



*"Inspiring minds to ignite lifelong learning"*



**Onchan Primary School**  
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## Onchan School Additional Needs Provision

### Universal Provision

Universal Provision forms the foundation for all provision or support offered to pupils at Onchan School and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for our pupils.

Universal provision is based on inclusive approaches to teaching and learning which benefit all pupils but are essential for those with Additional Educational Needs (AEN). We aim to put in place reasonable adjustments for individual needs to ensure that Onchan School is, for example, communication-friendly or adaptive for any sensory and physical needs that pupils may have.

Onchan School's universal provision for all pupils, including those with Additional Educational Needs, includes:

- A broad, balanced and relevant curriculum with high engagement of pupils
- High quality teaching that is differentiated and personalised
- High expectations of every pupil
- Potential areas of difficulty are addressed through seeking to remove any barriers to learning
- Regularly monitoring, assessing and reviewing pupils' development and progress

### Quality First Teaching

Inclusive quality first teaching recognises that all pupils progress at different rates and have different ways in which they learn best. Teachers set high expectations for every pupil and use a range of strategies to overcome any potential areas of difficulty.

The essential characteristics of quality first teaching include:

- clear, well designed lesson plans
- frequent opportunities to involve and engage with pupils
- appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills
- providing pupils with the chance to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently in an age appropriate way.
- using encouragement and (authentic) praise to engage and motivate pupils

Pupils with AEN and other needs are included and make progress as the result of teacher-led, differentiated quality first teaching.

In order to achieve the high-quality teaching required for Universal Provision in Onchan School, it is essential that teaching staff access the ongoing continuous professional development necessary for understanding the needs of pupils with a variety of AEN. Where there is robust universal provision, some children will be identified to require additional support, or targeted provision, to make good progress. It is important to remember that if the quality of universal provision is high, the need for targeted provision is likely to be less, as more of the pupils will have the majority of their learning needs met.

Ongoing strategies by teaching staff to meet the needs of all pupils, particularly those with AEN, are likely to reduce the need for multiple targeted intervention groups and allow pupils to learn in a more inclusive way.

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## Where identified Additional Needs result in a change of provision

High quality universal teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that in order to make progress with their learning, behaviour or development **some** will require additional support in the form of carefully selected, targeted support and interventions. This will have been identified through the school assessment process. Communication with families is key and staff will seek to share information in a timely manner where appropriate.

All targeted support and interventions should have a specific set of outcomes and pupils should access the targeted support or intervention alongside high quality classroom teaching.

Onchan School identifies the precise needs of the children and then provides appropriate support and delivers interventions to address those needs. Needs are identified through observation, lessons, learning produced and conversations with both parents/carers and the children. Onchan School will ensure that:

- the needs of the child will be appropriately identified to put the right intervention in place
- support and interventions will be child specific
- targeted support, will become an everyday part of the provision for a pupil with specific, longer term educational needs, such as the use of visual resources, use of technology, physical resources etc.
- targeted interventions, which are short term, will use focused teaching approaches which are planned for a small group or individual pupils

## Where further support, from outside agencies is required

Some pupils may require referrals to outside agencies. The class teacher will liaise with the Special Educational Needs Coordinator (SENCo) and a meeting with parents will be arranged to discuss the needs of the child. Parents will be required to give their consent for any referral made to outside agencies. The SENCo will prepare and submit the referral to the relevant agency. The agency will then contact the parents to acknowledge the receipt of any referrals.

## Complex Needs- Mainstream

Some pupils with more complex and significant needs may require specialist support or services to supplement what Onchan School can ordinarily offer.

Specialist support does not need to be delivered in a specialist setting. Many pupils access specialist support in the school.

Pupils, requiring specialist support, will need access to interventions or provision over and above that which is ordinarily available to children and young people of the same age.

A specific professional may support the SENCo to identify and plan the specialist support that children with more complex needs require.

Onchan School is able to request support from a range of specialist services to develop an understanding of the provision requirements for a pupil.

Specialist Services include, but is not exhaustive:

- Educational Psychology
- PSAC

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- Hearing Impaired Team
- Visual Impaired Team
- CAMHS
- CRUSE
- Speech and Language Therapy
- Isle Listen
- Children's Centre
- Children's Therapy
- 

## Complex Needs – SPC

Transitioning from the Pre-School Assessment Centre (PSAC) to Onchan School involves careful consideration of each child's needs. While some pupils may seamlessly integrate into mainstream settings, others may find the Specialist Provision Centre (SPC) to be the most suitable environment. In our SPC, we prioritise individualised attention, maintaining a high staff-to-child ratio to tailor the curriculum according to each learner's requirements as specified by PSAC

Within the SPC we follow the EQUALS curriculum, specifically designed to accommodate those with complex needs. This curriculum has four distinct pathways: the Profound and Multiple Learning Difficulties (PMLD) Pathway, Informal Pathway, Semi-Formal Pathway, and Formal Pathway. Each pathway is adapted to offer learning opportunities tailored to the developmental level of the pupils.

Our curriculum emphasises the development of life skills essential for our learners to thrive as contributing members of the community. By nurturing their abilities and fostering independence, we aim to equip them with the tools necessary for leading fulfilling lives beyond the classroom. In the Specialist Provision Centre, we are committed to providing a supportive and enriching educational experience that empowers our learners to reach their full potential and many individualised life skill enrichment activities.

We collaborate closely with a range of external agencies, including speech and language therapists, occupational therapists, educational psychologists, and parents, to establish frequently reviewed targets and develop individualised learning plans for all children within our provision. This collaborative approach ensures that the unique needs of each child are understood and addressed comprehensively, allowing us to tailor our support and interventions effectively. By working together with these external partners and parents, we strive to create a cohesive support network that fosters the optimal development and well-being of every child in our care.

## Where further support, from outside agencies, is required

Some pupils may require referrals to outside agencies including the Disability Social Work Team, Speech and Language, Occupational Therapy, CAMHS. The class teacher and key worker will liaise with the SPC Manager and then a meeting with parents will be arranged to discuss the needs/areas of concern. Parents will be required to give their consent for any referral made to outside agencies. The SPC Manager, teacher and key worker will prepare and submit the referral to the relevant agency.

The relevant agency will then contact the parents to acknowledge the receipt of the referral. A meeting or observation of the child will then be scheduled when it is convenient for parents, teacher and the child to attend.

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