

Ridgeway Offer

(Last updated January 2023)

This document outlines the provision which we offer for all children, including:

- Children with Special Educational Needs and Disabilities (SEND);
- Children with English as an Additional Language (EAL);
- Children in receipt of the Pupil Premium Grant (PPG);
- Children who are looked after (CLA) or previously looked after.

All mainstream state funded schools have responsibility to make appropriate full-time provision for all its pupils, including those with SEND. For the majority of pupils with SEND this funding can be met from funding that is directly delegated to schools and through making reasonable adjustments. Please see [Croydon's Local Offer](#) for more information about provision for children with SEND in schools.

Our universal offer of support is part of Quality First Teaching, and includes a range of strategies and approaches which are part of our classroom practice. For some children, the class teacher may also decide that they need more targeted individual or group support. This may take place within the classroom, or in a quieter space outside of the classroom.

The table below outlines the range of provision available at Ridgeway. We will continue to update and adapt this provision on a regular basis.

Communication and Interaction

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
Speech Sounds	<ul style="list-style-type: none"> • Recommendations from the Speech and Language Therapy (SLT) service: <ul style="list-style-type: none"> ○ Adults becoming familiar with the child’s language and noting the substitutions they make; ○ Avoiding asking for constant repetition of mispronounced words; ○ Avoiding finishing the pupil’s sentence or saying the words they can’t find (to avoid frustrating the pupil); ○ Repeating what the pupil says correctly so that they hear the correct sounds – it is not good practice to ask the pupil to repeat the sentence again after you; ○ Extending/expanding on what the pupil has said by adding new words or a new idea; ○ Making the pupil feel relaxed and building self-esteem and confidence; ○ Commenting on and praising good speech, and identifying and praising pupil’s other strengths. 	<ul style="list-style-type: none"> • Following a child’s NHS speech and language care plan • Speech sounds activities / modelling • Adults modelling correct use of sounds 	Guidance about speech sounds: Speech Blog BSP, speech & language resources for schools, therapists & parents (blacksheepress.co.uk)
Attention and Listening	<ul style="list-style-type: none"> • Visual ‘Attention and Listening’ symbols displayed in class and regularly referred to by adults. • Regular reminders and cues from adults to support the child to attend during whole class or small group sessions. • Use of the child’s name to gain attention. • Ask child to repeat back instructions. • Request child’s eye contact to gain attention. • Short and sequenced instructions, supported by visual cues (some children may only be able to process 1 or 2 instructions at a time). • Sand timer to support them to focus on a task for a given time. • Break up longer whole class carpet sessions with partner talking time, and physical movement breaks. • Fidget toys. • Careful seating within the classroom. • Individual workstations/distraction boards. • Access to quiet, distraction-free space. 	<ul style="list-style-type: none"> • ‘Attention Bucket’ • Attention and Listening symbols • Attention and Listening assessment. • Attention and Listening Groups • Lego Therapy 	Practical Help with Autism Gina Davies Autism Centre PECS Spooner and Woodcock – “Teaching children to listen”

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> • Time outs / brain breaks. • Class poster –what makes a good listener? 		
Language (expressive and receptive)	<ul style="list-style-type: none"> • Adults speak slowly and clearly. • Use visual aids to support key vocabulary, concepts and themes. • Use of alternative forms of communication (e.g. Makaton) to support understanding. • Modified and simplified teacher language, avoiding idioms and sarcasm. • Differentiated use of question style, such as offering a choice of responses. • Take into account the different kinds and diversity of speakers and listeners in the classroom. • Allow child waiting time before expecting them to respond immediately. • Checking and reinforcing understanding through repetition, rephrasing and demonstration and use of visual cues (e.g. objects, signs, symbols, pictures). • Following an instruction, check that the child has understood. Observe their response and clarify any misunderstandings – encourage self-help strategies such as rehearsal or visualisation. • Repeating parts of a conversation that a child hasn't understood. • Use of concept/topic maps. • Discrete teaching of common but more difficult words used commonly across the curriculum. • Teaching of new words, including definition, structure and pattern (e.g. words in words, rhyming words, syllables) and put in a meaningful context. • Give prompts if the pupil cannot think of the word (e.g. what do you do with it? Where would you find it? What does it look like?). 	<ul style="list-style-type: none"> • Following a child's NHS speech and language care plan • 'Lego Therapy' group • 'Rhodes to Language' receptive and expressive language programme • 'Language for Thinking' programme • Word games (e.g. Twenty Questions, What am I?) • Visual stories to support language development • Pre and post teaching to embed new vocabulary • Croydon Oracy Project 	<p>General information about communication: Afacic I Can</p> <p>Language development: "Rhodes to Language" - Rhodes PECS (communication cards)</p>
Social Communication	<ul style="list-style-type: none"> • Staff to use clear, unambiguous language to give instructions. • Verbal input supported by visual prompts, concrete objects and other multi-sensory cues. 	<ul style="list-style-type: none"> • Direct teaching of social skills (e.g. social communication, turn taking, 	<p>Information about ASD: National Autistic Society Autism Education Trust</p>

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> • Modelling of appropriate social interaction. • Visuals on a keyring to support the child to communicate their needs or feelings to an adult. • Prior notice and preparation to changes in daily routines. • Whole school autism awareness. 	<p>facial emotional recognition, understanding metaphors, making choices, initiating a conversation or game)</p> <ul style="list-style-type: none"> • 'Socially Speaking' activities • 'Comic Strip Conversations' • Inference activities 	<p>Ambitious about Autism Centre for Autism</p> <p>Social Stories: Carol Gray</p> <p>Inference skills: "Introducing inference" – Toomey and Harney</p>

Cognition and Learning

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
Phonics	<ul style="list-style-type: none"> • Little Wandle phonics programme • Songs/rhymes. • Multi-sensory approach (e.g. writing in the sand, foam, salt, water, chalk, tracing it out on sandpaper). • Computer games: Wordshark; Phonics Play; Busy Things. 	<ul style="list-style-type: none"> • Phonics group • Precision teaching • Little Wandle catch up 	<p>Little Wandle Letters and Sounds</p> <p>Oxford Owl</p>
Reading	<ul style="list-style-type: none"> • Variety of reading and language experiences to encourage reading for pleasures and meaning. • Access to a range of simple texts, and high quality engaging books. • Adults reading to children. • Children reading to adults. • Children reading with children (paired with an older/younger child in the school). • Oral comprehension opportunities. • Encourage pupils to use a range of cueing strategies (i.e. picture, context, syntax and meaning). • Observe how pupils are learning to read words, and support them to generalise rules (e.g. letter sequences, consonant clusters, vowel digraphs). • 'Reading Workshop' with range of activities (e.g. reading 'First News', comprehension, dictionary skills, group reading, browsing non-fiction for research, listening to audio books). • Cut up and reassemble stories/texts to match with the original and as a way to develop sequencing. • Cloze activities. • Check for visual stress (experiment with different coloured overlays and tinted paper). • Follow 'Dyslexia Friendly Classroom' recommendations. • Develop comprehension skills by using the 'VIPERS' approach. • Wordshark Online 	<ul style="list-style-type: none"> • Group reading • 1:1 reading to an adult • Reading Project (individual reading jointly co-ordinated with parents) • 'Barrington Stoke' Dyslexia Friendly books. • Precision teaching • 'SNIP' reading/spelling scheme • 'Toe by Toe' book • Reader scanning pen • Phonological assessment and integrated activities 	<p>Information about Dyslexia: British Dyslexia Association Croydon Dyslexia Association Reading Rockets Launching Young Readers</p> <p>Dyslexia Friendly Books: Barrington Stoke</p> <p>Toe by Toe: What is Toe By Toe? – Toe by Toe (toe-by-toe.co.uk)</p> <p>Sound Linkage: "Sound Linkage" - Hatcher</p>
Spelling	<ul style="list-style-type: none"> • Spelling/word workshop. • Games/ variety of ways to learn spellings (see Spelling Ideas booklet). 	<ul style="list-style-type: none"> • Differentiated weekly spellings 	

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> • 'Tricky Spellings in Cartoons' visuals. • Computer games: Wordshark, Phonics Play, Busy Things. 	<ul style="list-style-type: none"> • 'Word Wall' or books (daily writing of spellings to reinforce them) • Precision teaching • 'SNIP' reading/spelling scheme • 	
Writing	<ul style="list-style-type: none"> • Variety of opportunities for mark-making. • Multi-sensory approach (e.g. writing in the sand, foam, salt, water, chalk, tracing it out on sandpaper). • Finger spacers (e.g. lollysticks). • Dram/visuals/peer discussion to generate ideas. • Shared writing / drafting ideas on a whiteboard first. • Planning sheets / mindmaps / tasks broken down into steps / sentence starters /vocabulary banks. • Alphabet cards / Phonics mats (with visuals). • Wordbanks (for high frequency words or topic words). • Personalised wordbanks/dictionaries. • Sound recording button (for the child to say their sentence and then play it back to support with writing it down). • 'Lego writing' – using pieces of lego to represent words or punctuation. • 'Kung Fu' punctuation (actions to help remember punctuation symbols). • Editing checklists (peer editing/ self-editing). • Word processing longer pieces of writing. 	<ul style="list-style-type: none"> • Shared writing • Handwriting group • Adult scribing • Dictation software (speak to type) • Touch typing (English Type Junior) • Additional opportunities to type longer pieces of writing • Occupational Therapy programme to support fine motor development 	Touch typing: BBC Dance Mat (free progamme)
Maths	<ul style="list-style-type: none"> • Physical /concrete resources (e.g. number lines, Numicon, counters, hundred squares, 3D shapes, rulers, weighing scales). • Visuals on the walls (e.g. large number lines). • Songs/rhymes. • 'Teacher time' (where children show their understanding by teaching their peers). • 'Life skills' Maths opportunities (e.g. measuring, money, telling the time). • Computer games: Numbershark; Mathbase; Busy Things; J2Blast; Hit the Button; Maths Raps. 	<ul style="list-style-type: none"> • Times tables group • Maths games • Precision teaching ('Plus 1' or 'Power of 2' book) • 'Hands on Maths' books 	

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> Outdoor Maths opportunities. 		
General / Other	<ul style="list-style-type: none"> Modified or alternative learning objectives in daily teaching across all curriculum areas. Curriculum offer and daily lessons reflect range of learning styles. Learning tasks and activities are meaningful and relate to pupils' experiences/interests. Use of personal interests to motivate children to engage in learning. Information is present in a structured and cumulative way, building on, recapping and reinforcing existing knowledge. Allow extra thinking time to process information and compose a response. Use of praise and positive language to boost pupils' self-esteem and value pupils' efforts and strengths. Visual timetable of the day/week. Personal visual timetable. KS1 Challenge Ticklist. Task boards to break tasks into manageable steps/chunks. Peer support ('Helping buddy'). Sharing good examples of learning with peers in class or in other classes. Concentration screen or personal workstation (to block out distractions). Personal checklists of what to do. Visual signs around the classroom /school building. Time management support (to help with their independence). Opportunities for children to become 'experts' in something, or to have responsibilities in class. Consideration of ways to make learning more accessible (e.g. use of bullet points, mind maps, flow charts, font size, colour of paper). Support with overcoming Selective Mutism 	<ul style="list-style-type: none"> Opportunities for overlearning to recap and embed Pre- and post-teaching of new concepts Small group support in class, to enable child to understand and access learning tasks Individual learning planned from previous year's curriculum (for children working at least 2 years behind peers) 1:1 adult support to enable child to understand and access learning tasks TEACCH trays 'Now and Next' board Alternative methods for written recording in other areas of the curriculum (e.g. adult scribe, photos, videos, peer support, assistive technology) Selective Mutism intervention 	<p>Information about ADHD: ADDISS</p> <p>Selective Mutism: "The Selective Mutism Resource Manual"- Johnson and Wintgens</p>

Social, Emotional and Mental Health

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
Managing emotions Anxiety Well-being Self-esteem Mental Health	<ul style="list-style-type: none"> • 'Ridgeway Nurture' outreach support • RSHE curriculum. • Zones of Regulation whole school approach to understanding emotions and behaviour (linked to whole school Behaviour Policy). • Personal 'toolbox' of strategies to support self-regulation. • Emotion Coaching approach. • Warm welcome at the beginning of each day/session. • All adults modelling positive behaviour and interactions. • Whole class expectations of behaviour. • Adults to avoid giving instructions framed as questions. • Clear/consistent routines (support with any changes to routine). • Support with transitions. • Anxiety scales (to 'rate' the level of their anxiety). • Mindful colouring. • Worry book. • Safe spot / time out card. • Being a mentor to a younger child in the school. • Feelings charts. • Additional check-ins with class teacher. • Positive reinforcement. • Forest School. • Adults manage distressed and challenging behaviour by: <ul style="list-style-type: none"> ○ Tactical ignoring and use of non-verbal signals; ○ Reminders/reinforcement of positive behaviour (rather than drawing attention to poor behaviour); ○ Use of straight forward, explicit language (reducing dialogue); ○ Acknowledgement of appropriate behaviours and activities; ○ Use of language of choice, with reminders of consequences; ○ Allowing time, stepping back and allowing child to take control and change behaviour; 	<ul style="list-style-type: none"> • ELSA (emotional literacy support assistant) 1:1 sessions • Breakfast Club • Nurture group • Theraplay • Sibling support • Adult mentor • Individual behaviour plan • Sand Play • Drawing and Talking • Build to Express • Emotional Understanding • Structured lunchtimes (including time in Tech Room) • Home-School contact book. 	General resources to support wellbeing and mental health: Mind Ed Anna Freud Information about the Zones of Regulation: Zones of Regulation

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> ○ Prompts/attention to refocus on learning tasks or other distractions to end inappropriate behaviour; ○ Sensitive use of rewards and motivators, where appropriate. 		
Peer relationships	<ul style="list-style-type: none"> ● 'Ridgeway Nurture' outreach support ● Turn taking games. ● Friendship timetable (for playtimes). ● Careful groupings/pairings in class. ● Arrange seating in class to minimise disruption and potential conflict. 	<ul style="list-style-type: none"> ● Social Skills group ● Friendship support ● Social stories (e.g. kind hands, kind words) ● Comic book conversations 	
Attachment	<ul style="list-style-type: none"> ● 'Ridgeway Nurture' outreach support ● Building trusted relationships with familiar adults ● Use of transitional objects ● Creating a link with home (e.g. drawing a heart on their hand and the parent's hand so that they can touch it and get a virtual hug) ● Morning routine 	<ul style="list-style-type: none"> ● Breakfast Club (to support separation anxiety) ● Additional check-ins for adopted children 	

Sensory and/or Physical

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
Sensory	<ul style="list-style-type: none"> • Chewies / theratubes • Fidget toys / squishy balls • Weighted cushions / wobble cushions • Theraputty / playdough • Movement breaks • Messy play • Exercise ball • Theraband / resistance bands • Heavy lifting exercises • Adjustments to reduce impact of any over or under sensory stimuli (e.g. ear defenders in the lunch hall) 	<ul style="list-style-type: none"> • Cooking • Sensory diet 	Croydon Children's OT service
Fine motor skills	<ul style="list-style-type: none"> • Writing slope • Pencil grips / wide pencils and pens / left-handed pencil/pens • Adapted scissors • Preparation for writing activities, such as hand warm ups and body strengthening activities incorporated in daily teaching • Modified/enlarged writing frames and task sheet to support with the layout and presentation of work • Activities to support manual dexterity (e.g. manipulating play dough, popping bubble wrap, squeezing clothes pegs, scrunching paper, squirting water pistols, wringing out wet sponges, stretching rubber bands construction toys, ripping up pieces of paper, sewing, threading, using tweezers) 	<ul style="list-style-type: none"> • Touch Typing (English Type Junior) • Additional handwriting • Fine motor skills • Scissor skills 	
Gross motor skills	<ul style="list-style-type: none"> • PE sequence cards, to support independent changing for PE • Pre-planned modifications to PE lessons (including exercises to develop core muscle strength) • Alternatives to standard bats and balls to develop skills and success in throwing, catching and hitting. 	<ul style="list-style-type: none"> • Gross motor skills group 	
Developmental Coordination Disorder (DCD) (also known as dyspraxia)	<ul style="list-style-type: none"> • Encourage good seating, both feet flat and sitting upright • Tasks broken down into smaller, more achievable chunks • Extra time allowed to complete tasks • Rest and movement breaks to address fatigue and sustain concentration 	<ul style="list-style-type: none"> • Targeted support to develop self-care and independence skills 	Information about DCD (dyspraxia): Dyspraxia Foundation

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> • Alternatives to written recording (e.g. word processing, peer support) • See 'Fine Motor Skills' and 'Gross Motor Skills' for further ideas 		
Hearing Impairment	<ul style="list-style-type: none"> • Creation of a good listening environment (reduction of background noise, where possible) • Seating arranged to optimise access to verbal input and lip-reading • Adults to speak naturally and clearly, facing pupils as they speak. • Cueing to support attention and listening • Extra thinking time to help pupils process information and compose a response. • Instructions and verbal explanations are repeated, rephrased and/or demonstrated to check pupils understand • Management of turn taking in class/group discussions and repetition of key points made by other children • Use of a range of visual cues and physical prompts, including signing (if appropriate) to support access and understanding • DVDs and online content made accessible (e.g. subtitles) • Access to rest breaks as required • Awareness of how listening tasks could be adapted (e.g. in French or Music lessons) • Support for inclusion in extra-curricular activities • Access arrangements in place for tests and exams (if embedded as normal way of working) 	<ul style="list-style-type: none"> • Personalised access/support plan • Pre and post teaching of subject specific vocabulary • Enhanced/modified 1:1 teaching of phonics • Tailored reading programme • Direct teaching from HI teacher • Additional adult support for note-taking • Adult support for managing personal aids and additional specialist audiology equipment • Support for social interactions during play/lunchtime 	National Deaf Children's Society DELTA
Visual Impairment	<ul style="list-style-type: none"> • Support for inclusion in extra-curricular activities • Encourage independence and self-help skills through making learning environment uncluttered with resources and other regularly used objects stored and positioned in consistent locations using tactile labels, as required • Use of clean whiteboards and black pens, to increase contrast • Interactive whiteboard presentations to be clear, visually uncluttered and with good contrast. 	<ul style="list-style-type: none"> • Personalised access/support plan • Direct teaching from VI teacher • Adult support for modifying resources • Pre and post teaching of new skills and concepts 	

Area of Need	Our universal offer of support includes:	Targeted support includes:	Links / resources
	<ul style="list-style-type: none"> • Audit/adjustments to physical environment and seating arrangements, taking into consideration light and sound, glare and reverberation. • Careful consideration of presentation of learning materials, spacing and size of text, choice of font and colour of paper. • Any image, words or information that is pointed to, should be accompanied by a verbal description. • Use of multi-sensory teaching approaches, with increased opportunities to use their other senses (touch, hearing and smell), including holding real objects and artefacts. • Use of assistive technology such as audio-visual devices, a laptop/ipad with accessibility options and software to allow pupil to work at their own pace, and increase opportunities for independent learning. • Extra time to process information and complete tasks • Rest breaks to reduce impact of visual fatigue and effort to access learning • Access arrangements in place for tests and exams (if embedded as normal way of working) 	<ul style="list-style-type: none"> • Direct teaching of new skills, such as touch typing, mobility and/or social skills. • Additional opportunities to develop and use sense of touch to support access and communication (e.g. manual dexterity, tracking skills and tactile perception) • Support for social interactions during play/lunchtime • Social skills group to encourage social inclusion 	