

## Sunning Hill Primary School Offer

Any additional support is delivered as and when required in accordance to the plan, do, assess and review model  
(SEND Code of Practice 2014).

Area	Wave 1 Universal	Wave 2 Targeted Group additional support	Wave 3 Targeted 1:1/Small Group additional support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>Differentiated planning, activities, delivery and outcomes</li> <li>Dyslexia Friendly strategies</li> <li>In-class targeted teacher support</li> <li>In-class targeted TA support</li> <li>Increased visual aids/modelling</li> <li>Visual timetables</li> <li>Use of writing frames</li> <li>Dictionary and thesaurus</li> <li>Access to ICT</li> <li>Access to on-line activities e.g. My Maths, blogging sites, Google Apps for Education</li> <li>Individual or group reading</li> <li>Parent workshops &amp; Family Learning</li> <li>Parent 'stay and learn' drop-ins</li> <li>English and Maths working walls</li> <li>Learning prompts on all displays</li> <li>Knowledge organisers for topics</li> <li>Key vocabulary for each unit</li> </ul>	<ul style="list-style-type: none"> <li>Catch-up programmes for literacy and numeracy (school devised- Additional Support groups)</li> <li>Group teacher input</li> <li>Group TA input</li> <li>Additional individual reading support</li> <li>Greater Depth sessions – English, Maths,</li> <li>Additional feedback sessions</li> <li>Peer coaching/mentoring</li> <li>Targeted group maths support</li> <li>Targeted group writing support</li> <li>Additional phonics support</li> <li>Speech and language (individual or group)</li> <li>Booster sessions (reading, phonics, maths and writing)</li> <li>Pre-teach vocabulary groups</li> </ul>	<ul style="list-style-type: none"> <li>Small group or 1:1 English and/or Maths support</li> <li>Daily individual reading support</li> <li>Daily maths support</li> <li>Individual/small group phonics support</li> <li>Advice from external agencies (SALT, Educational Psychologist, Ladywood Outreach Service)</li> <li>Sign- Along</li> <li>One Page Profiles</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>Differentiated planning, activities, delivery and outcomes e.g. simplified language, key words</li> <li>Increased visual aids, modelling</li> <li>Visual timetables</li> <li>Use of symbols</li> <li>Story sacks</li> <li>Word banks</li> <li>Structured school and class routines</li> <li>ELKLAN strategies</li> <li>Support for language development at home</li> <li>Words of the week</li> <li>Key vocabulary displayed for every topic</li> </ul>	<ul style="list-style-type: none"> <li>In-class group support for speech and language</li> <li>Time to Talk program</li> <li>Language through listening program</li> <li>Pre-teach vocabulary additional support group</li> <li>Wellcomm program</li> <li>Nursery narrative program</li> </ul>	<ul style="list-style-type: none"> <li>In-house Speech and Language support</li> <li>S&amp;L support from TA</li> <li>S&amp;L support from teacher</li> <li>EAL support from TA</li> <li>EAL support from teacher</li> <li>Advice from EP/specialist teacher/ SALT</li> <li>Now and Next card</li> <li>Sign- Along</li> <li>Communication Boards</li> <li>PECS</li> <li>SALT programme delivered in school</li> </ul>
<b>Social, Emotional and Behavioural</b>	<ul style="list-style-type: none"> <li>Whole school behaviour policy</li> <li>CARE code</li> <li>Whole school rules</li> <li>Whole school rewards and sanctions systems</li> <li>Class rewards and sanctions</li> <li>Extra-curricular clubs</li> </ul>	<ul style="list-style-type: none"> <li>Boys nurture group</li> <li>Group activities e.g. social skills</li> <li>In-class support for supporting behaviour targets.</li> <li>Additional group support</li> <li>Lego therapy</li> </ul>	<ul style="list-style-type: none"> <li>Small group or 1:1 social skills</li> <li>Individual counselling</li> <li>Individual mentoring or support</li> <li>Individual reward system</li> <li>Social skills training</li> <li>Anger management interventions</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Circle Time/Class Assembly</li> <li>▪ Clubs</li> <li>▪ PSHE focus work/revised scheme</li> <li>▪ Playground Pals</li> <li>▪ Positive Education strategies</li> </ul>		<ul style="list-style-type: none"> <li>▪ Peer mentoring</li> <li>▪ Advice from EP/specialist teacher</li> <li>▪ Time-out</li> <li>▪ Parent behaviour groups (Triple P)</li> <li>▪ Advice from external agencies (ASPIRE behaviour support)</li> <li>▪ Social stories delivered</li> </ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>▪ Flexible teaching arrangements</li> <li>▪ Staff aware of implications of physical impairment</li> <li>▪ Hiring sensory equipment</li> <li>▪ Pencil grips</li> <li>▪ Brain gym</li> <li>▪ Improved accessibility of building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional fine motor skills practice</li> <li>▪ In class support for supporting access, safety (PEP)</li> <li>▪ Allergy training/plans</li> <li>▪ Writing slopes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual support in school during lessons, lunchtimes etc</li> <li>▪ Occupational Therapy programmes</li> <li>▪ Use of appropriate resources e.g. hearing aids/lamps</li> <li>▪ Advice from EP/specialist teacher</li> <li>▪ Noise reducing headphones</li> <li>▪ Fidgets</li> <li>▪ Sensory rooms</li> <li>▪ Sensory equipment (Gym ball, balance board, sensory bottles, sensory balls)</li> <li>▪ Loop system for hearing aids</li> <li>▪ Sensory circuits</li> <li>▪ Alternative provision when moving around school</li> </ul>