



Windmill Primary School Offer

The document below outlines the varying levels of provision on offer at Windmill Primary school. This covers universal provision, for all children, and additionally our targeted and specialist provision. For the Local Offer in Oxfordshire, please visit the following website:
<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

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, Emotional and Mental Health <i>Including ADHD</i>
<p style="text-align: center;">Universal Provision Provision for all</p> <ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Warning of change to routine • Differentiated curriculum delivery e.g. simplified language • Increased scaffolding e.g. visual aids, modelling etc. • Visual timetables • Use of symbols e.g. PECs or SCERTS • ICT programmes to support language development • Small world play, role play and drama • Repetition and/or clarification of instructions • Opportunities to work with younger/older pupils • Assemblies with appropriate signs or visual supports if required • ‘Show and tell’/speaking opportunities 	<p style="text-align: center;">Universal Provision Provision for all</p> <ul style="list-style-type: none"> • Differentiated tasks/delivery e.g. slower pace, simplified language • Supportive sheets/books to record • Repetition and/or clarification of instructions • Differentiated output or outcome e.g. use of ICT, fewer sentences etc. • Increased scaffolding e.g. visual aids, modelling etc. • Visual timetables • Alphabet displayed, word and number charts, word mats, word banks etc. • Use of puzzles and games • Dyslexia friendly dictionaries • Use of writing frames • Ensuring appropriate reading materials are available • Touch-type sessions • Multi-sensory phonics – Read, Write Inc. • Individual whiteboards 	<p style="text-align: center;">Universal Provision Provision for all</p> <ul style="list-style-type: none"> • Flexible teaching arrangements • Handwriting/fine motor control programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors etc. • Multi-sensory equipment • Construction resources • Tools and Materials e.g. brushes/pencils, collage etc. • 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, away from corridor noise/lighting etc.) 	<p style="text-align: center;">Universal Provision Provision for all</p> <ul style="list-style-type: none"> • Whole school behaviour policy • Golden Rules – Be safe, be ready, be respectful • Positive behaviour strategies and reward systems • Structured school and classroom routines • Consistent and progressive sanction system for when rules broken • Teaching listening through circle time games • Use of puzzles and games • Involvement in after school clubs • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • Mental Well Being PHSE curriculum • Variety of teaching styles • Visual timetables • Use of symbols • Mindfulness • Whole class brain/body breaks

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<p style="text-align: center;">Targeted Provision Provision for additional needs</p> <ul style="list-style-type: none"> • Speech and language intervention e.g. Talk Boost, Colourful Semantics, Spirals • Pupil Profile with associated outcomes 	<p style="text-align: center;">Targeted Provision Provision for additional needs</p> <ul style="list-style-type: none"> • Pupil Profile with associated outcomes • In-class TA support for English • In-class TA support for Maths • Differentiated resources • Multi-sensory letter work & spelling programmes • Task Board • Group use of ICT programmes • Small group support for English outside class e.g. read, write inc phonics, booster session, pre-teaching • Small group of support for Maths outside class e.g. booster session, pre-teaching • Support for reading comprehension, e.g. comprehension exercises, word mats • Working Memory • Precision Teaching • Dyslexia friendly dictionaries • Overlays and coloured paper 	<p style="text-align: center;">Targeted Provision Provision for additional needs</p> <ul style="list-style-type: none"> • Pupil Profile with associated outcomes • Fine Motor skills programme • Gross Motor skills programme • Differentiated PE resources – spider balls, balloon balls etc. • Sports events – additional preparation • Handwriting scheme 	<p style="text-align: center;">Targeted Provision Provision for additional needs</p> <ul style="list-style-type: none"> • Pupil Profile with associated outcomes • Alternative lunch-time provision • Use of buddy system • Reflection time • Thrive breakfast • Blob trees • Zones of regulation • 6 stage plan, if required • Learning Mentor drop in • Hive drop in

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<p style="text-align: center;">Specialist Provision Provision for specialist needs</p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Personalised timetable • Individual speech therapy report and strategies • Intervention delivered by Speech Therapist or specialist TA • Individual visual timetables/routine • Visual Supports e.g. Now/Next boards; Choice Boards • Individual ICT programmes • Work station for part of the day • Social stories • Outside agency advice • Individual risk assessments • Augmented communication aids • Sensory diet - circuits • Sensory aids • Access to sensory resources • Identified calm place • Increased adult support • Additional planning and arrangements for transition • Home-school book/communication • Ear defenders • Chewy resources (chewelery) • Red/green band – ready/not ready • Other sensory aids e.g. weighted blanket 	<p style="text-align: center;">Specialist Provision Provision for specialist needs</p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Pre-teaching of class learning • Reinforcement and further practice of class learning • Use of individual ICT programmes targeting learning e.g. word/number shark, Nessy etc. • One to one support for literacy outside class e.g. Read, Write Inc., Word Wasp, Hornet, precision teaching • One to one support for maths outside class e.g. Plus 1, Power of 2 • Toe by Toe • List of current and future topic words • TA support daily • Individual arrangements for SATs • Additional planning and arrangements for transition • Outside agency advice • Dyslexia packs • Tinted overlays/rulers 	<p style="text-align: center;">Specialist Provision Provision for specialist needs</p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special 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 provided • Handwriting practice • Physio exercises • Classroom access • Chewy toys (chewelery) • Ear defenders • Stress resources • Other sensory aids e.g. weighted blanket • TA support in PE/dance/games 	<p style="text-align: center;">Specialist Provision Provision for specialist needs</p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Individual reward/sanction • TA support – communication of feelings • TA support individual debriefing • Individual Behaviour Plan – 6 Stage • Playtime monitoring • Anger management • Counselling from outside agency – CAMHS MHST • Input from behaviour support team • Individual seating or work station for aiding concentration for part of day • Home-school book/communication • Time out system and space • Additional transition arrangements • Individual risk assessments • Internal exclusion • Planned used of physical positive handling (Team Teach) • CAMHS involvement and referral • Draw and Talk • Learning Mentor 1:1 sessions • Hive 1:1 sessions • Art as Therapy 1:4 sessions • Play Therapy 1:1 sessions