



Meare Village Primary School

School Offer

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a special educational need(s) being met in a mainstream setting wherever possible, where families want this to happen.

FUNDING TO SUPPORT PUPILS WITH SEND

Universal	SEN Support	High Needs & EHCP
Funded by Age Weighted Pupil Unit (AWPU). This represents the per pupil funding which is provided for all pupils and is within a school's formula. This is the funding provided for the school to make educational provision which includes all the costs incurred by school to run the building, site, staff, heating, lighting, resources and equipment,	This represents the funding provided to schools which are intended to be used as a contribution to the costs of the whole school additional SEN support arrangements up to the threshold of £6,000 per pupil. Again this is not individual pupil funding but contributes towards additional resourcing, staffing, outside agencies, specialised programmes and equipment for pupils with SEND.	This represents the additional funding provided to the school from the High Needs Block where the cost of supporting an individual pupil's needs is deemed to meet the criteria for High Needs funding. Where a pupil meets the criteria for Element 3 funding the school will make an individual application for this.

Meare Village Primary School offers a wide variety of provision for the children that attend. Some children will progress with the universal provision that is provided for all children that attend. Some may need additional, targeted provision for needs that are additional to and different from their peers. Others may need further specialist provision to cater for individual, specialist needs. In addition to this, details of Somerset's Local Offer that provides information on the services available for children and young people with SEND and how to access them can be found at:

<https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

Below is a table which outlines the provision that is on offer at Meare Village Primary School at each of the 3 categories stated above:

- Universal Provision
- Targeted Provision
- Specialist Provision

The table has been split into the 4 areas of special educational needs and disabilities:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Mental and Emotional Health



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</p> <p style="text-align: center;"><i>provision for all</i></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. ○ Whole class visual timetables ○ 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 	<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ 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 ○ Use of online reading comprehension programmes e.g. Read Theory ○ Use of online times tables programmes e.g. Times Tables Rockstars ○ Illustrated dictionaries ○ Use of writing frames ○ Use of concrete resources ○ Ensuring appropriate reading material available ○ Weekly spelling lists (phonics led) ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Multi-sensory phonics approach e.g. use of songs, actions, magnetic letters, sand trays etc. ○ Individual white board 	<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ 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 ○ Range of equipment & opportunities for balancing, exploring etc. ○ 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) 	<p style="text-align: center;">Universal Provision</p> <p style="text-align: center;"><i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Explicit school rules ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems e.g. Dojo ○ Consistent and progressive sanction system for when rules broken ○ Teaching listening through games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Weekly focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ VAK - variety of teaching styles used to suit pupils ○ Whole class visual timetables
Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional



<p><i>Including ASD & SCLN</i></p>	<p><i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i></p>	<p><i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i></p>	<p>Health <i>Including ADHD</i></p>
<p>Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Maps ○ Speech and Language support groups ○ Use of standardised score assessments to monitor progress e.g. BPVS, TALC ○ Modelling of good language throughout the school. ○ 1:1 Speech and Language sessions ○ Social stories to aid understanding of different situations ○ Social skills groups ○ ELSA support ○ Catch Me Cards ○ Specific regard to particular interests to motivate 	<p>Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Use of standardised score assessments to monitor progress e.g. reading age, maths age etc. ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes e.g. Phonics, Nussy, Spelling Detectives ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g. Spelling Detectives ○ Small group of support for maths outside class e.g. Breaking Barriers ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness activities ○ Consolidation techniques e.g. 5 minute box for Phonics and Maths ○ Coloured paper ○ Daily readers 	<p>Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources ○ Sports events - additional preparation ○ Handwriting scheme ○ ICT resources available 	<p>Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Alternative lunch-time provision / additional supervision ○ Social skill group ○ Use of buddy system ○ ELSA support
<p>Communication and Interaction <i>Including ASD & SCLN</i></p>	<p>Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD);</i></p>	<p>Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;</i></p>	<p>Social, Mental and Emotional Health</p>



	MLD, SLD, PLMD)	Multi-Sensory Impairment; Physical Disability,	Including ADHD
<p style="text-align: center;">Specialist Provision</p> <p style="text-align: center;"><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist ○ Individual visual timetables / schedule ○ Visual Supports eg 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; TAC PAC; ○ Sensory aids ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book / additional contact via DoJo ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket, wobble cushion, resistance band) 	<p style="text-align: center;">Specialist Provision</p> <p style="text-align: center;"><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. Nessy, Dynamo Maths etc) ○ One to one support for literacy outside class e.g. ILI ○ One to one support for maths outside class e.g. NIP ○ List of current and future topic words ○ TA support daily with IPM outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Dyslexia-friendly resources ○ Tinted overlays/rulers ○ Transition arrangements, particularly to secondary school 	<p style="text-align: center;">Specialist Provision</p> <p style="text-align: center;"><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, wobble cushion etc. ○ 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 / OT care plan ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Alternative PE curriculum ○ Access to outside spaces ○ Sensory / movement breaks ○ Use of cycle track / trampoline ○ Sensory checklist assessment of classroom environment 	<p style="text-align: center;">Specialist Provision</p> <p style="text-align: center;"><i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Individual reward/sanction scheme ○ TA support - communication of feelings ○ 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 or via email/Dojo ○ Time out system and space - mindfulness ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ CAMHS involvement through referral ○ Use of Boxall profile and SDQ