

Universal Offer 2026-2027

1. Introduction and Framework Overview

This document outlines the graduated response to pupil needs at Hillesley Primary School for the 2026-2027 academic year. To ensure every child reaches their full potential, the school facilitates the **Graduated Pathway** as set out in the SEN Code of Practice. This involves a tiered approach to support, categorised into three "Waves" of intervention:

- **Wave 1: High Quality Teaching (Universal Support):** This represents the inclusive, high-quality teaching provided to all pupils in every classroom. It involves adaptive teaching strategies, explicit instruction, and structured school routines.
- **Wave 2: Catch-up / Small Group Interventions (Targeted Support):** This level of support is designed for pupils who may need additional help to "close the gap" through time-limited, small-group interventions.
- **Wave 3: SEN / 1:1 Support (Specialist/Individualised Support):** This involves highly personalised and intensive support, often involving 1:1 sessions or specialist input from external agencies to meet specific Special Educational Needs (SEN).

2. Cognition and Learning

The following provisions support pupils in developing their thinking, memory, and academic skills.

Wave 1: High Quality Teaching	Wave 2: Targeted Groups	Wave 3: Specialist 1:1
• Adaptive teaching (planning, activities, delivery, and outcome)	• Handwriting groups	• Input from Advisory Teaching Service (ATS)
• Explicit instruction and clear explanations	• Comprehension groups	• Precision teaching
• 'Chunking' of information	• Precision Spelling groups	• Literacy Gold
• Modelling, checks for understanding, and guided instruction	• Maths groups	• Additional daily individual reading (1:1)
• Managing cognitive load	• Booster 'closing the gap' groups	• 1:1 support
• Metacognition (planning, monitoring, and evaluating own learning)	• Teacher/TP led interventions	• Specific work on My Plan/+ objectives
• Flexible grouping	• Pre-teach groups	
• Use of technology	• Literacy Gold	
• Illustrated dictionaries	• Number Stacks intervention	
• Use of model texts and Talk4Writing strategies	• ULS Phonics Intervention	
• Use of writing frames		
• Use of manipulatives in maths		
• Use of visual representations		
• TA support in class		

3. Communication and Interaction

Provisions in this section focus on supporting pupils with speech, language, and social communication needs.

Wave 1: High Quality Teaching	Wave 2: Targeted Groups	Wave 3: Specialist 1:1
• Adaptive teaching (e.g., simplified language)	• TA in-class support for speech, language	• Speech and language therapist and/or TA support
• Explicit instruction – clear explanation	• Social skills groups (turn-taking, speaking, and listening)	• Input from Advisory Teaching Service (ATS)
• Modelling, checks for understanding, and guided instruction	• Circle time intervention	• Visual organiser/timetable
• Managing cognitive load	• Lunchtime TA-led friendship groups	• Individual workstations
• Metacognition (planning, monitoring, and evaluating own learning)	• ‘Now & Next’ boards	• Language for thinking
• Use of technology	• Home/school comms book	• Language for behaviour and emotions
• Increased visual aids/modelling etc.	• ‘Cut & splice’ sentences	• Comic strip Conversations
• Visual timetables		• Social Stories©
• The Social Skills Picture Book		• Time to Talk with TA
• Structured school and class routines		

4. Social, Emotional and Mental Health (SEMH)

These provisions outline the school’s trauma-informed approach to supporting well-being and emotional regulation.

Wave 1: High Quality Teaching	Wave 2: Targeted Groups	Wave 3: Specialist 1:1
• Whole school behaviour and relationships policy	• Circle time	• Individual counselling from trained counsellor
• Lumi Nova (online anxiety/worry support)	• Social skills groups (turn-taking, speaking, and listening)	• Individual reward system
• Whole school/class rules	• Circle of Friends intervention	• Home-to-school record book
• Class reward systems (House points/values cert)	• Lunchtime TA-led friendship groups	• Educational Psychologist input
• Whole-class yoga	• Small group yoga	• Play Therapy
• Circle Time and PSHE lessons	• Social Stories©	• Social stories©
• Mindfulness activities	• Drawing & Talking	
• Coram SCARF curriculum		

5. Sensory and Physical

This section details the support available for pupils with sensory processing needs or physical impairments.

Wave 1: High Quality Teaching	Wave 2: Targeted Groups	Wave 3: Specialist 1:1
• Flexible teaching arrangements	• Additional motor skills intervention (Fizzy)	• Individual support in class during PE and playtimes
• Staff awareness of physical impairment implications	• Keyboard skills practice	• Occupational Therapy (OT) and Physio support/exercises
• Accessibility plan amended as required	• Hand strengthening (Playdough disco)	• Motor Skills programme (Fizzy)
• ULS Handwriting scheme	• Touch typing	• Regulation room
• Teaching resources for fine/gross motor skill development		• Weighted blankets and writing slopes
		• Pencil grips and ‘fiddle toys’
		• Wobble cushions and stools
		• Playdough Disco (Individualised)
		• Interoception activities