



School Offer

Area of need	All pupils, where appropriate	Catch up	Special Educational Need
Cognitive and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, layered success criteria, activities and outcomes • Visual timetables • Use of writing frames • Access to ICT • Word banks • Illustrated dictionaries • In class support from Teaching Assistant (TA) • Focused group work with Class Teacher (CT) • Visual aids/ modelling 	<ul style="list-style-type: none"> • 15 Minutes A Day (Literacy) • Catch Up Reading • Read Write Inc. (Literacy) • Extra phonics • In class support from TA • Individual reading/ writing/maths programme with TA/ CT • Reading volunteer • Pre-teaching groups • Reading/ maths breakfast club 	<ul style="list-style-type: none"> • Reading support with reading volunteer • 5 Minute Box (Literacy) • Number Box (Maths) • Turnabout (Memory) • Input from outside agencies including -Educational Psychologist (EP) -Speech and Language Therapist (SALT) - Westminster Outreach Team
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, layered success criteria, activities and outcomes • Use of symbols • Visual timetables • Structured school and class routines 	<ul style="list-style-type: none"> • In class support from TA with main focus supporting speech and language • English as an additional language support 	<ul style="list-style-type: none"> • Speech and Language support from SALT followed up in school through programmes and targets • Westminster Outreach Team • 1-1 support with Play Therapist • 1-1 support/ group support with Learning Mentor

<p>Social, mental and emotional health</p>	<ul style="list-style-type: none"> • Whole school Behaviour Policy • School/class rules • Class reward and sanctions e.g. Golden Tickets • Personal Social Health Citizenship Education curriculum • Circle Time 	<ul style="list-style-type: none"> • Small group Circle Time • Support for unstructured/independent activities • Learning mentor support 	<ul style="list-style-type: none"> • Individual Target/Reward system • 1-1 support with Play Therapist • 1-1 support/ group support with Learning Mentor • Support from Educational Psychologist • Home School Support Worker
<p>Sensory and/or physical</p>	<ul style="list-style-type: none"> • Visual Impairment Resource Base support for whole school good practice • Wheelchair accessible (all areas using lift) • Classroom resources 	<ul style="list-style-type: none"> • Additional handwriting practise • Access to resources/equipment e.g. pencil grips or sensory box • In class support from TA 	<ul style="list-style-type: none"> • Visual Impairment Resource Base with 1 full-time Qualified Teacher of Visually Impaired (QTVI) and 1 part-time QTVI • Individual support in class and PE • Movement group with PE Coach • Access to bespoke resources to support learning/targets/needs • Input from external services such as Physiotherapy services and advisory teachers