



HSM Universal, Targeted and Statutory Offer

At Highcliffe St Mark Primary, all children receive quality first teaching from their class teacher regardless of what stage they are at. Some children require additional intervention to secure their age-related expectation (ARE) over a short period of time. For others, they may have identified SEND needs which require a more targeted level of support. A small percentage of children, require an Education, Health, Care Plan (EHCP) to have their needs met with more specialist and personalised provision. Class teachers will discuss concerns regarding possible SEN with their Phase Leaders and/or SENDCo and follow the pathway documents for identifying any needs.

Universal- for all children: Quality First Teaching:

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This will include the robust use of the ‘assess, plan, do, review cycle’, rigorous early years practitioner/teacher oversight, and close liaison between the setting and family.

Targeted- SEND Support:

Where quality first teaching approaches have not been sufficient to meet the child’s needs, they now require more focused, targeted support. This may mean that they are able to ‘catch up’ and ‘close the gaps’ in their learning with successful targeted support. For some children, this targeted support may need to be long term, and more specialist advice is sought, implemented and reviewed. These children may be identified as having SEND: ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’ Quality first teaching, including evidenced, robust use of the assess, plan, do, review cycle, rigorous early years practitioner/teacher oversight, and close liaison between the setting and family will continue.

Statutory/ Specialist:

EHCP Only a small percentage of children with SEND will require the support of an Education Health and Care Plan. When a child’s needs are complex, severe and long term and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEN support options, a statutory assessment of the child’s needs will be undertaken. Quality first teaching, including evidenced, robust use of the assess, plan, do, review cycle, rigorous early years practitioner/teacher oversight, and close liaison between the setting and family will continue.



Area of Need: Cognition and Learning	Quality First Teaching for all	
		<ul style="list-style-type: none"> • Quality first teaching with differentiation (planning, learning, resources, scaffolding etc.) • Support Staff in every class • Visual aids to support key vocabulary



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Universal Provision	<ul style="list-style-type: none"> • Visual timetables • Access to assessment for identification of barriers to learning • Differentiated learning resources on cream paper eg, word mats, sentence starters, maths models etc • Opportunities to practice/reinforce skills • Use of formative assessment processes • Levelled reading scheme • Dyslexia friendly resources e.g. font/size/cream paper/ coloured background on interactive boards / Text presented clearly – bullet points, clear font, headings • Pre-teaching of subject vocab • Links to prior learning explicitly made /retrieval practice integrated into lessons • Frequent knowledge checks to explain what I know, and key learning points reviewed throughout lesson • Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders • Provide a range of writing frames • Word mats designed for specific subjects/lessons • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps as solution to difficulties e.g. dictation, typing 			
	Additional Interventions to help secure age-related expectations			
	Phonics	Reading	Writing	Maths
	<ul style="list-style-type: none"> • Anima intervention Yr 1,2,3 • Precision teaching • Phonics catch-up 	<ul style="list-style-type: none"> • Daily reading (using echo reading strategy) • Precision teaching – CEW • Comprehension groups • Rapid readers group Pre- teaching 	<ul style="list-style-type: none"> • Pre-teaching • Sentence construction • Clicker pre-made lessons • Prodigy 	<ul style="list-style-type: none"> • Pre-teaching • Prodigy
<p>Targeted and personalised interventions for children at SEN support or with an EHCP. Each child will have a Student Support Plan (SSP) - if they are below in 2 areas of the curriculum- to detail targets and provisions. *</p>				
Targeted Provision	<ul style="list-style-type: none"> • Educational Psychologist referrals and input. 	<ul style="list-style-type: none"> • Educational Psychologist referrals and input. 	<ul style="list-style-type: none"> • Educational Psychologist 	<ul style="list-style-type: none"> • Educational Psychologist



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		<ul style="list-style-type: none">• On -going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).• Individually targeted Teaching Assistant support in class• Assessment using YARC to understand literacy difficulties• Additional planning and arrangement for transition• Pre – teaching• Chunked learning ‘Now and next’	<ul style="list-style-type: none">• On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).• Individually targeted Teaching Assistant support in class• Assessment using YARC to understand literacy difficulties• Additional planning and arrangement for transition• Chunked learning ‘Now and next’• WordShark intervention	<p>referrals and input.</p> <ul style="list-style-type: none">• On -going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).• Individually targeted Teaching Assistant support in class• Assessment using YARC to understand literacy difficulties• Additional planning and arrangement for transition• Pre – teaching• Access to Clicker• Option to have bay learning	<p>referrals and input.</p> <ul style="list-style-type: none">• On -going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).• Individually targeted Teaching Assistant support in class• Further assessment to understand number difficulties (see pathway)• Additional planning and arrangement for transition
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				<ul style="list-style-type: none"> • Chunked learning 'Now and next' 	<ul style="list-style-type: none"> • Option to have bay learning • Chunked learning 'Now and next' • Plus 1 • Power of 2
Area of Need: Communication and Interaction	Universal Provision	Quality First Teaching for all			
		<ul style="list-style-type: none"> • Quality first teaching with differentiation • Differentiation of curriculum delivery eg. simplified language • Pre-teaching of subject vocab and Key words • Support Staff in every class • Visual aids to support key vocabulary. • Visual timetables at eye level of children • Access to assessment for identification of significant needs. • Dedicated and caring staff who value all students regardless of ability • Structured school and class routines • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Delivery slowed down with time given for processing • Prompt cards used to support understanding • Talking partners used • Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet workstation • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals 			



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	<ul style="list-style-type: none"> • Eye contact as necessary for the child . Class-based sensory circuits 		
	Additional Interventions to help secure age-related expectations		
	<p>Speech and Language <i>see pathway</i></p> <ul style="list-style-type: none"> • Phonological Awareness • Speech sound production 	<p>Listening and Attention</p> <ul style="list-style-type: none"> . Attention and listening groups . Barrier games 	<p>Social Communication</p> <ul style="list-style-type: none"> . Cooking club . Forest School . Fresh Air Club . Fun Fit . Playtime support
<p>Targeted and personalised interventions for children at SEN support or with an EHCP. Each child will have a Student Support Plan (SSP) - if they are below in 2 areas of the curriculum- to detail targets and provisions. *</p>			
Targeted	<ul style="list-style-type: none"> . Educational Psychologist referrals and input. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). <ul style="list-style-type: none"> • Individually targeted Teaching Assistant support in class • Assessment using YARC to understand literacy difficulties • Additional planning and arrangement for transition • Chunked learning 'Now and next' • PECS / Widget icons • Narrative therapy • Blanks Levels 	<ul style="list-style-type: none"> . Educational Psychologist referrals and input. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). <ul style="list-style-type: none"> • Individually targeted Teaching Assistant support in class • Assessment using YARC to understand literacy difficulties 	<ul style="list-style-type: none"> • Educational Psychologist referrals and input. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). <ul style="list-style-type: none"> • Individually targeted Teaching Assistant support in class • Assessment using YARC to



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			<ul style="list-style-type: none"> • Additional planning and arrangement for transition • Pre- teaching • Option to have bay learning • Chunked learning 'Now and next' • Attention Autism • PEIC D 	<p>understand literacy difficulties</p> <ul style="list-style-type: none"> • Additional planning and arrangement for transition • Pre- teaching • Chunked learning 'Now and next' • Socially speaking • Talk About intervention
<p>Area of need: Social, Emotional and Mental Health (SEMH)</p>	<p style="text-align: center;">Universal</p>	<p>Quality First Teaching for all</p>		
		<ul style="list-style-type: none"> • Quality first teaching with differentiation • Support Staff in every class • Visual aids to support routines and expectations • Access to assessment for identification of significant needs. • Dedicated and caring staff who value all students regardless of ability • Core Christian values • Whole school Relationships and Behaviour policy • Zones of Regulation programme • Emphasise positives in front of others to develop children's self-confidence • Give pupils classroom responsibilities • Refer regularly to school/classroom expectations- Ready Respectful Safe • Calming music • Weighted blankets • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Moving around/sensory breaks • Interactive strategies e.g. Whiteboards to hold up answers 		



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		<ul style="list-style-type: none"> • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stopwatch • Use post-its for questions rather than interruptions • ‘Fiddle’ toys • Concrete resources easily at hand to support • Give a ‘set time’ for written work • Personalise teaching to reflect pupils’ interests • Transition from whole class work to independent is taught and actively managed • Wobble cushion/resistance bands to support sitting in chairs or on carpet spot • Meet and greet at key transition points e.g. start of day, lunchtime etc. • Pastoral support . Dog bed for calm down time 			
		Additional Interventions to help secure age-related expectations			
		<p>ELSA <small>referral from class teacher required</small></p> <ul style="list-style-type: none"> . Bespoke programmes 	<p>Pastoral <small>referral from class teacher required</small></p> <ul style="list-style-type: none"> . Meet and Greet . Talk throw drawing therapeutic intervention . Mentorship . Connected Minds (yr 6 only) 	<p>Emotional Regulation</p> <ul style="list-style-type: none"> • In class support for meeting behaviour goals • Close monitoring of behaviour with ABCC observations • Meetings with parents, class teacher and phase leader (follow pathway document) • Fun fit • Colour monster group • Personalised Zones of Regulation 	<p>Relationship Support</p> <ul style="list-style-type: none"> • In class support for meeting behaviour goals • Close monitoring of behaviour with ABCC observations • Meetings with parents, class teacher and phase leader (follow pathway document) • Cooking group • Forest schools • Fresh Air Club • Structured playtime support . My Time



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	Targeted	<p>Targeted and personalised interventions for children at SEN support or with an EHCP. Each child will have a Student Support Plan (SSP) - if they are below in 2 areas of the curriculum- to detail targets and provisions. *</p> <p>.CAMHS referral</p>		<ul style="list-style-type: none"> • Educational Psychologist referrals and input. • Outreach referrals and support • Relationships Support plan • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Individually targeted Teaching Assistant support in class • Additional planning and arrangement for transition • Personalised Zones of regulation • Chunked learning 'Now and next' 	<ul style="list-style-type: none"> • Educational Psychologist referrals and input. • Outreach referrals and support • Relationships Support plan • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Individually targeted Teaching Assistant support in class • Additional planning and arrangement for transition • Personalised Zones of regulation • Chunked learning 'Now and next' • Socially speaking • Option to have bay learning Regular brain breaks
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Area of need: Sensory and/or Physical	Universal	Quality First Teaching for all
		<ul style="list-style-type: none">• Quality first teaching with differentiation• Support Staff in most classes• Visual aids to support routines and expectations• Staff awareness of physical impairment• Access to assessment for identification of significant needs. <p><u>Visual</u></p> <ul style="list-style-type: none">• Coloured overlays/ different coloured paper• Consider lighting – natural and artificial• Eliminate inessential copying from the board• Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge• Read aloud as you write on the board• Avoid standing in front of windows – your face becomes difficult to see• Use Ipad/Chromebook for reading if text is too small in physical book• Consider seating – sat at the front closer to board/resources <p><u>Hearing</u></p> <ul style="list-style-type: none">• Careful seating – closest to the teacher• Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro• Slow down speech rate• Allow more thinking time• Repeat contributions from other children – their voices may be softer and speech more unclear• Check that oral instructions have been understood• Face the pupil when speaking & keep hands away from mouth <p><u>Co-ordination</u></p> <ul style="list-style-type: none">• Sat at table where there is sufficient space• LH & RH pupils not next to each other with adjacent hands• Desks at elbow height



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	<ul style="list-style-type: none"> • Sloping desk stand if appropriate • Seated with minimal distractions. • Encourage oral presentations or use of ICT as an alternative to written work where appropriate. • Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. • Dough disco to support fine motor • Range of fine motor and gross motor activities • Handwriting teaching • Integration of exercises within PE lessons 						
	Additional Interventions to help secure age-related expectations						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Physical Development</th> <th style="width: 25%;">Visual / Hearing</th> <th style="width: 25%;">Sensory Needs</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Referral to OT services • Access to IT resources if required • Storycise • Handwriting groups • Funfit </td> <td> <ul style="list-style-type: none"> • Access arrangements • Referral to specialist teacher advisors </td> <td> <ul style="list-style-type: none"> • Flexible uniform • Referral to Outreach team • Sensory circuits </td> </tr> </tbody> </table>	Physical Development	Visual / Hearing	Sensory Needs	<ul style="list-style-type: none"> • Referral to OT services • Access to IT resources if required • Storycise • Handwriting groups • Funfit 	<ul style="list-style-type: none"> • Access arrangements • Referral to specialist teacher advisors 	<ul style="list-style-type: none"> • Flexible uniform • Referral to Outreach team • Sensory circuits
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		<ul style="list-style-type: none">• Access to personalised /modified equipment• Support from Specialist teacher advisory team• Pre- teaching	<ul style="list-style-type: none">including the Annual Review).• Individually targeted Teaching Assistant support in class• Additional planning and arrangement for transition• Sensory circuits
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*All provision and intervention is agreed in discussion with SENCo, Phase Leader, class teacher and it is the responsibility of the class teacher to inform parents. These provisions inform the Graduated Response as detailed in the SEN Code of Practice and BCP's guidance.

For individual needs please refer to the pathway documents to identify where the child is in the cycle of APDR. For detailed universal and targeted support in Foundation subjects please refer to NASEN Teacher SEND handbook 2024

For further information about BCP Graduated Response refer to [BCP Graduated-response-toolkit](#)