







School Offer - Holmer Lake Primary School's Special Educational Needs and Disabilities Provision Map

Area of need: Cognition and learning

Element 1: Quality First Teaching - Universal provision for all 	Element 2: Enhanced and Targeted Provision 	Element 3: Higher Need Provision
<ul style="list-style-type: none"> • High aspirations for all children • Creative contexts and cross curricular links – Cornerstones Curriculum and Memorable Experiences • Differentiated planning, teaching, activities and outcomes. • Curriculum targets sheets for Reading, Writing and Mathematics • Phonics - 'Letters and Sounds' • Bug Club reading • Love to Read (KS2) • Read Write Inc spelling (KS2) • CLIC maths • Cross curricular Computing • Visual Auditory and Kinaesthetic Learning and Teaching styles. • Use of practical resources and models • Use of visual resources and images • Focus group support from Teacher and Teaching Assistants • Assessment for Learning (AfL) • Peer and self-assessment • Building Learning Power (BLP) - supporting children in learning how to learn • SOLO Taxonomy – developing higher order questioning, thinking an application of skills • KAGAN cooperative learning structures for active engagement • Assessments of learning environments - learning walks. • Effective marking and feedback • Learning Genie homework 	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants • Additional small group maths support • Additional CLIC maths support • Third Space maths - KS2 • Additional small group writing support • Additional small group reading support • Rapid readers • Additional scaffolds and prompts • Target phonics support through 'Letters and Sounds' and Rapid phonics • Visual timetables • 'Now' and 'next' learning prompts 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • 1:1 support for identified areas of learning • Learning Support Advisory Teacher support. • Educational Psychologist Service support • Precision teaching • Pre teaching of key vocabulary and concepts • Visual and working memory skills • Dyscalculia tool kit





Area of need: Communication and Interaction

Element 1: Quality First Teaching - Universal provision for all 	Element 2: Enhanced and Targeted Provision 	Element 3: Higher Need Provision
<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes. • High expectations in terms of standard English and correct use of grammar • Modelled communication and interaction • KAGAN cooperative learning structures for active engagement • Teaching of key technical and curriculum specific vocabulary • Visual stimulus • Role-play • Thinking time – pausing for thinking and to plan a response • Focus group support from Teaching Assistants • Focus group support from Teacher <p>Speaking and listening Top Tips</p>	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants • Target support for Speaking and listening. • ‘Sounds Fun’ intervention • Modification of language – chunks of concise information • ‘Let’s Talk’ - intervention • ‘Ask and Answer’ - intervention • ‘Time to Talk’ 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • ELKLAN trained staff • Support from Speech and Language therapists – individual plans. • Input from Learning Support Advisory Teacher. • ICT equipment - assistive technology and communication aids • Educational Psychologist Service support • Individual risk assessments based on need • Barrier games and activities • ‘Let’s Talk’ – Social skills





Area of need: Social, Emotional and Mental Health

Element 1: Quality First Teaching - Universal provision for all 	Element 2: Enhanced and Targeted Provision 	Element 3: Higher Need Provision
<ul style="list-style-type: none"> • Top 5! Whole school rules • Whole school Positive Behaviour policy. • Sanction scripts • Whole school Anti Bullying policy • Whole school approach to Spiritual, Moral, Social and Cultural Development (SMSC) • Whole school approach to Preparing children for life in Modern Britain (PCLIMB) • Stonewall – School Champion Silver Award provision • Building Learning Power (BLP) • Calm kids, mindfulness and stress reduction techniques • Commando Joe • Class Worry box • Whole school / Key Stage assemblies • Focus support from Teachers and Teaching Assistants. • Staff aware of implications a range of social and emotional difficulties. • KS2 Pupil Groups – support across school <ul style="list-style-type: none"> ○ Team Safeguarding Voice (TSV) ○ e-cadets ○ School parliament ○ Super Solving Squad - Peer mentors ○ Boys are Brilliant! – Boys group ○ Lunchtime Ambassadors ○ Librarians 	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • TA with the role of Behaviour and Mental Health Champion. • Training given to Teachers and Teaching Assistants in relation to Emotional Health and Wellbeing • ‘Calm kids and Mindfulness’ – group sessions • Building resilience small group nurture provision – ‘Tough Tortoise Time’ • Visual timetables • Common Assessment Framework (CAF) and Team Around the Child (TAC) • Links with Early Help and Support • Signposting to additional activities and advice • Individual reward and sanctions systems. • Stonewall (LGBT) advice 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • Staff experienced in supporting a range of Social, Mental and Emotional Health. • Individual support • Social stories • Individual reward and sanctions systems. • Behaviour Support from Advisory Service • Access to Bee U Emotional Health and Wellbeing Service • Educational Psychologist Service support. • Advice from Fair Access Panel • Children In Care support • Individual Risk Assessment and support plans based on need • Support from Family Connect • Counselling support • Links with Hope House • Links with Young Carers • Helping Children Deal with Loss – trained staff • Calm Kids intervention • Building resilience individual nurture provision – ‘Tough Tortoise Time’ • Lego Build to Express intervention • Stonewall (LGBT) advice • Emotional Wellbeing Toolkit



Areas of need: Sensory and Physical

Element 1: Quality First Teaching - Universal Provision for all 	Element 2: Enhanced and Targeted Provision 	Element 3: Higher Need Provision
<ul style="list-style-type: none"> • Accessible environment • PE curriculum • Sports partnership, sports coaches and wide range of extra-curricular activities • Commando Joe-Missions • Differentiated planning, activities, delivery and outcomes. • Handwriting: Letter- join • Staff aware of implications of sensory and physical impairment. • Finger Gym and Dough Disco - fine motor skills development for EYFS / KS1 • Achieving Body Control (ABC) – Gross motor skills development for EYFS • Clever Bodies – Gross motor skills development for KS1 <p>Fine Motor skills – Top Tips</p>	<ul style="list-style-type: none"> • Support from Special Needs and Disabilities Coordinator (SENDCo) • Training given to Teachers and Teaching Assistants • Fine motor skills group – Finger Gym • Additional gross motor skills group – Cool Kids / Clever Bodies • Additional Handwriting: Letter-join • Occupational Therapy resources • Additional equipment and resources to support needs – variety of pencil grips, writing slopes, cushions, ear defenders, fidgets • Keyboard skills • Signposting to additional activities 	<ul style="list-style-type: none"> • Enhanced training for Teachers and Teaching Assistants • Staff experienced in a range of sensory and physical needs. • Individual support during physical activities. • Pre writing fine motor skills • Occupational Therapy support on support strategies and equipment – specific furniture, hoists, personal care • Sensory Inclusion service support. • Physiotherapy programme • Input from Learning Support Advisory Teacher. • Educational Psychologist Service support • ICT equipment - assistive technology; specific keyboards, mouse, screens • Individual risk assessments based on needs • Personal care / therapy plans