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# HARTING CHURCH OF ENGLAND PRIMARY SCHOOL

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Universal Offer



Our Vision Statement

Guided by our Christian values, at Harting Church of England Primary School we motivate and inspire our community's love of learning through fostering a curiosity of the world around them, developing resilient and enthusiastic lifelong learners. In our ever changing world we aim to equip everyone with skills to continue on their individual journeys of discovery, enabling all to flourish and live life in all its fullness.

*"I came that they might have life in all its fullness" (John 10:10)*



# Harting C of E Primary Universal Offer

*Loving to Learn, Learning to Love  
'Love others as self' (Matthew 22:34-40)*



## **Universal Offer: Social, Emotional and Mental Health**

*Anxiety, depression, attachment disorder and ADHD / ADD*

<b>Universal offer</b>		<b>SENCO Involvement</b>
Provision available to all pupils	When appropriate, all pupils will have access to...	In addition, some children could receive...
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Consistent approach by adults</li> <li>• PSHE Curriculum—Jigsaw</li> <li>• Staff trained in safeguarding</li> <li>• Zones of Regulation</li> <li>• Reward system including house points, raffle tickets, marble jar</li> <li>• Brain breaks</li> <li>• Daily Mindfulness session</li> <li>• Monitoring of incidents (CPOMMS)</li> <li>• Worry Box/feelings box</li> </ul>	<ul style="list-style-type: none"> <li>• Social/Nurture Group</li> <li>• ELSA</li> <li>• Alternative soft start activities</li> <li>• Playground monitoring</li> <li>• Buddy system</li> <li>• Home/school communication system</li> <li>• Organisational reminders</li> <li>• Allocated seating</li> <li>• Additional movement/sensory breaks</li> <li>• Headphones</li> <li>• Screens</li> <li>• Fiddle toys. Resistance bands</li> <li>• Sensory resources to aid self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Access to quieter areas in class and/ or work desk</li> <li>• Safe space/ calm den</li> <li>• Key adult</li> <li>• Planned sensory breaks</li> <li>• 1:1 Zones of Regulation work</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Individual timetable</li> <li>• Risk assessment</li> <li>• Reduced timetable</li> <li>• 1:1 sessions with the Play Therapist (Yourspace)</li> <li>• External support including::</li> <li>• School nursing service, LBAT, SALT, CAMHs</li> </ul>

*\*These lists are not exhaustive and are examples of provision that we can offer. To enable all children to reach the best possible outcome we carefully work to ensure that provision is matched to each child's specific needs.*

*\*To be read in conjunction with the OAIP (West Sussex's Ordinary Available Inclusive Practice document),*



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## **Universal Offer: Sensory and Physical Needs**

*Visual impairments, hearing impairments, physical disabilities and sensory disorders*

<b>Universal offer</b>		<b>SENCO Involvement</b>
Provision available to all pupils	When appropriate, all pupils will have access to...	In addition, some children could receive...
<ul style="list-style-type: none"><li>• Quality first teaching</li><li>• Regular handwriting practice</li><li>• Regular fine motor activities (KSI)</li><li>• Pencils and scissors tailored to their needs</li><li>• Brain breaks</li><li>• Opportunities for outdoor learning</li><li>• Broad PE Curriculum</li></ul>	<ul style="list-style-type: none"><li>• Fine motor skills intervention (jump ahead/ write start/ fuzzy fingers/ dough gym)</li><li>• Additional gross motor skills activities</li><li>• Wobble cushion</li><li>• Pencil grip, triangular pencil, pencil with grooves</li><li>• Additional movement/sensory breaks</li><li>• Ear defenders</li><li>• Resistance band</li><li>• Writing slope</li><li>• Fiddle toys</li><li>• ELSA</li></ul>	<ul style="list-style-type: none"><li>• Specialist equipment</li><li>• Weighted blanket</li><li>• Sensory resources</li><li>• ELSA time for sensory regulation</li><li>• Access to quieter areas in class</li><li>• 1:1 support for PE</li><li>• Enlarged/adapted texts</li><li>• Risk assessment</li><li>• Support from outside agencies</li><li>• Programme of support planned by outside agency (delivered by school staff)</li></ul>

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## Universal offer: Communication and Interaction

SLCN and ASD (social use of language)

Universal offer		SENCO Involvement
Provision available to all pupils	When appropriate, all pupils will have access to...	In addition, some children could receive...
<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Talking partners / group work</li> <li>Modelling</li> <li>Clear class expectations (how to communicate)</li> <li>Structured routines</li> <li>Visual Timetables</li> <li>Teachers communicate appropriately to all pupils (differentiate as necessary)</li> <li>Marking relevant to pupils</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening intervention</li> <li>Playground support/monitoring</li> <li>Buddy system</li> <li>Organisational reminders</li> <li>Pre teaching - vocabulary/concepts</li> <li>Visual prompts</li> <li>Communication cue cards</li> <li>NELI (Nuffield Early Language Intervention)</li> <li>ELSA</li> </ul>	<ul style="list-style-type: none"> <li>Support from outside agencies including, SALT, EP, ASCT advisory teacher</li> <li>Now and Next board</li> <li>Programme of support planned by outside agency (provided by school staff)</li> <li>Time out card Choice to work independently or with partner / in a group</li> <li>Mind mapping</li> <li>Visual coding</li> <li>Social stories</li> <li>Comic strip conversations</li> </ul>

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## **Universal Offer: Cognition and Learning**

### *General Learning Difficulties / SpLD*

Universal offer		SENCO Involvement
Provision available to all pupils	When appropriate, all pupils will have access to...	In addition, some children could receive...
<ul style="list-style-type: none"> <li>Broad and balanced curriculum</li> <li>Quality First Teaching</li> <li>Environmental and visual prompts</li> <li>Working walls</li> <li>Whole class visual timetable -left to right with movable pictures (to be removed as the day progresses)</li> <li>Concrete resources</li> </ul>	<ul style="list-style-type: none"> <li>Phonics intervention (1;1 or small group in addition to the whole class sessions)</li> <li>Nessy</li> <li>Numeracy/ literacy interventions</li> <li>Spelling intervention (SpLD)</li> <li>Visual prompts and resources</li> <li>Organisational reminders</li> <li>Non-negotiable reminders</li> <li>Task planners</li> <li>Additional processing time               <ul style="list-style-type: none"> <li>(accounted for in assessments)</li> </ul> </li> <li>Targeted adult support</li> <li>Talking tiles/ tins</li> <li>Use of computers with speech to text tool</li> <li>Individualised phonics/spelling mats</li> <li>Regular access to ICT</li> </ul>	<ul style="list-style-type: none"> <li>Adapted (bespoke) curriculum</li> <li>Individual interventions</li> <li>Specific resources</li> <li>Tinted paper / coloured overlays</li> <li>Scribe</li> <li>Precision teaching</li> <li>Touch typing practice</li> <li>Pre-teaching</li> <li>Individual assessment arrangements</li> <li>Now/next board</li> <li>Support from outside agencies, SALT, Ed Pysch, Helen Arkell, LBAT</li> </ul>

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