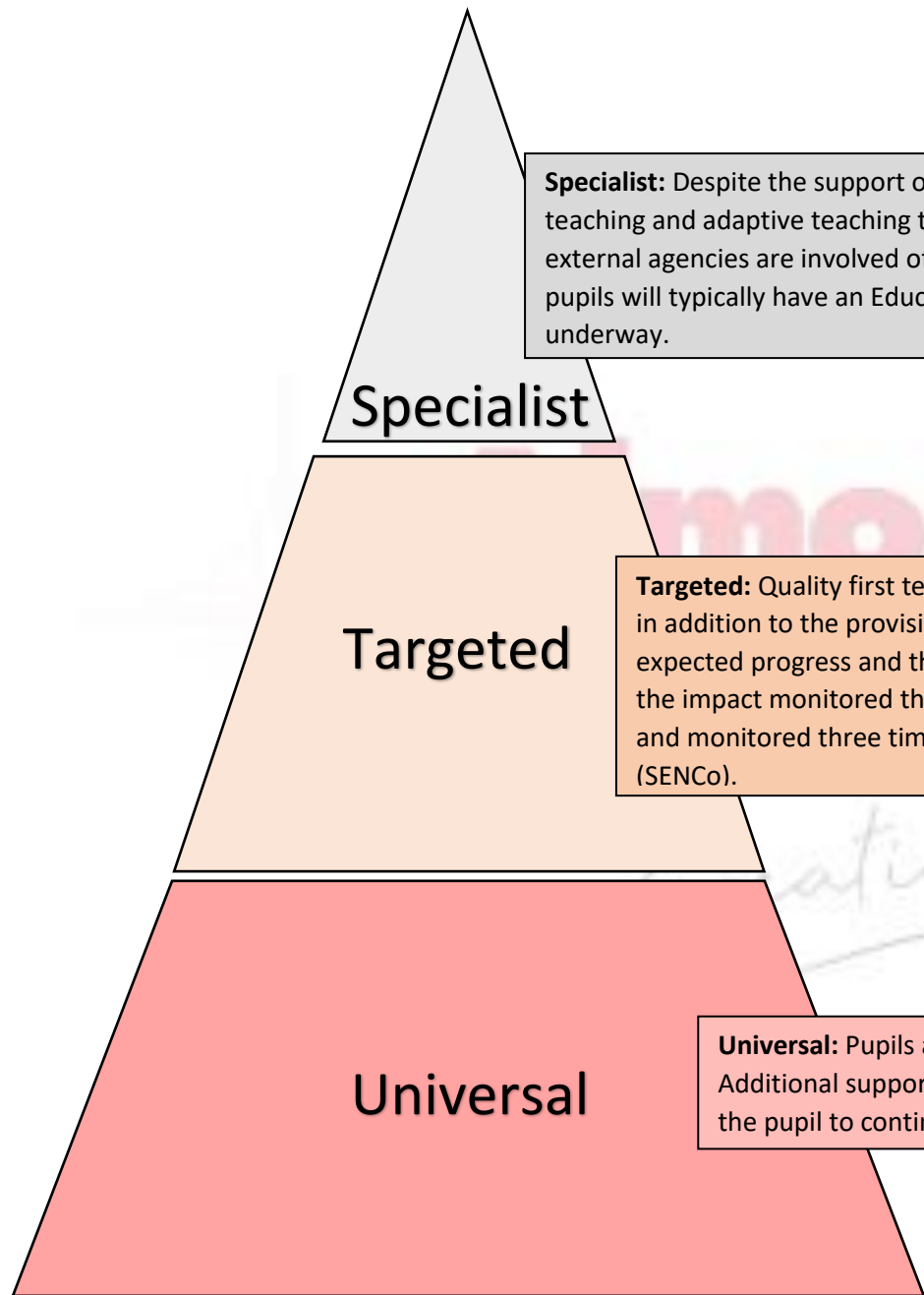




- The Universal Offer is a strategic tool that class teachers can use to help support pupils who are not making progress in their learning and *may* have special educational needs and disabilities (SEND).
- The Universal Offer outlines what the staff at Almondsbury CE VC Primary School can offer for pupils who are not making progress despite quality first teaching, adaptive teaching and reasonable adjustments having been made and implemented.
- The Universal Offer is structured in three sections; Universal, Targeted and Specialist.
Universal = available for *all* pupils, Targeted = available for *some* pupils, Specialist = available for *few pupils*
- Our approach throughout is to assess the needs of the pupil, and plan to meet their needs within the classroom. Regular review opportunities to monitor the impact of a provision is part of the graduated approach. Pupils supported through targeted and specialist provision will be part of the graduated approach.
- The Universal Offer is a recognition that *every* leader is a teacher of SEND and has the responsibility for ensuring the best possible outcomes for pupils with SEND.
- The Universal Offer is also for parents and guardians to understand how Almondsbury CE VC Primary School supports pupils with special educational needs and disabilities and the provisions that the school *may* be able to provide.
- This document is intended to complement our school policies and forms part of the SEND Information Report.



Specialist: Despite the support of universal and targeted provision in addition to high quality first teaching and adaptive teaching the pupil continues to not make the expected progress. Therefore external agencies are involved offering their professional and specialised expertise and advice. These pupils will typically have an Education, Health and Care Plan (EHCP) or the process for applying will be underway.

Specialist

Targeted: Quality first teaching and adaptive teaching has been implemented by class teachers in addition to the provision detailed within the universal section. Pupils continue to not make expected progress and therefore individualised support and targets will be implemented and the impact monitored through a learning plan. The pupil will be placed on the Register of need and monitored three times a year, overseen by the Special educational needs coordinator (SENCo).

Targeted

Universal: Pupils are supported through quality first teaching and adaptive teaching. Additional support and strategies implemented by the class teacher may also support the pupil to continue to make progress.

Universal

Cognition and Learning

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorder
- Anxiety Disorder
- Mental Health issues
- Social Disorder

Sensory and Physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multisensory Impairment (MSI)
- Physical Disability (PD)

Special educational needs can be broken down into four broad areas, however some pupils may have needs across multiple areas of SEND.

Universal Offer – Available for all

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> ▪ Phonics mats ▪ Vocabulary lists/mats ▪ Maths mats ▪ Manipulatives ▪ Working walls, Displays ▪ Talk like a... sheets ▪ Assisted technology - Talking Tins, Spellchecker ▪ Dual Coding ▪ Visual timetable, Choosing boards ▪ Colourful Semantics ▪ Verbal feedback ▪ Chunked learning, timers, clear expectations, success criteria, clear Learning objectives ▪ Dyslexic friendly classrooms, low arousal learning environment ▪ Scaffolds – writing frames, sentence stems ▪ Partner work, group work ▪ Flashback 4, overlearning ▪ Lesson structure – I do, We do, You do/ My turn, your turn ▪ Adult support ▪ Whole class brain breaks ▪ Modelling 	<ul style="list-style-type: none"> ▪ Speech and Language Screener ▪ Reading buddy ▪ Visual timetable and talk through ▪ Careful questioning ▪ Partner, group work ▪ Clear success criteria, checklist ▪ Emotion coaching – consistent language and approach ▪ ‘Give me 5’ ▪ Widget – visuals ▪ Conversation contract 	<ul style="list-style-type: none"> ▪ Social stories ▪ Zones of Regulation ▪ Mindfulness opportunities ▪ Emotion coaching ▪ Reflection time, conflict resolution ▪ Wake and Shake ▪ Heart Smart ▪ PSHE Sessions ▪ Playground buddies, Play Leaders ▪ Toast Station ▪ Reception transition ▪ Reception > Year 6 buddies 	<ul style="list-style-type: none"> ▪ Regulation Station ▪ Funky Fingers, ▪ Whole class movement breaks ▪ Rocking chair ▪ Dark tent ▪ Chunky pencils ▪ Triangular pencils ▪ Purposeful learning noise

Targeted Offer – Available for some

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> ▪ Assisted Technology – Laptops, Dictaphone, Talk to Text, ▪ Highlighted lines in books ▪ Coloured paper ▪ Writing slopes ▪ Coloured overlays, reading ruler ▪ Privacy board ▪ Work station ▪ Now, Next, Then visuals ▪ Brain breaks ▪ Pre and Post Teaching ▪ Precision Teaching ▪ Individualised Plan ▪ Attention bucket 	<ul style="list-style-type: none"> ▪ Visuals ▪ Phonics ‘keep up’ intervention ▪ Speech and Language in school Assessment – Progression Tool ▪ Speech and Language sessions with in school TA ▪ Speech and Language Drop in with therapist ▪ Sand timers ▪ Lego Therapy ▪ Small step targets ▪ Transition booklets ▪ Individualised Plan 	<ul style="list-style-type: none"> ▪ Emotional Literacy Support Assistant (ELSA) Sessions ▪ Emotional Regulation ▪ Social interventions, Circle of Friends, Social Detectives, ▪ Lego Therapy ▪ 5 point scale ▪ Individualised Plan 	<ul style="list-style-type: none"> ▪ Writing slope ▪ Pencil grip ▪ Wobble cushion, sit ‘n’ move cushion, memory foam cushion ▪ Theraband ▪ Sensory diet ▪ Sensory Tent ▪ Coloured overlays ▪ Smart Moves ▪ Theraputty ▪ Movement breaks, Sensory breaks ▪ Chewlery, Chewies ▪ Busylegz ▪ Ear defenders ▪ Weighted lap pad, Weighted blanket ▪ Gym ball, Peanut ball ▪ Fiddle objects, Focus aids ▪ Privacy screen ▪ Individualised Plan

Specialist Offer – Available for few

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> ▪ Individualised curriculum ▪ Educational Psychology Assessments ▪ Inclusions Support Service ▪ Alternative Learning Provision ▪ Adult support to access learning ▪ Individualised adult support ▪ Alternative teaching strategies (TEACCH Approach) 	<ul style="list-style-type: none"> ▪ Speech and Language Assessment ▪ Speech and Language Therapy by therapist ▪ Individual timetable ▪ Reading Pen ▪ Demand Avoidance Specialist ▪ Soundfield system ▪ Time to Talk ▪ Alternative Augmentative Communication (AAC) ▪ Communication board ▪ Picture Exchange Communication System (PECS) ▪ Makaton, Sign language 	<ul style="list-style-type: none"> ▪ Behaviour Support Involvement ▪ Drawing and Talking Therapy ▪ Primary Mental Health Specialist (PMHS) Consultation ▪ Primary Mental Health Specialist involvement ▪ Bespoke timings, Flexible timetable ▪ Educational Psychology Assessments ▪ Lunch Club ▪ Mentoring ▪ Therapeutic support, Music therapy, Play therapy, Sand tray therapy 	<ul style="list-style-type: none"> ▪ Individual movement breaks ▪ Wobble stool ▪ Sensory circuit ▪ Sensory Room ▪ Occupational Therapist Assessment ▪ Physiotherapist Assessment ▪ Roger Radio Aid ▪ Phonak Speaker system ▪ Specialist Teacher eg; ToD (Teacher of the Deaf)