

St Levan Primary School Offer 2025-2026



Schools have a duty to be accessible and inclusive for the children within their community. This document details how we meet the needs of all pupils through universal provision, as well as how pupils with SEND are supported through targeted and specialist provision. This document is updated annually.

<p>Communication and interaction (including ASD, SLCN) <u>Universal provision</u> (provision for all)</p>	<p>Cognition and Learning (including Dyslexia, Dyscalculia, SpLD, MLD, SLD) <u>Universal provision</u> (provision for all)</p>	<p>Social, Emotional and Mental Health (including ADHD) <u>Universal provision</u> (provision for all)</p>	<p>Sensory and/or Physical (including visual impairment, hearing impairment, multi-sensory impairment, physical disability) <u>Universal provision</u> (provision for all)</p>
<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling etc. • Visual timetables • ICT programmes to support language • Small world play and role-play • Repetition/clarification of instructions • Opportunities to work with younger/older pupils • Role play situations/drama • 'Show and tell'/speaking opportunities 	<ul style="list-style-type: none"> • Differentiated tasks • Differentiated delivery e.g. simplified language, slower lesson pace • Repetition/clarification of instructions • Differentiated output or outcome e.g. use of ICT, fewer sentences • Increased visual aids/modelling etc. • Visual timetables • Alphabet, word and number charts, mats, banks etc. • Use of puzzles and games • Illustrated dictionaries • Use of writing frames • Ensuring appropriate reading material available • Weekly spelling lists • Read Write Inc (RWI) phonics • Multi-sensory phonics approach e.g. additional actions adding to RWI • Individual white board 	<ul style="list-style-type: none"> • Whole school behaviour policy • Golden Rules/Jigsaw charter • Positive behaviour strategies • Structured school and classroom routines • Positive reward systems • Consistent and progressive sanction system for when rules broken • Use of puzzles and games • Involvement in after school clubs • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • School dog (Pippin) • Jigsaw PSHE curriculum • Playground friends and buddies available • Visual timetables 	<ul style="list-style-type: none"> • Handwriting/fine motor skill programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment • Construction • Tools and materials e.g. brushes/pencils, collage • Sensory equipment e.g. monkey noodle fiddle toys, ear defenders • Sensory breaks (e.g. swing, wheelie board) • Brain gym exercises • Sand and water play • Provision of left handed equipment • Written signs for class labels in classes • Seating arrangements (r-handed, l-handed etc.) • Flexible seating arrangements

<p>Communication and interaction (including ASD, SLCN)</p> <p><u>Targeted provision</u> (provision for needs that are additional and different)</p>	<p>Cognition and Learning (including Dyslexia, Dyscalculia, SpLD, MLD, SLD)</p> <p><u>Targeted provision</u> (provision for needs that are additional and different)</p>	<p>Social, Emotional and Mental Health (including ADHD)</p> <p><u>Targeted provision</u> (provision for needs that are additional and different)</p>	<p>Sensory and/or Physical (including visual impairment, hearing impairment, multi-sensory impairment, physical disability)</p> <p><u>Targeted provision</u> (provision for needs that are additional and different)</p>
<ul style="list-style-type: none"> • Speech and Language support groups • Individual Support Plan (ISP) • Modelling of good language throughout the school • 1:1 Speech and Language sessions (Elklan Language Builders) • Differentiated questioning (Blank levels) • Nuffield Early Language Intervention (NELI) 	<ul style="list-style-type: none"> • Individual Support Plan (ISP) • In-class TA support for English • In-class TA support for Maths • Differentiated resources • Multi-sensory letter work and spelling programmes • Task boards • Group use of ICT programmes • Small group of support for English outside class e.g. RWI, TRUGs • Small group of support for maths outside class • Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats • Phonological Awareness activities (Sound Linkage) • Precision Teaching • Pastel paper and coloured overlays 	<ul style="list-style-type: none"> • Individual Support Plan (ISP) • Alternative lunch-time provision • Use of buddy system (adults and children) • One-to-one time with Pippin • ELSA (Emotional Literacy Support Assistant) interventions • EMHP (Educational Mental Health Practitioner) interventions – either whole class, small group, one-to-one or support for the family 	<ul style="list-style-type: none"> • Individual Support Plan (ISP) • Fine Motor skills programme • Gross Motor skills programme • Differentiated PE lessons • Sensory and movement breaks one-to-one e.g. swing • Sensory equipment e.g. elastic 'twangers, wobble cushions • Sports events – additional preparation • Handwriting scheme • ICT resources available
<p>Communication and interaction (including ASD, SLCN)</p> <p><u>Specialist provision</u> (provision for specialist needs)</p>	<p>Cognition and Learning (including Dyslexia, Dyscalculia, SpLD, MLD, SLD)</p> <p><u>Specialist provision</u> (provision for specialist needs)</p>	<p>Social, Emotional and Mental Health (including ADHD)</p> <p><u>Specialist provision</u> (provision for specialist needs)</p>	<p>Sensory and/or Physical (including visual impairment, hearing impairment, multi-sensory impairment, physical disability)</p> <p><u>Specialist provision</u> (provision for specialist needs)</p>
<ul style="list-style-type: none"> • ISP or EHCP • Personalised timetable • Individual Speech therapy • Intervention delivered by Speech therapist 	<ul style="list-style-type: none"> • ISP or EHCP • Pre-teaching of class learning • Reinforcement practice of class learning • Use of individual ICT programmes targeting learning 	<ul style="list-style-type: none"> • ISP or EHCP • Individual reward/sanction scheme • EMHP sessions • ELSA TA support 	<ul style="list-style-type: none"> • ISP or EHCP • Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc.

<ul style="list-style-type: none"> • Individual visual timetables/schedule • Visual Supports e.g. Now/Next boards, Choice Boards; • Individual ICT programmes • Work station for part of day • Outside agency advice • Individual risk assessments • Augmented Communication aids • Sensory Diet, Fun Fit • Sensory aids • Increased adult support • Additional planning and arrangements for transition • Home/School book • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket) 	<ul style="list-style-type: none"> • One to one support for English outside class e.g. RWI • One to one support for Maths outside class • List of current and future topic words • TA support daily with ISP outcomes • Individual arrangements for SATs • Additional planning and arrangements for transition • Outside agency advice, including from Cognition and Learning Team • Dyslexia-friendly resources • Tinted overlays/rulers 	<ul style="list-style-type: none"> • TA support individual debriefing/pre-empting • Individual Behaviour Plan • Playtime monitoring • Counselling from outside agency through referral system • Individual seating or work station for aiding concentration for part of day • Home school liaison book • Weekly feedback to parents face-to-face • Time out system and space • Additional transition arrangements • Individual risk assessments • Internal exclusion • Planned used of physical positive handling (Team Teach) • CAMHS involvement through referral • Penhaligon's Friends (bereavement support) • Wave Project surf therapy • Horse therapy with the RDA (Riding for the Disabled) 	<ul style="list-style-type: none"> • Individual handwriting/fine motor skills work • TA support/monitoring at lunchtimes • Individual planning and arrangements for transition • Outside agency advice • Individual risk assessment • Individual intimate care plan • Individual manual handling plan • Access to enlarged resources • Awareness of fatigue • Scribe in class • Physio exercises • Classroom access • Chewy toys (chewelery) • Stress toys • Other sensory aids (e.g. weighted blanket) • TA support in PE/dance/games • Alternative PE curriculum • Access to outside spaces
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