



Park View Primary School

SEND Offer

2025/2026

SENCo: Miss Grace Fletcher



ORDINARILY AVAILABLE PROVISION



Ordinarily Available Provision is all the support, strategies and adjustments that EVERY CHILD can access in the classroom every day. It is part of our commitment to inclusive, high-quality teaching for all children.

CLASSROOM ENVIRONMENT	TEACHING APPROACHES	VISUAL SUPPORTS	RELATIONSHIPS AND BELONGING
• Consistent, explicit and predictable routines • Low-sensory and communication friendly environments • Seating considerations to best meet individual needs • Support to prepare for changes and transitions • Resources always accessible (eg. overlays, pencil grips, physical maths resources) • Regulation resources available with clear expectation of use (eg. Fidget tools, sensory activities) • Opportunities for movement	• Adaptive teaching and responding to assessment • Chunked instructions and information • Extra processing time • Modelling examples • Pre-teaching and overlearning new ideas and key vocabulary • Scaffolding of learning • Flexible grouping • Opportunities for repetition and retrieval	• Visual timetables and Now/Next boards. These are referred to throughout the day and used to explain changes • Dual coding (text + visuals) • Physical copies of board work • Visual labelling of the environment • Visuals to support communication of requests and emotions	• Strength-based language • High expectation partnered with high support • Opportunities to use talk to support and develop learning • Trauma-informed approaches that are based in relationship building, including PACE (playfulness, acceptance, curiosity and empathy) communication • MyHappyMinds curriculum • Common and familiar scripts about expectations • Social stories for transition • Access to Family Support Worker and Parent Guides on the website



SEN SUPPORT



Children receiving SEN Support require provision additional to or different from OAP.

Individual Education Plans set specific targets and outline targeted support. These are reviewed at least half-termly.

COMMUNICATION & INTERACTION	COGNITION & LEARNING	SENSORY / PHYSICAL	SOCIAL, EMOTIONAL AND MENTAL HEALTH
- Personalised timetables and task boards - Explicit teaching of vocabulary and social communication - Adapting delivery (eg. Simplified language) - Communication books or boards - Attention Autism intervention	- Precision teaching - Targeted overlearning or pre-teaching - Assistive technology (laptops, recording devices) - Small group work - Personalised curriculums - Additional assessments - Speech and Language intervention	- Backwards chaining - Reasonable adjustments for timetable or uniform - Personalised sensory diet - Fine and gross motor skills programmes and tools - Personal care plans - Adapted lessons and furniture - Resource Provision – Hearing Impairment - BSL in the curriculum	- Emotion coaching - ELSA – Emotional Literacy Support Assistant - TALA – Therapeutic Active Listening Assistant - Identified regulation spaces - Planned rest breaks - Personalised behaviour plans - Structured teaching of social skills (like turn taking or peer conflict resolution) - Planned check-ins with key adults - Social Stories

Following relevant professional involvement, evidence of the graduated approach, and thresholds have been met, school may request additional funding through an EHCP.

External Agencies and Local Services: *Hampshire Educational Psychology Service, Primary Behaviour Service, Specialist Teacher Advisory Service, NHS Children's Therapy Service, School Nursing Service, CAMHS, Mental Health Support Teams, EMTAS, PATCH Team, Basingstoke Early Help Hub, Children's Services, Maple Ridge Outreach, Young Carers*