



OBPS Local Offer



Cognition & learning



All Children will access:

- Quality first teaching and learning opportunities
- A differentiated curriculum that is challenging and offers high levels of enjoyment and motivation.
- Language enriched environments
- An exciting, relevant and varied curriculum
- Reasonable adjustments to the environment and equipment for those with disabilities
- Resources to scaffold/support pupils (eg. word banks, planning sheets, writing frames, number squares, number lines)
- Targeted maths homework – Numbots / TTRS
- Daily phonics in EYFS & KS1 - RWI phonics cards
- Collaborative group/paired work

Some children with additional SEND needs will access:

- Varied curriculum planning, activities and outcomes
- The use of visual aids, speaking & writing frames, scaffolds and modelling
- Focused group support from both the Class Teacher & member of Support Staff
- Targeted interventions and support matched to need for a 6 week block based on Maths and/or English, some of which is delivered during 'Twilight' tutoring sessions after school with an HLTA or TA
- Visual timetables
- Task boards
- 1:1 or 1:2 support where necessary in the curriculum
- Begin creating a Support Plan

A **few** children with complex or significant needs will access:

- Support plan
- Advice from outside specialist agencies
- Individualised Curriculum alongside whole school curriculum
- Additional Support in class
- Increased parental involvement

Communication & Interaction



All Children will access:

- Quality first teaching and learning opportunities
- A differentiated curriculum that is challenging and offers high levels of enjoyment and motivation.
- Language enriched environments
- An exciting, relevant and varied curriculum
- Reasonable adjustments to the environment and equipment for those with disabilities
- Resources to scaffold/support pupils
- Daily phonics in EYFS & KS1 - RWI phonics cards
- Collaborative group/paired work

Some children with additional SEND needs will access:

- Varied curriculum planning, activities and outcomes
- Reasonable adjustments to the environment and equipment
- The use of visual aids,
- Focused group support from both the Class Teacher & member of Support Staff
- Targeted interventions and support for speech and language and communication
- Social Skills groups
- Visual timetables
- Task boards
- 1:1 or 1:2 support where necessary in the curriculum
- Begin creating a Support Plan

A few children with complex or significant needs will access:

- Support plan
- Advice from outside specialist agencies
- Individualised Curriculum alongside whole school curriculum
- Additional Support in class
- Increased parental involvement

SEMH



All Children will access:

- Quality first teaching and learning opportunities
- Application of school behaviour policy 'Zoneboard' Caring, Learning, Winning & behaviours for learning leading to rules, rewards and sanctions
- PSHE lessons focusing on social skills
- Whole school assemblies
- Play shed & Play leaders
- Reasonable adjustments to the environment and equipment for those with disabilities
- Curriculum matched to the needs of the pupils with individual, group and whole class strategies and advice for teachers
- Differentiated learning to target learners' needs encompassing multi-sensory approaches
- Growth Mindset strategies

Some children with additional SEND needs will access:

- Quality First Strategies
- Sessions focused on personal and social education with pastoral lead – based on individual needs
- Social Skills groups with pastoral lead Varied curriculum planning, activities and outcomes
- Reasonable adjustments to the environment and equipment
- The use of visual aids
- Visual timetables
- Individual work station
- Targeted interventions and support for SEMH
- Task boards
- 1:1 or 1:2 support where necessary
- Behaviour plan
- Begin creating a Support Plan
- Transition planning

A few children with complex or significant needs will access:

- Support plan
- Advice from outside specialist agencies
- Individualised Curriculum alongside whole school curriculum
- Additional Support in class
- Targeted support from Pastoral Lead
- Behaviour Plan
- Risk Assessment
- Increased parental involvement

Sensory and Physical



All Children will access:

- Quality first teaching and learning opportunities
- Reasonable adjustments to the environment and equipment for those with disabilities
- Curriculum matched to the needs of the pupils with individual, group and whole class strategies and advice for teachers
- Differentiated learning to target learners' needs encompassing multi-sensory approaches
- Trained staff to support learning

Some children with additional SEND needs will access:

- Reasonable adjustments to the environment and equipment
- Adapted resources and equipment
- Begin creating a Support Plan
- Transition planning

A few children with complex or significant needs will access:

- Support plan
- Advice from outside specialist agencies
- Specialist equipment, resources and support from outside agencies
- Individualised programmes provided by specialist therapy services
- Specialist equipment identified through risk assessments and care planning
- Additional Support in class
- Increased parental involvement