



Higham Primary School – School Offer 2025-2026

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements where possible ○ Structured school and classroom routines ○ Warning of change ○ Adapted curriculum delivery e.g. simplified language ○ Increased visual aids/modelling ○ Visual timetables ○ Use of symbols ○ ICT programmes to support written work and language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Assemblies with appropriate visual aids used ○ 'Show and tell' / speaking opportunities 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Adapted tasks ○ Adapted delivery e.g. simplified language, slower lesson pace ○ Repetition/clarification of instructions ○ Adapted 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/termly spelling lists ○ Touch-type opportunities ○ Multi-sensory phonics approach - Read Write Inc. (RWInc) ○ Pastel backgrounds on Interactive Whiteboards ○ Individual whiteboards for pupils ○ Accelerated Reader ○ Times Table Rock Stars (TTRS) ○ Numbots ○ Spelling Shed ○ Reading and Spelling age tests 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor control programmes ○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Sand and water play in EYFS ○ Provision of left handed equipment ○ Written signs for class labels in classes ○ Sensory breaks 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening skills ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility roles where appropriate ○ Support of lunchtime supervisors at lunchtime ○ PSHE curriculum focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ Visual timetables ○ Use of symbols/pictures ○ Use of first-hand experiences to stimulate learning



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<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or One Page Profile ○ Personalised Provision Plan ○ Ear defenders ○ Language Link assessments ○ Speech Link assessments 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or One Page Profile ○ In-class TA support for English ○ In-class TA support for Maths ○ Adapted resources ○ Multi-sensory letter work & spelling programmes ○ Task Management Board ○ Small group support for literacy outside class e.g. RWInc ○ Small group of support for maths outside class ○ Support for reading comprehension, Nessy (access enabled at home also) ○ Pastel paper ○ Coloured overlays ○ Dyslexia Screener ○ Dyscalculia Screener ○ Technology to record written work ○ Learning check ins ○ Comprehension age test 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or One Page Profile ○ Fine Motor skills programme ○ Adapted PE resources where possible ○ Sports events - additional preparation ○ Additional handwriting support ○ Fine motor skills support ○ Use of Sensory Corridor and Sensory Garden ○ Sensory Circuits ○ Ear defenders ○ Technology to record written work 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or One Page Profile ○ Starving the Anger Gremlin CBT workbook ○ Social skills ○ Use of buddy system ○ School Stress Survey ○ Teacher meet and greet/end of day debrief ○ Transition Booklet ○ Additional transition session in September ○ Emotional wellbeing check ins ○ Exit cards



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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or EHCP ○ Personalised Curriculum and Assessment ○ Personalised timetable ○ Individual visual timetable ○ Visual Supports eg Now/Next boards ○ Task Management Board ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessment ○ Sensory Diet ○ Sensory aids eg fiddle tools ○ Calm areas ○ Increased adult support or 1:1 ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Input from STLS ○ Soft Starts 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or EHCP ○ Personalised Curriculum and Assessment ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes e.g. Nessy ○ 1:1 support for English outside class ○ 1:1 support for maths outside class ○ List of current and future topic words ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Tinted overlays/rulers ○ Task Board ○ Sensory aids eg fiddle tools ○ Input from STLS ○ Increased adult support or 1:1 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or EHCP ○ Personalised Curriculum and Assessment ○ Provision of specialist equipment - ICT, sloping board, grips, wobble cushion etc ○ Individual handwriting/fine motor skills work ○ TA support at lunchtimes ○ Individual planning and arrangements for transition ○ Individual risk assessment ○ Individual Accessibility Plan ○ Access to enlarged resources ○ Awareness of fatigue and physical limitations ○ Scribe provided ○ Technology to record written work ○ Handwriting support ○ Classroom access ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/games ○ Input from STLS ○ Outside agency advice, (eg. physiotherapy input - referral needed) ○ Increased Adult Support ○ Disabled toilet access 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Personalised Provision Plan or EHCP ○ Personalised Curriculum and Assessment ○ Individual reward/sanction ○ TA support - communication of feelings ○ Meet and Greet/End of day debrief with teacher/TA ○ Positive Behaviour Plan ○ Playtime supervision ○ Input from STLS ○ Individual seating or work station for part of day ○ Home/school liaison book ○ Regular feedback to parents ○ Additional transition arrangements ○ Individual risk assessment ○ CAMHS involvement and referral ○ Slide Away (bereavement) ○ Children Seen and Heard (referral needed) ○ Reduced Timetable ○ Alternative lunch-time provision ○ Boxall Profile ○ Soft Starts ○ Outside agency advice ○ Increased Adult Support or



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