

## West Borough Primary School

### Our Universal Offer

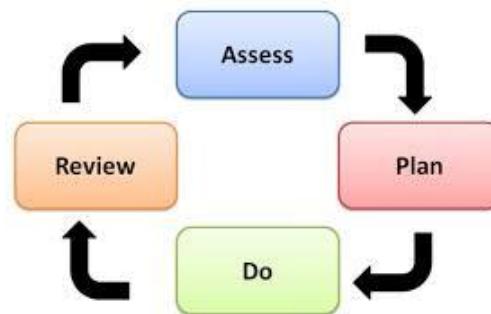
The SEND Code of Practice (2015) defines a child or young person as having SEN if they:

- have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning in any area of need than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The **Graduated Approach** refers to the system of SEN support within mainstream settings. It is the system by which we assess the needs of children and then provide appropriate support if necessary. It involves the staff and SENCO working together to see whether the universal offer is enough to support the children in a class and putting additional support in place if necessary.



All schools are required by law to use their **best endeavours** to meet the needs of all children. One of the ways that we do this is by our offer of Universal Support.

### Universal Support

Most children's needs will be able to be met in the classroom. This is called Universal support, because it is available for **all** children.

Universal support is given in every classroom, by **every** teacher and **for all children** – those with and without SEN.

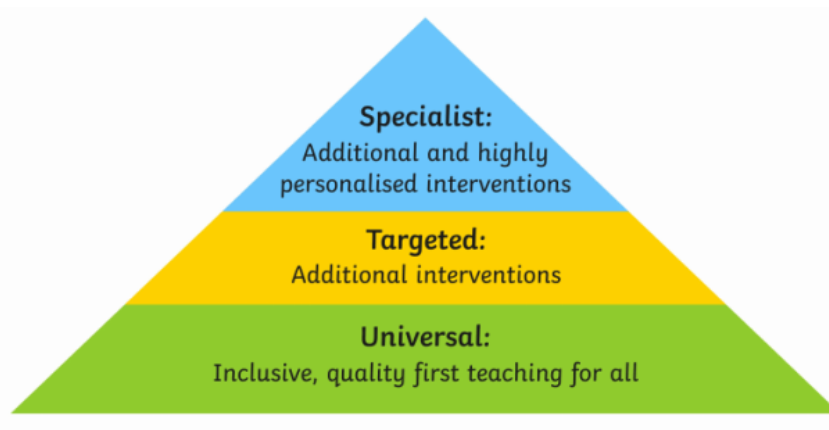
Universal support is focused on adaptive teaching. The level at which your child is learning might be different to that of other children in their class, but their needs will probably still be able to be met through our universal offer.

Our **Universal offer** includes, but is not limited to:

- A broad, balanced and relevant curriculum.
- High quality teaching that is adapted and personalised.
- High expectations of every child.
- Visual supports and timetables.
- Breaking down tasks into small chunks.

- Being given extra time to finish tasks that require prolonged periods of reading or listening.
- Well thought out transitions.
- Using alternative ways of recording work.
- Regular assessment of prior learning that supports and informs planning.
- A well-organised classroom with resources that are clearly labelled and accessible.
- A range of groupings within the class.
- Activities that are chunked into manageable tasks with the use of scaffolds and prompts.
- The use of movement breaks, sensory tools, voice recorders and visualisers as aids for learning where necessary.
- Targeted and time limited interventions.
- The use of pre- and post-teaching.
- Additional interventions to accelerate progress, such as precision teaching.
- Using recommended aids, such as laptops, coloured overlays, larger fonts etc
- Children's sensory needs are taken into account and planned for.
- The Zones of Regulation will be used to support with emotional well-being.

Our universal offer will meet the needs of **most** children and is available to everyone. If we feel that your child's needs can be met through our **universal** offer, they will not have a personalised plan.



### Targeted Support

For some children, a more **targeted** approach will be required. If this is the case, a personalised plan might be needed.

### Specialist Support

If a child has an EHC Plan, a more **specialist** approach will be needed. Children with an EHC Plan will have their plan reviewed three times a year in line with the SEN code of practice.

We will use the Mainstream Core Standards to support us in our delivery of the Universal offer.

<https://www.kelsi.org.uk/--data/assets/pdf-file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf>

Please contact Mrs Jury-Sofi (Interim Head/SENCO) [gjury-sofi@west-borough.kent.sch.uk](mailto:gjury-sofi@west-borough.kent.sch.uk) if you would like any further information.