



Kings Ash Academy – Universal Offer

Communication and Interaction	Executive Functioning	Sensory	Motor and Physical	Social and Emotional
• Flexible teaching arrangements • Total Communication Approaches • Autism Friendly approaches • Communication friendly environments • Structured school and classroom routines • Warning given before change • Differentiated curriculum delivery e.g. simplified language/pace of delivery • Use of visual, models, resources • Visual timetables with images/photos • Use of timers • Use of symbols/<u>widgets</u> • Dual coding (word with image) • Key vocab displayed on task board • Use of signing (Makaton) • Repetition/clarification of instructions • Planned speaking and listening activities. • Role play / drama opportunities. • Planned social interaction experiences • Speech and Language support groups • Attention Builders • Babbling babies/Toddler Talk/Blast/ • 'Now and Next' approach • Social stories	• Adapted teaching and learning opportunities (tasks broken down, simplified language) • Differentiated output or outcome e.g. use of ICT, fewer sentences • Adapted workspace • Increased use of visual aids/modelling • Increased use of manipulatives • Visual timetable • 'Now' and 'next' approach • Class task board • Repetition/clarification of instructions • A range of visuals to support learning (Sound chart, word bank, number grid) • Use of puzzles, quizzes and games • Enriched curriculum offer (visitors/trips) • A wide range of reading material • Read Write Inc. (levelled groups) • Accelerated Reader - scheme • Colourful Sentences • Spelling sessions • Knowledge organisers • Mind maps • Planners • Small group/adult support for English, maths, foundation subjects • Pre/post teaching (group) • Supported retrieval practice • Pupil conferencing	• Considered seating arrangements • Considered access arrangements • Planned breaks from learning. • Multi-sensory activities and resources • Planned access to sensory tool kit • Access to equipment - wobble cushion, chair band, ear defenders • Awareness of sensory fatigue	• Considered seating arrangements • Considered access arrangements • Stage-appropriate equipment • Resources and opportunities `to develop fine motor skills. • Resources and opportunities to develop gross motor skills. • Planned breaks from learning. • Multi-sensory activities and resources • Additional support in PE lessons • Adapted PE resources /activities • Additional support and planning for children with physical needs • Multi-sensory activities and resources • Access to equipment - IT, sloping board, pencil grips • Awareness of physical fatigue • Fit for life intervention • Intimate care (EYFS)	• Consistent positive behaviour approach • Relational approach • Structured school and classroom routines • An enriched offer of after-school activities • Progressive SMSC, PSHE, SRE curriculum • Play leaders available to support • Visual timetables • Use of visuals/Makaton to assist expression of emotions • Visual emotion check-in resources • 5-point regulation scale • Use of first-hand experiences to stimulate learning • School Council • Well-being team to support children • Breakfast club/after school club • Alternative playtime/lunchtime provision • Pastoral support • Emotion check-ins • Bereavement support • Team Teach approaches • Use of reflection book

Attendance support:	The school's attendance strategy—outlined in the attendance one-pager—is both relational and rigorous. It features: • Daily absence alerts shared with SLT, safeguarding, and pastoral teams. • Attendance team consisting of SAC, AIC, admin, safeguarding, pastoral to ensure a 'whole school' approach is taken to attendance • Attendance team conduct same-day phone calls to check wellbeing and identify barriers early. • Vulnerable pupils tracked through the safeguarding system, with attendance monitored closely for increased risk. • Using A-Star Attendance system to issue Stage 1 and 2 letters, followed by stage 3 medical-evidence letters if concerns persist. • Attendance Reward Schemes build pupil motivation and confidence. • 1% club uses data driven evidence to highlight children whose attendance is at risk of falling into a different category, short term support is provided to encourage a longer-term overall impact on attendance. • Weekly celebration assemblies and end of term recognition for consistent attendance. • Regular pupil voice on attendance gives window into barriers from a pupil point of view. This information is analysed into common themes and then the SAC leads on actioning key priorities to address any barriers to attendance.
Family Support and signposting:	Relational, non-judgemental support for parents and carers including: • practical guidance around routines, behaviour, and wellbeing. • signposting to a wide range of community services including health and mental health support, financial advice, housing services, food banks, and local charities • referrals to external support agencies including Early Help • response to families facing sudden challenges (bereavement, homelessness, parental illness, domestic abuse etc) including referrals to support agencies and pastoral intervention for pupils
Clubs and opportunities:	• After school clubs for Performing Arts, Singing and art. • After school clubs available for children from Yr1-6 for a range of sports across the year. • Wider musical opportunities available to children including attendance at events in the local community. • Opportunities for flute/recorder and violin lessons. • Specialist music teacher delivering music weekly to all year groups. • Specialist P.E teacher delivering lessons to all children from Rec-Yr6. • Links with external organisations for arrangement of activities relating to music include; Sound Communities, Bournemouth Symphony Orchestra, Paignton Parish Church, Devon Music Hub, Torbay, Torbay Arts in Schools Network, Torre Abbey amongst others for arranging events and wider opportunities relating to music and art. • Links with external organisations for arrangement of activities relating to P.E. include; Torquay United, Paignton Academy, Local schools football league, Torbay Tigers amongst others. • Regular pupil voice on clubs and opportunities gives pupil's an active say in which clubs are available with the club schedule framed around the results of these survey collections.
Communication with parents and carers:	• Weekly parent email with key messages • Half termly celebration newsletter (Canva) • Arbor message facility for parent teacher communication • Open door culture- teachers on door beginning and end of day, SLT and Family support available beginning and end of day on gates • SENCo drop in sessions • Parent noticeboard • Termly parents evenings with class teachers with a termly one-page report shared at parents evenings • Termly learning celebrations with parents invited into classes to share learning • Community Cafe open every Friday and during school events/performances • 'Family' used in EYFS to post wow moments and highlights in progress