



*Striving for Excellence*

## **SEND CORE OFFER and TARGETED OFFER**

**Rationale:** At Ryefield Primary School we are committed to providing effective SEND support as recommended in the SEND Code of Practice. We have adopted the Local Authority Ordinarily Available Provision guidance which aligns with the graduated approach. The aim of this implementation is to provide the children with SEND, the equality and opportunity to access the curriculum and other learning opportunities beyond the classroom. School resources are used to make *Reasonable Adjustments* within the classroom to enable all children to participate. High expectations for all children should lead to the fulfilment of their potential from their starting points. An ongoing cycle of: *Plan, Do, Assess and Review* will inform the class teacher and SENCO of early identification of SEND needs. Children requiring further targeted support will be placed on the SEND Register following a conversation with students, parents/carers and teachers.

| <b>CORE OFFER<br/>ORDINARILY AVAILABLE PROVISION</b>                        |  | <b>TARGETED OFFER</b>  |
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| <b>Identification &amp; Assessment</b>                                      | <ul style="list-style-type: none"> <li>• SEND provision summaries in My Support Plans and EHC plans</li> <li>• PIXL Termly assessments</li> <li>• SONAR half termly assessments</li> <li>• RWI Fresh Start termly assessments</li> <li>• Big Cat reading scheme termly assessments</li> <li>• Visible Learning Feedback</li> <li>• Speech Link assessments</li> <li>• Language Link assessments</li> <li>• Dyslexia characteristics screener tests</li> <li>• DfE EYFS SEND tracking</li> <li>• Reynells Attention Levels tracker</li> </ul> | <ul style="list-style-type: none"> <li>• My Support Plans for students on the SEND Register</li> <li>• Behaviour Support Plans</li> <li>• Pupil Voice documents</li> <li>• HUB SEND Officer - support sessions for students</li> <li>• HUB SEND Officer - support sessions for parents/carers</li> <li>• HUB Family Support - Officer support sessions for students</li> <li>• HUB Family Support - Officer support sessions for parents/carers</li> </ul> |
| <b>Speaking &amp; Listening<br/>Teaching &amp; Learning<br/>Adaptations</b> | <ul style="list-style-type: none"> <li>• Kagan strategies - cooperative learning</li> <li>• Oracy sessions</li> <li>• Debate Mate sessions</li> <li>• Poetry reciting club</li> </ul>  | <ul style="list-style-type: none"> <li>• NHS Speech and Language Therapist support</li> <li>• HUB Speech and Language weekly 1:1 sessions linked to EHCP targets</li> <li>• HUB Speech and Language weekly group sessions for students in KS1-2</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>● Modelling of standard English throughout the school</li> </ul>  | <ul style="list-style-type: none"> <li>● HUB Social Communication skills weekly sessions for students in KS1-2</li> <li>● Colourful Semantics resources</li> <li>● Shape Coding resources</li> </ul>  |
| <b>Reading</b><br>Teaching & Learning Adaptations | <ul style="list-style-type: none"> <li>● Print-out of selected IWB slides</li> <li>● Key vocabulary displays</li> <li>● Opportunities to read aloud</li> <li>● Echo, paired and choral reading to develop automaticity and fluency</li> <li>● Extracts for annotation</li> <li>● Spelling strategies modelled and encouraged</li> <li>● Sentence starters</li> <li>● Sound mats</li> <li>● Enticing and accessible Reading Areas in each classroom</li> <li>● Dyslexia Policy</li> </ul> | <ul style="list-style-type: none"> <li>● Read Write Inc daily sessions from Reception to KS1</li> <li>● Fresh Start phonics sessions for KS2</li> <li>● 1:1 Reading for targeted students in KS2</li> <li>● PIXL reading intervention session resources</li> <li>● Reading Plus logins - KS2</li> <li>● Precision Teaching linked to the Ryefield 100 Sight Word Programme</li> <li>● Coloured overlays, IWB screens and reading rulers to support dyslexia characteristics</li> <li>● Literacy Specialist teacher - supporting gaps in learning foundational literacy skills</li> <li>● Widgit visual supports</li> <li>● 1:1 Read Write Inc tutoring sessions</li> <li>● Lexia reading and spelling tutoring programme to support dyslexia characteristics</li> <li>● Dyslexia friendly reading books</li> <li>● Colourful Semantics resources</li> <li>● Shape Coding resources</li> </ul> |
| <b>Writing</b><br>Teaching & Learning Adaptations | <ul style="list-style-type: none"> <li>● Key vocabulary displays</li> <li>● Extracts for annotation</li> <li>● WAGOLL</li> <li>● Shared modelled examples</li> <li>● Scaffolded templates</li> <li>● Sentence starters</li> <li>● Sound and word mats</li> <li>● Whiteboards and pens</li> <li>● Handwriting Policy</li> <li>● Worked examples on Literacy Learning Wall</li> </ul>  | <ul style="list-style-type: none"> <li>● Ergonomic pens / grips</li> <li>● Writing Slopes</li> <li>● Cloze Procedure / enlarged extracts</li> <li>● Colourful Semantics to support sentence structure</li> <li>● Widgit visual supports such as word banks</li> <li>● Bespoke exercise books for non-core subjects, in KS2</li> <li>● 1:1 Read Write Inc tutoring sessions</li> <li>● Lexia reading and spelling tutoring programme to support dyslexia characteristics</li> <li>● Tinted exercise books to support dyslexia characteristics</li> <li>● PIXL writing/grammar intervention session resources</li> <li>● Colourful Semantics resources</li> </ul>   |

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|   |  | <ul style="list-style-type: none"> <li>• Shape Coding resources</li> </ul>   |
| <b>Maths</b><br>Teaching &<br>Learning<br>Adaptations | <ul style="list-style-type: none"> <li>• Weekly Pre-teaching</li> <li>• Number Line display</li> <li>• Multiplication tables displayed</li> <li>• Topic Vocabulary displayed</li> <li>• Concrete resources available</li> <li>• Manipulatives available</li> <li>• Whiteboard &amp; pen</li> <li>• Worked examples on Maths Learning Wall</li> <li>• Whiteboards and pens</li> </ul>   | <ul style="list-style-type: none"> <li>• RM Maths online tutoring programme</li> <li>• Bespoke Widgit visual supports</li> <li>• PIXL Maths intervention session resources</li> <li>• Maths intervention groups - covering gaps in learning</li> <li>• Active Maths sessions</li> </ul>  |
| <b>Learning Environment Adaptations</b>               | <ul style="list-style-type: none"> <li>• Organised and labelled classroom</li> <li>• Kagan seating</li> <li>• Visual timetable displayed</li> <li>• English and Maths working / learning walls</li> <li>• Displays backed with calm colour themes</li> <li>• Artefacts and concrete examples</li> <li>• Key vocabulary displayed</li> </ul>  | <ul style="list-style-type: none"> <li>• Personalised workstations</li> <li>• Bespoke Widgit Visual supports</li> <li>• Personalised behaviour steps</li> <li>• Wobble cushion</li> <li>• Fidget resource (mesh marble)</li> <li>• Dyslexia friendly Smart board screen tints</li> <li>• Dyslexia friendly fonts used for labels</li> </ul>  |
| <b>Behaviour and Mental Health</b>                    | <ul style="list-style-type: none"> <li>• Visual Timetable in every classroom</li> <li>• Kagan strategies to support participation</li> <li>• SCERTS strategies to support engagement</li> <li>• Visible Learning strategies to support student investment in their learning</li> <li>• Zones of Regulation (SCERTS)</li> <li>• Transition support throughout the year - (SCERTS)</li> <li>• Movement Breaks</li> <li>• Classroom Worry Boxes (SCERTS)</li> </ul> | <ul style="list-style-type: none"> <li>• Family Support Officer intervention work</li> <li>• SEND Support Officer intervention work</li> <li>• Forest school</li> <li>• Mindful Mondays intervention session</li> <li>• Transition visits to secondary schools</li> <li>• Wellbeing Champions</li> <li>• Playground Monitors</li> <li>• Social Communication skills sessions</li> <li>• Sensory supports</li> <li>• Moments of Triumph (developing non-academic, age related skills for life)</li> </ul> |