Hodnet Primary School - School Offer Sept 2026

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,*	**Social, Emotional and Mental Health** *Including ADHD*
Our Universal Provision ***provision for all***	**Our Universal Provision** ***provision for all***	**Our Universal Provision** ***provision for all***	**Our Universal Provision** ***provision for all***
○ Quality first teaching ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change to routine when possible. ○ Zones of regulation whole-school approach. ○ Adapted curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of symbols; PECs ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ 'Show and tell' / speaking / presenting opportunities ○ Transition support when moving classes	○ Quality first teaching ○ On the spot verbal feedback ○ Adapted tasks ○ Adjusted delivery e.g. simplified language, slower lesson pace, supportive sheet for layout and recording ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g. dictation, scribe, use of ICT, fewer sentences ○ Increased visual aids/modelling etc ○ Visual timetables ○ Alphabet, phonics, word and number charts, mats, banks etc ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ 1:1 reading ○ No Nonsense spelling programme ○ Ensuring appropriate reading material available ○ Appropriate spelling lists available for home (phonics led where needed) ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Multi-sensory phonics approach ○ Pastel backgrounds on Interactive Whiteboards ○ Individual white boards ○ Transition meetings with new teaching staff when moving classes	○ Quality first teaching ○ Strategic seating arrangements (l-handed, r-handed, visual needs, sensory needs) ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Variety of tools and materials e.g. brushes/pencils, ○ Range of equipment & opportunities for balancing, exploring etc. ○ Cool Kids gross motor programme EYFS ○ Brain gym exercises ○ Sand and water play ○ Mile Run ○ Transition meetings with new teaching staff when moving classes.	○ Quality first teaching ○ strategic seating arrangements ○ Whole school behaviour policy ○ Connection before correction ○ School values and rules ○ Positive behaviour strategies – emotion coaching ○ Structured school and classroom routines ○ Positive reward system ○ Zones of regulation, whole-school approach ○ 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 ○ PSHE curriculum weekly focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ Visual timetables ○ Graduated pastoral support starting with class teacher and TAs so that chn feel they have someone to turn to ○ Transition support when moving classes.

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Our Targeted Provision ***provision for needs that are additional and different*** ○ Cycles of support through Assess, Plan, Do, Review cycle. ○ Speech and Language support groups ○ Early Talkboost intervention ○ Talkboost intervention ○ Colourful semantics intervention ○ Visuals Intervention ○ Contrastive Pairs intervention ○ Social group intervention ○ Ipad dictation for sentence construction ○ ICT programmes to support language (Clickr) ○ Sensory aids eg fiddles; weighted clothing; chew toys ○ Referral for outside agency support; SALT, Spectra or Neurodevelopment Assessment	**Our Targeted Provision** ***provision for needs that are additional and different*** ○ Cycles of support through Assess, Plan, Do, Review cycle. ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ IDL Literacy and Numeracy interventions ○ Ed Shed reading and spelling interventions ○ Hit the Button ○ construction. ○ Small group support for literacy inside/outside class ○ Small group support for maths inside/outside class ○ Support for reading comprehension, e.g. small group focus, targeted questioning ○ Phonics interventions KS1 and KS2 ○ Precision Teaching reading, spelling and number ○ Tinted overlays/rulers ○ Referral for outside agency advice and support; EP service, Woodlands Outreach, Dan Cumber	**Our Targeted Provision** ***provision for needs that are additional and different*** ○ Cycles of support through Assess, Plan, Do, Review cycle. ○ Fine Motor skills programme ○ Gross Motor skills programme – more targeted Cool Kids for older children ○ Differentiated PE resources ○ Sports events – additional preparation ○ Handwriting intervention Enlarged font resources for visual needs ○ Writing Slopes ○ Wobble cushions and wedges ○ Movement breaks ○ Ear defenders ○ Stress toys ○ Chew toys ○ Referrals to outside agencies such as Occupational Therapy, visual impairment team	**Our Targeted Provision** ***provision for needs that are additional and different*** ○ Cycles of support through Assess, Plan, Do, Review cycle. ○ Input from pastoral team either 1:1 sessions or group sessions. ○ Access to nurture calm spaces inside/outside classrooms ○ Nurture group interventions ○ Relax Group interventions ○ Manage Your Monster intervention ○ Reach for the Top intervention ○ Playtime monitoring ○ Lunchtime nurture art club ○ Individual seating or work station for aiding concentration for part of day ○ Time out system and space ○ TA support – communication of feelings ○ Individual reward system

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Our Specialist Provision ***provision for more specialist needs***	**Our Specialist Provision** ***provision for more specialist needs***	**Our Specialist Provision** ***provision for more specialist needs***	**Our Specialist Provision** ***provision for more specialist needs***
○ Individual Provision Map or EHCP supported through regular Assess Plan Do Review cycles ○ Personalised Curriculum and Assessment ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice and support (Spectra, EP service, BeeU) ○ Individual risk assessments ○ Designated calm spaces and nurture/sensory rooms ○ Play Therapy ○ Increased adult support ○ Home/School book ○ Ear Defenders ○ Additional planning and arrangements for transition to another school/class	○ Individual Provision Map, GSP or EHCP ○ Personalised Curriculum and Assessment to adapt learning to developmental stage ○ Pre-teaching of class learning ○ Use of individual ICT programmes targeting learning; Nessy etc ○ One to one and small group support for literacy inside/outside class ○ One to one and small group support for maths inside/outside class ○ List of current and future topic words ○ TA support daily with IPM outcomes ○ Individual arrangements for SATs such as additional time, scribe, reader, 1:1 support ○ Enlarged font resources ○ Outside agency support; EP service, Woodlands Outreach ○ Dyslexia packs ○ Touch-type sessions to support English with typing (BBC Bitesize touch type dance pad) ○ Pastel paper and exercise books ○ Additional planning and arrangements for transition to another school/class	○ Individual Provision Map, GSP or EHCP ○ Personalised Curriculum and Assessment ○ Individual handwriting/fine motor skills work ○ Accessibility arrangements ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice and support ○ School Nurse involvement ○ Individual risk assessment of classroom and communal areas ○ Individual intimate care plan ○ Individual manual handling plan ○ Individual Accessibility Plan ○ Hearing aid checks and battery support ○ Scribe/Reader where needed ○ Physio exercises where needed ○ Classroom access arrangement ○ More sensory aids (e.g. weighted blanket wobble seats,) ○ TA support in PE/dance/games ○ Sensory breaks to support proprioceptive needs. ○ Additional transition support when moving to another school/class	○ Individual Provision Map or EHCP ○ Personalised Curriculum and Assessment ○ Daily Meet and Greet plans ○ Individual Behaviour Plan ○ Playtime supervision ○ Play Therapy ○ Anger Management ○ Access to Nurture Nook/de-escalation space. ○ Counselling from outside agency – referral made ○ Inclusion in our Nurture Pod for bespoke curriculum ○ Home school link book ○ weekly feedback to parents face-to-face ○ Additional transition arrangements ○ Individual risk assessments ○ Planned used of physical positive handling (MAPA) ○ School Nurse involvement ○ BeeU involvement and referral ○ Outreach TMBSS ○ Additional transition support when moving to another school/class