

Whole school provision map- 2025/26



Area of Need	All pupils, where appropriate (QFT)	Catch Up support classroom based	Cause for concern leading to SEN support	High need/EHC plan
<p>Cognition and Learning</p>	<p>High expectations of children and appropriate challenge for all Clear feedback and next steps in their learning – children involved in the process and given time to respond Behaviour for Learning at the heart of lessons/school ethos Learning walls to support key learning points Time to talk things through with a Talk Partner before feeding back to class Scaffolded curriculum planning, activities, delivery and outcome. Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Illustrated dictionaries. Access to a laptop. In class support from a TA/ teacher. Focused group work with teacher/ TA eg guided reading/writing. Individual reading with a TA RWI Accelerated reader Coloured overlay Printed L.O Modified worksheets e.g. large print</p>	<p>Booster Maths Groups Booster Literacy Groups In class support from TA Individual reading with TA (increased times) `Catch Up` reading programme. High frequency word games. Sight words Precision teaching Multi-sensory spelling practice groups Memory games Fresh Start</p>	<p>Intense focused literacy support groups 1x weekly. Additional phonics support Dyslexia Gold Beat dyslexia PAT Additional individual reading. Support from SEN HLTA Paired reading Peer tutoring Access to and support from SENCO and external agencies Toe by toe Power of one/ Plus Two Word wasp Breaking barriers intervention Sound linkage Memory magic First words Refer to dyslexia outreach Phonological awareness Alphabet Arc My Special Alphabet book Maths Whizz</p>	<p>1:1 TA S2S support Alternative provisions put in place SRB placement Personalised curriculum</p>
<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome, eg</p>	<p>In class support from TA with some focus on supporting</p>	<p>SENCO involvement Speech and language support</p>	<p>Support from speech and language.</p>

	<p>simplified language. Increased visual aids/modelling etc. Visual timetables. Use of symbols. Structured school and class routines. Carpet space</p>	<p>speech and language. Work station Listening games and activities Ear defenders Social stories</p>	<p>1:1 support from HLTA 2-3 times a week Colourful semantics Shape coding Personalised visual timetables/ now/then board Symbols/ picture cards to support communication Sensory circuits Lego therapy Access to support from ASD team for social, interaction and communication difficulties. Social skills group Vocabulary group Talk boost Assessments and advice from speech and language HLTA</p>	<p>Referral to LIFT/ ATT Sensory assessment- Open arms Speech and language intensive programme daily. Speech and Language support, eg speech therapist and/or TA 1:1 support in classroom to support communication Makaton/ PECS PECS book/ communication aid ICT – Writing with Symbols (widget) The NEST</p>
<p>Social, Emotional and Mental Health</p>	<p>Whole school behaviour policy Whole school/class rules Class reward and consequence systems Circle time RSE curriculum activities and resources Access to a key adult at all times Feelings cards Online safety curriculum Achievement/ celebration assembly</p>	<p>Small group circle time Group reward system Support for unstructured activities Mindfulness work/ calming strategies Nurture twice a week Drawing and Talking intervention Daily/ weekly check ins from PSA</p>	<p>SENCO involvement ELSA/ Nurture 3/4 times a week Individual reward system Peer mentoring Individually tailored timetables Boxall profile completed Sensory circuits Strength and difficulties questionnaire completed Nelsons journey School nurse referral Letter to GP to support referral to a paediatrician Access to support from SEMH team for social and emotional difficulties Support from EP. Referral to MHST Social skills group Forest Schools Zones of regulation intervention Play therapy</p>	<p>S2S support Referral to SRB for outreach/placement Support from county inclusion team FCAMHS referral Personalised curriculum/ 1:1 support</p>

<p>Physical needs</p>	<p>Flexible teaching arrangements inc seating arrangements Staff aware of impairment. Medical support. Brain gym exercises. Uses of pencil grips. Modified worksheets. Adapted resources e.g. cutlery, PE equipment</p>	<p>Additional keyboard skills. 2x15mins Additional handwriting practice.2x15mins Access to equipment, eg sloping boards, pencil grips. Support with personal care and independence</p>	<p>Motor skills programme for small group or individuals with SEN HLTA 3x20 mins a week Occupational Therapy support Gross motor support from PS 'Write from the start' programme. Keyboard skills group Support from VSSS Use of hearing loop School nurse referral</p>	<p>Individual support in class and PE. Physiotherapy programme. Access to ICT (ATT) S2S support Occupational therapist programme. Speech therapist programme. Support from SALT-implementation of eating/drinking advice</p>
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