

Continuum of Learning & Inclusion for Schools

School Offer & Pathways for Students with Additional and Complex Needs

Onchan Primary School



Introduction

At Onchan School, we believe that high-quality, inclusive teaching is the foundation of effective support for all children, including those with additional or complex needs. Our approach reflects the principles of the Continuum of Learning and Inclusion, which places a strong emphasis on the Universal Offer and the importance of meeting children's needs through responsive classroom practice.

It is well established that there is not a specific teaching pedagogy for Additional Educational Needs and Disabilities (AEND). As Davis and Florian (2004) state, the teaching methods used to support children with AEND are not significantly different from those used to teach all children. We recognise that the strategies which benefit children with additional needs are often those that enhance learning for all.

Through skilled teaching, positive relationships, adaptive practice and a nurturing environment, staff carefully plan and respond to the diverse strengths and needs of children within their classrooms. High-quality teaching is always our first response when a child experiences difficulties or is not making expected progress. As outlined in the SEND Code of Practice (DfE, 2015), high-quality classroom teaching should be the first step in addressing areas of need and supporting progress.

At Onchan School, teachers use ongoing assessment, evidence-informed strategies and a strong understanding of individual children to identify and remove barriers to learning. By maintaining high expectations and creating inclusive learning environments, we aim to ensure that every child feels valued, supported and able to achieve their individual potential.

Identifying SEN:

At Onchan School, the early identification of additional needs is a shared responsibility between class teachers, the Inclusion Lead, families and, where appropriate, external professionals. We recognise that identifying needs at the earliest opportunity and responding with appropriate support can have a significant impact on a child's wellbeing, progress and long-term outcomes.

A child is considered to have Additional Educational Needs (AEN) if they:

A – have a **significantly** greater difficulty in learning than the **majority** of children of the same age; or

B – have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

We recognise that not all children who experience difficulties in learning will have AEN. Some children may require additional support or adaptations at different points in their education, and their needs can be effectively met through the provision available within our Universal Offer through a Quality First Teaching approach. It is the nature, level and duration of support required that helps determine whether a child's needs are considered significant enough to require AEN provision.

At Onchan School, we use a graduated and responsive approach to support. When a child is identified as having a significantly greater difficulty in learning that requires provision additional to, or different from, that ordinarily available, a Personal Learning Plan (PLP) will be developed to identify outcomes, provision and strategies to support progress.

We recognise that every child's needs are unique. As such, PLPs are proportionate to the complexity and level of need. For some children, a concise one-page assessment and plan may be sufficient to identify and coordinate support. For others, a more detailed multi-agency plan may be required, involving input from families, school staff and external professionals. **Regular reviews** ensure that support remains responsive, effective and centred on the child's strengths, needs and aspirations.

Four 'broad areas of need' are identified.

SEN Pathway and Assessment

Identification

Onchan School uses a range of assessment tools, including teacher assessments, observations, and external assessments, to identify students with AEND. This will be an ongoing process and will involve input from teachers, SENCO/Inclusion Lead, parents, and external agencies where necessary.

Below are the internal assessments used within school.

Internal Assessments	
Infant Language Link Speech Link	The Speech and Language Link is a structured tool used to screen, assess and support pupils' speech, language and communication skills across areas such as understanding language, expressive language, vocabulary and listening. It helps staff quickly identify children who may have speech and language needs and provides linked resources and intervention activities to support targeted development. Speech and Language Link is used to inform early identification and intervention planning, it is used alongside professional judgement and, where needed, specialist speech and language therapy input rather than as a standalone diagnostic assessment.
GL Assessment – WRAT	The GL WRAT (Wide Range Achievement Test) is a standardised assessment used to measure a pupil's attainment in reading, spelling and mathematics compared with other children of the same age. It helps schools identify strengths and areas of difficulty, establish baselines, and monitor progress over time or following interventions. WRAT provides useful evidence for informing support and SEND planning, but it is a screening tool rather than a diagnostic assessment.
PHAB2	The PHAB2 (Phonological Assessment Battery, Second Edition) is a standardised assessment used to measure a pupil's phonological processing skills, including phonological awareness, phonological memory and rapid naming abilities that underpin reading and spelling development. It helps schools identify children who may be experiencing difficulties with literacy acquisition or who may be showing indicators associated with dyslexia and other specific learning difficulties. PHAB2 provides valuable information to inform targeted interventions and SEND planning, but it is used as part of a wider assessment process rather than as a diagnostic tool on its own.

YARC	The York Assessment of Reading for Comprehension (YARC) is a standardised assessment used to measure a pupil's reading accuracy, fluency and comprehension skills and compare their performance with that of other children of the same age. It helps schools identify specific areas of strength and difficulty within reading, informing targeted teaching, interventions and SEND support. YARC provides detailed information about a child's reading profile, but it is used alongside teacher assessment and other evidence rather than as a diagnostic tool in isolation.
Boxhall	The Boxall Profile is an assessment tool used to measure a pupil's social, emotional and behavioural development, helping schools understand strengths, needs and barriers to learning. It supports the identification of areas where children may benefit from additional nurture, emotional support or targeted interventions, and helps staff plan and monitor the impact of that support over time. The Boxall Profile provides valuable insight into a child's developmental needs but is used alongside professional judgement, observations and wider assessment information rather than as a diagnostic tool.
SDQ	The Strengths and Difficulties Questionnaire (SDQ) is a screening tool used to measure a pupil's social, emotional and behavioural strengths and difficulties across areas such as emotional wellbeing, behaviour, peer relationships and attention. It helps schools identify children who may benefit from additional support, informs intervention planning, and can be used to monitor changes over time. The SDQ provides useful information about a child's wellbeing and functioning but is used alongside professional judgement, observations and other assessment information rather than as a diagnostic tool.
Number Stacks	Number Stacks is a structured mathematics intervention designed to develop pupils' number sense, calculation strategies and conceptual understanding of number operations. It helps identify and address gaps in mathematical understanding through targeted, step-by-step teaching and practice, often supporting learners who are working below age-related expectations in numeracy. From the Number Stacks assessment we can provide a focused intervention approach that can improve fluency and confidence in maths, but it is most effective when used alongside classroom teaching and wider assessment information rather than in isolation.

Communication and interaction

Children and young people may experience differences in speech, language, communication and social interaction that affect how they understand information, express themselves, build relationships and engage in learning. These differences can present in a variety of ways and may change over time.

Every child has a unique profile of strengths and needs. Some children may require support with understanding and using language, expressing their thoughts and ideas, listening and attention, or navigating the social aspects of communication. Others may experience differences in social interaction, communication and flexibility of thinking, which can influence how they engage with learning, relationships and changes in routine.

At Onchan School, we recognise that communication is fundamental to learning, wellbeing and participation. Through high-quality inclusive teaching, supportive relationships and appropriate adaptations, we aim to remove barriers to communication and ensure that all children can access learning, express themselves, develop meaningful relationships and experience a strong sense of belonging within our school community.

Where additional needs are identified, support is tailored to the individual child and developed in partnership with families and, where appropriate, external professionals. We focus on understanding each child's strengths, aspirations and areas for development to ensure they are fully included in all aspects of school life.

Cognition and learning

Some children and young people may experience barriers to learning that mean they require additional support to access the curriculum, develop skills and make progress over time. They may benefit from adapted teaching approaches, carefully planned support, targeted interventions and personalised strategies to help them engage fully in their learning.

Children's learning profiles are diverse and may include a range of strengths and needs across different areas of development. Some children may require support with aspects of cognition and learning, while others may need more significant and sustained support that impacts on their ability to access learning independently. In some cases, children may also experience additional needs relating to communication, physical development, mobility or sensory processing.

Within the Isle of Man Inclusive Education Guidance (2024), there is a clear expectation that inclusion is built through responsive, high-quality teaching and the removal of barriers to participation. At Onchan School, we reflect this through our commitment to understanding each child as an individual and ensuring that learning is adapted so that all children can access, engage in and contribute to school life.

Through inclusive practice, strong relationships and a nurturing environment, we aim to support every child to experience success, develop independence and achieve their full potential within our school community.

Social and psychological wellbeing

Some children and young people may experience social, emotional and mental health (SEMH) needs which can create barriers to learning, participation, relationships and wellbeing. These experiences may vary over time and can influence how a child feels, communicates, interacts with others and engages in school life.

Children may present in different ways. Some may appear withdrawn, anxious or unsettled, while others may communicate their needs through behaviours that reflect distress, frustration, difficulties with regulation or unmet emotional needs. These responses are understood as communication and are supported through a consistent, relational and nurturing approach.

Some children may also experience additional needs relating to attention, emotional regulation or attachment-based difficulties, which can affect their ability to sustain focus, manage change, develop relationships and feel secure within school routines and expectations.

In line with the Isle of Man Inclusive Education Guidance (2024), Onchan School recognises the importance of understanding the context behind behaviour and removing barriers to inclusion and engagement. We are committed to creating a safe, predictable and supportive environment where positive relationships are central.

Through inclusive practice, high expectations, and a strong emphasis on connection and belonging, we aim to support all children to develop emotional resilience, confidence and the skills needed to participate fully in school life and achieve their potential.

Physical, sensory, medical

Some children and young people may experience sensory and/or physical needs which create barriers to learning, access and participation in school life. These needs may require additional provision, specialist support or adapted resources to ensure that children can engage fully in all aspects of their education.

Some children may have a vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI), and may benefit from specialist equipment, adapted teaching approaches and targeted support to develop independence, confidence and effective access to their learning environment.

Children and young people with a physical disability (PD) may require reasonable adjustments, ongoing support or specialist equipment to ensure they can participate fully in learning, school activities and the wider life of the school alongside their peers.

In line with the Isle of Man Inclusive Education Guidance (2024), Onchan School is committed to identifying and removing barriers to learning and participation. Through high-quality inclusive teaching, thoughtful adaptations and close collaboration with families and external professionals, we ensure that provision is responsive to individual needs.

We recognise and value the strengths of every child. Our aim is to create an inclusive environment where all children feel a strong sense of belonging and are supported to achieve their individual potential and take an active part in school life.

Universal Offer

Quality First Teaching

At Onchan School, high-quality teaching is central to our commitment to inclusion and to the success of every child. All teachers take responsibility for ensuring that children are supported to learn, achieve and thrive, including those with Special Educational Needs and Disabilities (SEND).

We deliver Quality First Teaching that is inclusive, responsive and grounded in strong professional practice. Lessons are carefully planned to meet a range of learning needs and include appropriate scaffolding, flexible teaching approaches and the use of a variety of resources and strategies so that all children can access and engage with the curriculum.

Teachers use ongoing assessment to understand children’s starting points, monitor progress and respond promptly to emerging needs. Where required, learning is adapted through targeted support, adjustments to teaching approaches and personalised strategies to ensure every child can make progress and experience success.

In line with the Isle of Man Inclusive Education Guidance (2024), we recognise that high-quality, inclusive classroom practice is the first and most important response to meeting need. At Onchan School, we believe that strong relationships, high expectations and skilled teaching create the conditions for all children to feel confident, included and able to achieve their best.

Universal Offer		
Environmental factors - seating, grouping, layout, proximity to board, room temperature, lighting. Displays - working walls, key vocab, visual support etc.	Daily reading.	Calm corner accessible, in all classrooms if/when needed.

Give access to a wide range of practical resources to support learning e.g hundred squares, number lines, numicon, cubes, sound buttons, letter mats, word mats, sound buttons.	Daily Monster Phonics (KS1 and Year 3) and additional intervention when needed. (From Sept 2026) Superhero Spelling (KS2) (From Sept 2026)	Positive, welcoming approach; calm music to start morning and afternoon. Greeting children each morning and afternoon. Inclusive classroom environments
Foster an independent approach to their learning (with appropriate support given).	Variety of ways to carry out and present learning in order to engage all learners and set high expectations e.g. diagrams, mind maps, group work.	Teach the pupil how to reflect on and monitor their own behaviour through restorative conversation.
Use of AFL Strategies.	Visual timetables - written, pictorial (Using Widget)	Whole class awareness of relaxation techniques (e.g listening to music, Go Noodle - flow, mindfulness, deep breathing, brain breaks) and access to a quiet place to go to relax
Activities/instructions to be broken down into manageable chunks.	Children are provided with meaningful and relevant learning opportunities across the curriculum. Teaching to the learning and not the lesson.	Positive relationships encouraged, modelled and fostered.
Mathletics	Assisted technology available for children to use.	Active breaks - brain breaks, movement etc.
Plus 1 Power of 2 Times Table Time	Zones of Regulation	Nurture Room (Hippos)
Immersive Reader	Speech to Text	Fine Motor Activities

Additional Support and Additional Support Plus

Where children require additional support beyond our Universal Offer at Onchan School, we provide targeted interventions that are carefully matched to individual needs. These may be short-term or longer-term and are designed to address specific areas of development, helping children to build confidence, close gaps and make progress in their learning.

Where appropriate, children will have an Individual Education Plan (IEP) which outlines key priorities, strategies and intended outcomes. These plans are proportionate to need and focus on meaningful, achievable next steps that support progress over time.

Interventions and support plans are regularly reviewed in collaboration with staff, children and families. This ensures that provision remains relevant, responsive and effective, and that next steps are clearly identified to support continued progress and success.

Additional Education Offer				
Cognition and Learning		Social and Psychological Wellbeing	Physical, Sensory, Medical	Social Communication and Interaction
Numberstacks	Paired Reading	Emotional Wellbeing Group	Smart Hands	Social Stories
Precision Teaching	Memory Games	Lego Therapy	Write Dance	Widgets and visual aids
Language for Thinking	Monster Phonics – Intervention (From Sept 2026)	Community Farm	Wobble cushion, standing desks, Slanted desks.	Lego Therapy

Higher-order reading skills by taking part in a guided reading group above their decoding level.	Assistive Technology e.g. Immersive Reader application	Theraplay	Fizzy Programme	Speech Therapy Support
Language Link Intervention Group	Stanley Thore's Reading and Spelling	Drawing and Talking	Sensory Circuits	Nurture Group
STILE	Memory Magic	Volcano in my Tummy		
Stairway to Spelling	Toe by Toe	Socially Speaking		
Fuzz Buzz	Talisman Reading	Nurture Group		
Wolf Hill- Reading books				

Complex Needs

For children with more complex or ongoing needs, Onchan School works closely with a range of external specialists to ensure the right support is in place. This may include professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS (Child and Adolescent Mental Health Services), and specialist advisory teachers, including support from the Targeted Needs Service (TNS).

In these cases, we work in partnership with families and external agencies to develop a more detailed and coordinated plan of support. This ensures that provision is carefully tailored to the child's individual profile of need and clearly identifies strategies, interventions and outcomes to support progress and wellbeing.

These plans are regularly reviewed and adapted in response to the child's changing needs, ensuring that support remains effective, responsive and focused on helping each child to feel secure, included and able to achieve their potential within the Onchan School community.