



Kennet Valley CofE VA Primary School

Universal Offer

'Small But Mighty'

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

COMPASSION

CURIOSITY

COURAGE

Always Available	
Assessment	<ul style="list-style-type: none"> Adapted resources in class and assessments Adaptations to assessment arrangements based on the child's normal way of working Arrangements may include: <ul style="list-style-type: none"> rest breaks use of a reader, scribe or laptop extra time
Pastoral Support	<ul style="list-style-type: none"> Trauma-informed practice is supported across the curriculum There is a calm and purposeful climate for learning where all children feel they belong, and their contributions are valued Children have an agreed safe space (most often the Busy-Bee room) Language used demonstrates unconditional positive regard for all Awareness that children with SEND are vulnerable to bullying and appropriate support/monitoring is in place. Aspects of the curriculum are used to develop wellbeing and resilience Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level through Collective Worship, Awareness Days, PSHCE and Circle Time Sessions. Work is done with classes and groups regarding specific needs or conditions as appropriate. A named adult/key person provides a stable point of reference when required Negative attitudes, beliefs and perceptions towards individuals and groups are challenged Pupil voice is encouraged and acted on
Environment	<ul style="list-style-type: none"> "reasonable adjustments" made according to individual needs The furniture is the appropriate size/height for the children Extra-curricular activities and educational visits are planned to fully include those with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. "Reasonable adjustments" are made as necessary Children's views are routinely sought and are used to inform planning for adaptations that they may require Children's sensory needs are known and used to plan the environment, including seating arrangements and movement breaks Left and right-handed children are able to use equipment comfortably and seated so that they don't knock each other as they write/draw Children who wear glasses and/or hearing aids wear them and are seated in the optimum position Displays are meaningful and visually accessible to reduce sensory overload Staff are aware of lighting in the room and how it changes across the day e.g. use of natural light, glare from the board, where you stand in relation to the light All staff use a pale background and accessible font on the whiteboard Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these. E.g. proximity of the hall when there are music lessons taking place
Teaching and Learning	<ul style="list-style-type: none"> Metacognitive processes such as modelling, cueing, prompting, and self-scaffolding are used to aid understanding and promote independence Key vocabulary is displayed with appropriate visual prompts Alternatives to written recording are routinely offered Skills to promote independent learning are explicitly taught Staff handwriting on the board, working walls and in pupil's books is clear and legible Technology e.g. interactive whiteboards are used to effectively promote engagement and scaffold the learning Independent learning is actively promoted through e.g. pre-teaching, overlearning, appropriately differentiated resources Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available Use of additional adults is planned to maximise their impact on learning Children are explicitly taught appropriate skills to manage routines and independence Relational practices are used to build and maintain positive relationships across the school community There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom

Communication and Interaction

Universal Strategies	<ul style="list-style-type: none"> • Build confidence through specific praise and support where needed e.g. prompting with first word, encouragement to re-order ideas, visual support • Buddy/befriender system at break and lunchtimes and safe-haven to use when necessary • Appropriate adult tone of voice (calm, not too loud) • Check you have engaged the child's attention before talking to them, use their name • Allow time for children to process what has been said and respond (10 second rule) • Differentiate level of questioning to suit individual children • Regularly check understanding by asking the pupils to show you or explain the instructions in their own words • Ensure preparation for change of activity or routine • Maintain a flexible approach to transitions e.g. between lessons and to and from the setting • Relationship-based de-escalation and regulation strategies in place • Communicate with families about what might be happening at home (e.g. divorce, bereavement, illness) • Develop pupils' awareness of situations that may be difficult and encourage them to use appropriate strategies • Explicitly teach important skills and rules of social interaction, with modelling and use of key phrases, e.g. 'First my turn, then your turn'. This may be best taught in a small social skills group with support to transfer the skill to other contexts • Anticipate and plan for difficulties when listening to and understanding instructions or stories • Use clear, concise language with information given in small chunks. Use first, then, next • Relate content to prior learning or children's direct experience whenever possible • Ensure language use is developmentally appropriate for the children • Explicitly teach new vocabulary e.g. subject-based word banks • Use multi-sensory approaches to teach new vocabulary and concepts and opportunities for repetition and reinforcement • Model back language and respond to the children's message regardless of any mistakes with pronunciation • Provide visual support for verbal content and instructions, including visual prompts for key vocabulary and visual timetables • Provide a language rich environment through rhymes, songs, good quality texts • Minimise choice, eg: provide two positive options • Provide opportunities to talk without interruption, practice new vocabulary and talk to adults/in small group rather than in whole class • Provide a calm, structured environment with clear routines and expectations and visual support and/or timetable • Use of visual support to define areas, structure play and enable choices, e.g. choice boards, boxes labelled with pictures, cues for number of pupils allowed in an area, language jigs, social stories, emotional thermometers • Provide support with understanding the views of others and developing tolerance • Recognise that behaviour is a communication and seek to understand children's unmet needs • Support for interpersonal problem-solving to promote assertiveness and negotiation e.g. categorising the relative importance of problems, visual supports to express feelings, comic strip conversations • Teach strategies to deal with stressful events and identify strategy if pupil needs to be withdrawn e.g. a selection of anxiety reducing activities
Targeted	<ul style="list-style-type: none"> • Risk management plan in place where behaviour is a concern • Anticipate sensory overload in order to intervene at an early stage. • Discuss with parent carers about how sensory overload is managed at home • Understanding the frequency and location of triggers • Be aware of the pupil's sensory profile and typical triggers, use a Sensory checklist to investigate • Be flexible with uniform policy • Sensory or regulatory breaks and snacks. The 4 R's of co-regulation - Regulate, Relate, Reflect and Repair (Louise Bomber) • Use Social stories to support understanding of different situations • Use of co-constructed reintegration plans A clear plan of action, agreed with parent carers with regard to physical intervention • Provide small group nurturing for specific issues • A consistent approach to managing individuals with reasonable adjustments made • Extra support and identified strategies to manage time limited tasks, transitions and unexpected events e.g. use of timer, additional time, surprise card, first-next board • Give strategies to indicate when they have not understood, and model how to do this if necessary • Give pupil a specific role in group work and support the interaction with peers or consider providing and alternative individual task to complete if group work is proving too difficult • Targeted small group or individual language sessions • Headphones to block out sound

Cognition and Learning

Universal	<ul style="list-style-type: none"> • Education Endowment Foundation guidance (EEF) 'five-a-day' principle • Assessment through teaching to identify the areas of need in consultation with children or observation if more appropriate • Metacognitive approaches - learning to learn e.g. by trying to understand the children's difficulty and asking them what helps • Recognising and celebrating success in other areas of their life • Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy • Active learning, concrete, pictorial and pragmatic approaches to learning • Emphasis on self-actualisation - activities designed to develop skills which will support them to become independent and resilient learners • Support to manage self-esteem - celebration of strengths, reinforcement of success • Close monitoring of attendance • Knowledge organisers • Manipulatives in maths • Drama techniques across the curriculum • Regular revisiting of learning
Targeted	<ul style="list-style-type: none"> • Appropriate adaptations made e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the child and what they find helpful • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation • Pre-teaching of content and subject-specific vocabulary • Reasonable adjustments to support slow speed of processing e.g., providing, thinking time, reducing the task • Adjustment, modification and differentiation of the curriculum, right across the board, to enable the child to fully access the curriculum

Social, Emotional and Mental Health

Universal

- Whole school approach to promote wellbeing and resilience
- Behaviour and SEND policy and practice underpinned by relational approaches
- Use of relational and restorative practice to build, maintain and repair relationships
- Anti-bullying work
- Emphasis on choice rather than control and "take up time" to respond to choice whenever possible
- Explicitly teach rules and routines, build self-esteem, teach de-escalation and self-regulation strategies and develop social and emotional skills to all children through PSHE, circle time and curriculum/ age and stage appropriate approaches
- Close monitoring of attendance
- Develop belonging within the school community: provide roles and responsibilities in school, support friendships, encourage participation in extracurricular activities
- Continual assessment through teaching to understand individuals and plan for them
- Reasonable adjustments to differentiate for SEMH in the same way as for other learning
- Maintain a consistent messaging but flexible approach, e.g. "I want you to be in class learning" is the consistent message, but the approach to support this happening may vary or be flexible depending on individual needs
- Develop readiness to learn through regulation strategies use of restorative approaches
- A clear structure to the day with consideration of the routine, timetable, and transitions. Make stress as predictable, moderate, and controllable as we can
- Ensure all expectations are clear and explicit
- Maintain positive communication with home/family e.g. what is going on at home, other agencies involvement
- Ensure a consistent, whole-school approach to support strategies
- Provide activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activity and play, messy play, sensory activities
- Clear expectations regarding behaviours and a clear and consistent response to behaviours
- Plan for times of the day that may be more difficult,
- Break down activities and verbal information into manageable chunks
- Consideration of application of any reasonable adjustments that need to be made in line with the Equalities legislation
- Trauma-informed practice, eg: Five to Thrive, PACE - Playfulness, Acceptance, Curiosity, Empathy
- Consideration of teaching and reparative opportunities using natural consequences, rather than discipline procedures. Use relational influence rather than rewards
- Well supported transitions - checking the history, ensure all relevant documentation is sought on entry to the setting and transferred when a child leaves. this includes multi-agency reports.
- Supportive, structured curriculum
- In curriculum planning, consideration is given to family context and the range of experiences children may have
- Differentiated use of voice, gesture and body language
- Use of the Busy-Bee Room as a safe-space
- Regular movement breaks for all learners
- Differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time
- School-wide relational approach puts relationships at the centre of interactions with learners
- Calming positive scripts to re-direct and de-escalate, for example those in the Positive Relationships and Behaviour Policy including for example, use of sand timers for calming and de-escalation time
- Limited choices to engage and motivate
- Flexible and creative use of rewards alongside natural consequences rather than 'punishments'
- Provide structure-consistency without rigidity
- Visual timetable and use of visual cues i.e. sand timers
- Identify and build on preferred learning styles
- Liaise with parent carers for shared understanding and use this to collaborate on plans to ensure consistency between home and school
- Liaison and collaboration with home to understand the wider context
- Collaborate and plan with parent/carers, to ensure consistency between the home and setting
- Maintain connection - let the children know you are keeping them in mind when there is absence/holiday
- Outdoor learning opportunities

Targeted	<ul style="list-style-type: none"> • Small group work e.g. friendship or social skills, nurture groups • ELSA with a trusted adult • Flexibility in curriculum and routine • Support plans are regularly reviewed • Use of individual behaviour plans, Pastoral Support Plans and risk assessments where appropriate • Keep a log and analyse pattern or trends to identify triggers- ongoing attempts to understand what lies behind the behaviours • Additional sensory or regulatory breaks • Use of social stories to identify triggers and means of overcoming them • Small group/nurture group activities to support personal, social and emotional development • Use of fidget-tools to support self-regulation • Small group or 1 to 1 work with ELSA
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Sensory and/or Physical Needs

Universal	<ul style="list-style-type: none"> • favourable seating arrangements are identified • staff should ensure that all children have understood all instructions
Targeted	<ul style="list-style-type: none"> • all staff are aware of individual children's sensory/physical disability and implications in all teaching and learning environments • staff should be aware of how to use appropriate equipment issued to the CYP in order to help access to education; this equipment should be checked and used appropriately and any issues/faults should be addressed in a timely fashion • staff are aware that for some children, a sensory or physical disability could impact on their language and social interaction