

SEND Provision Map 2025

Area of Need	Universal Provision	Short Term Provision	Long Term Provision	Assessments	External Agency
Cognition & Learning (Maths)	<p>See universal offer.</p> <p>Small Steps curriculum.</p> <p>All students' progress tracked, and key strategies implemented.</p> <p>Parent's evenings 2 x yearly and report 3 x yearly.</p> <p>Adapted lessons and flexible grouping according to students' ability and learning styles.</p> <p>Range of resources to encourage cognitive development</p> <p>CPA resources available in all classes.</p> <p>SumDog and Maths working walls linked to current learning, including key words.</p> <p>Maths Study Guides for Y5 & 6.</p>	<p>Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff.</p> <p>Key Marginals and allied meetings with SLT to identify gaps before they widen and plan short term interventions/support for learning.</p> <p>Focused Maths programme based on gap analysis.</p> <p>Targeted Fluency Bee interventions.</p> <p>Focused Times Table Practice.</p>	<p>Numicon – groups of up to 4 children. Supports visualisation and use of numbers plus key concepts.</p> <p>Plus 1/ Power of 2 – individual daily maths intervention/coaching approach.</p> <p>Additional support in class, may include additional scaffolding, use of resources to aid understanding and practice opportunities.</p> <p>Bespoke individual curriculum, which may include elements of longer term provision such as Numicon as appropriate.</p>	<p>Fluency Bee</p> <p>PUMA</p> <p>Indigo House Dyscalculia assessment (Parent Funded)</p>	<p>Referral to SES Cognition and Learning for advice. Possibility of Pearson Maths assessment (through SES currently as not in school).</p> <p>SENDCO to consider application for EHCP/SES support/SPLD team.</p>
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Cognition & Learning (English)	<p>See Universal Offer</p> <p>Direct intervention following lessons to challenge misconceptions and support learning/overlearning.</p> <p>All students' progress tracked, and key strategies implemented.</p> <p>Parent's evenings and report 3x yearly.</p> <p>Adapted lessons according</p>	<p>Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff.</p> <p>Key Marginals and allied meetings with SLT to identify gaps before they widen and plan short term interventions/support for learning.</p> <p>Small group teaching/practice of skills.</p>	<p>PLPS written and reviewed termly etc</p> <p>Additional support in class, may include additional scaffolding or use of resources to aid understanding.</p> <p>Pre teaching of key information/precision teaching.</p> <p>SENDCO available for parents evenings/PLP review meetings</p>	<p>Working Memory Raring Scale</p> <p>Auditory working memory</p> <p>Visual Working Memory</p> <p>Vernon Spelling Assessment</p> <p>Salford Reading Assessment</p> <p>Sandwell Early Numeracy Test</p> <p>BPVS</p>	<p>Referral to SES Cognition and Learning for advice. Individual reading and spelling test, BPVS, Language Link assessments.</p> <p>Bespoke individual curriculum, which may include elements of longer term provision such as Individual Phonics, Dancing Bears, Metacognition direct instruction, overlearning etc as appropriate.</p>

	<p>to students' ability and learning styles.</p> <p>Access to language rich texts and vocabulary.</p> <p>Little Wandle Phonics in R/1/2</p> <p>Daily reading for fluency through Little Wandle</p> <p>WAGOLL examples available.</p> <p>Spellings 2x weekly in KS2, handwriting daily in Class 1</p> <p>Reading books sent home, reading records, reading to adults in school.</p> <p>Reading Challenge</p> <p>Literacy working walls linked to current learning, including key words.</p> <p>Oracy talk strategies used to develop vocabulary</p>	<p>R/1/2 Little Wandle Rapid Catch Up sessions.</p> <p>Additional time reading to an adult/ practicing sounds using flash cards/ working on metacognition related skills (e.g. rhyme, syllables, phonemes).</p> <p>Additional assessment using range of tests to rule out broader concerns and needs for support.</p>	<p>Beat Dyslexia (with metacognition tasks using Helen Arkell scheme – Target Reading Accuracy)</p> <p>Dancing Bears/Apples and Pears (individual phonics approx. 10 mins daily)</p> <p>Toe by Toe (daily individual phonics scheme),</p> <p>Stride Ahead</p> <p>Individual Phonics/dyslexia based phonics intervention. Stareway to Spelling</p> <p>Catch up your code</p>	<p>Herts Phonological Awareness Test</p> <p>Indigo House Dyslexia assessment (Parent Funded)</p>	<p>SENDCO to consider application for EHCP/SES support/SPLD team.</p> <p>Applications for special test arrangements (e.g. reader, scribe, laptop, extra time, rest breaks, transcripts).</p>
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<p>Communication & Interaction (Social & ASD)</p>	<p>See Universal Offer</p> <p>All students' progress tracked, and key strategies implemented across subjects</p> <p>Opportunities for class discussion across the curriculum – sentence prompts for less confident children.</p> <p>Visual prompts and aids across the curriculum, which are subject specific and clarify key language.</p> <p>Opportunities at break and lunch to interact with peers. Clubs, enrichment and links with community.</p>	<p>Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff.</p> <p>ELSA assessment - individual plans created and reviewed termly, with TAs offering individual, paired or small group interventions based on action plans. This may be a response to a short term life change or bereavement.</p> <p>Short term or one off intervention such as comic book conversations and social stories, and incident related work including mediation.</p>	<p>PLPS written and reviewed termly etc</p> <p>Additional support in class, may include additional differentiation or use of resources to aid understanding, overlearning, skill practice etc.</p> <p>Pre teaching of key information/precision teaching, clarifying misconceptions.</p> <p>ELSA/Nurture</p> <p>Socially Speaking – groups of up to 4, develops a range of social skills, tone, scenario planning, rehearsing, appropriate</p>	<p>Welcomm</p> <p>ELSA</p>	<p>Referral to SES Communication and Interaction for advice.</p> <p>NDD referral – for support or assessment of children with suspected neuro divergence,</p> <p>Whole school or individual advice from SES re behaviour strategies from Inclusion service</p> <p>Bespoke individual curriculum, which may include elements of other provision e.g. socially speaking etc.</p> <p>SENDCO to consider application for EHCP</p>

	Welcomm & NELI screenings for all children in reception / any child new to the school with concerns.	Restorative Practice as needed. Buddy system with peers/adult mentoring. Language/vocab plans and added support. Misconception revision/ overlearning/ support as needed Social interventions as needed: Circle of Friends, self-esteem, anxiety, managing strong emotions etc. Sensory needs audit/ sensory classroom assessment.	expression. Lego Therapy – groups of up to 3. Works on collaboration, turn taking, social communication. Sensory circuits/breaks/fidgets/ chair bands/wobble cushions etc.		Additional support in class target at supporting language, social skills etc from wide range listed elsewhere. Application for exam special arrangements as appropriate (scribe, additional time, separate room, rest breaks etc) Application to OT/paediatrician for further advice and assessment following school sensory needs assessment.
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Communication & Interaction (Language)	See Universal Offer All students' progress tracked, and key strategies implemented across subjects Knowledge organisers for all subjects, including language mapping and PSHE and RE links and opportunities for interaction with peers. Opportunities for class discussion across the curriculum – sentence prompts for less confident children. Visual prompts and aids across the curriculum, which are subject specific and clarify key language. Specific vocabulary work in subjects, English and maths alongside word banks and displays. Opportunities at break and lunch to interact with peers.	Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff. Speech and/or Language Link intervention programmes, based on areas of concern raised on these standardised assessments. Pre-teaching / precision teaching / direct instruction for children struggling with managing new language, or to clear up misconceptions / help children make links. Short term interventions / worksheets linked to a pronunciation or comprehension difficulty. Adapted work to make language clearer, to reduce learning load for new words, to offer word lists or glossaries.	Speech and Language Groups Colourful Semantics PLPS written and reviewed termly with parents at least termly. SMART targets. SENDCo monitored and advice given. Additional support in class, may include additional differentiation or use of resources to aid understanding. Pre teaching of key information/precision teaching, clarifying miscomprehensions. Link/Speech link interventions individually or in small groups. Possible referral to SALT if the child gains a red area after speech or language screening, in order to have a more thorough assessment	Speech & Language Link Welcomm BPVS NELI	Referral to SES Communication and Interaction/ SALT / Cognition and Learning for advice. Bespoke individual curriculum, which may include elements of other provision e.g. Language Link, individual SALT etc. Work simplified with clear, simple content and focus on scaffolding language. SENDCo to consider application for EHCP Additional support in class target at supporting language, social skills etc. Referral to Paediatrician if possible picture of Language delay as part of a more complex presentation of need.

	Clubs, enrichment and links with community. Welcomm & NELI screenings for all children in reception / any child new to the school with concerns. Talk strategies from Voice 21 programme		and specialist input.		
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SEMH	<p>See Universal Offer</p> <p>Supportive pastoral system, with good links with parents/carers.</p> <p>Links to wider community and opportunities to read and talk to a range of adults.</p> <p>Assemblies, displays and rewards to encourage positive self-esteem and 'feeling special' including star of the week, values cup, team points & courageous Advocacy.</p> <p>Consistent behavioural approaches, causing a calm environment; restorative practice used.</p> <p>ORFORD Code & Learning Behaviours.</p> <p>Good links with high schools to ensure a smooth transition.</p> <p>Early identification of learning difficulties or differences, allowing proactive supporting of children and reducing frustration.</p> <p>All staff have de-escalation training and, including ACES awareness and trauma.</p> <p>Information for all staff</p>	<p>Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff.</p> <p>Early Help Offer</p> <p>Short term support for difficulties caused by life events e.g. death, family change, loss, increased anxiety etc.</p> <p>Bereavement work – using Winston's Wish resources -Diocese Bereavement Pack.</p> <p>Mental Health First Aiders in school.</p> <p>School nursing team available for specific work and talk with children.</p> <p>ELSA/Nurture based interventions for short term support.</p> <p>Individual Target cards, reward charts, mentoring.</p> <p>Prompt & Reminder Cards.</p> <p>Additional meeting with parents re specific behavioural occurrences – team approach, home/school diary.</p> <p>Use of time out cards and designated area, feelings ratings, fidget toys,</p>	<p>PLPS written and reviewed termly if appropriate. Shared with parents at least termly. SMART targets. SENDCo monitored and advice given.</p> <p>Sensory breaks, transitional objects, safety strategies.</p> <p>Additional support in class, may include additional resources, short breaks, reassurance and 'touching base', mentoring etc.</p> <p>Support from School Nursing Team for individual work regarding a specific SEBD concern.</p> <p>Self esteem group</p> <p>Anxiety workshops/ groups (e.g. There's a volcano in my tummy. Talk about... intervention).</p> <p>Individual, paired or small group ELSA interventions, following individual action plans – both activities and strategies.</p> <p>Support from Mental Health First Aiders</p> <p>Additional support from EWO, school staff, SENDCo in case of attendance difficulties relating to mental health/wellbeing. Creation of EBSA</p>	<p>ELSA Assessment</p> <p>Boxhall</p> <p>SDQ</p>	<p>Referral to MHST for additional mental health support and guidance.</p> <p>Links and referrals to outside agencies e.g. Winston's Wish, Hospice, Counselling.</p> <p>Referral to CAMHS through Emotional Wellbeing Hub/GP, Educational Psychologist.</p> <p>Possible 4 houses, CAF, TAC referrals and support for parents.</p> <p>School Safe de-escalation and appropriate restraint training for all staff. Additional support from School Safe team around specific concerns and behaviours potentially posing risk.</p>

	about behaviour management approaches.	Sensory breaks, time practicing grounding, breathing exercises, mindfulness HT meeting regularly with EWO and support offered early for changes in attendance. Wellbeing diaries/journals. Social Skills Programme/Social Stories.	attendance plan. Individual Behaviour Plan shared with all adults and signed by parents, reviewed frequently and updated as needed. Possible named adult for trips and visits and separate risk assessment Referral to parenting courses/ de escalation training for parents/carers – which may be supported by school i.e. Solihull. Referral to CAMHS, Behaviour Support Service, Educational Psychologist for assessment, advise and recommendations.		
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Sensory	See Universal Offer. Neutral / Soft display boards in class. Ear defenders and quiet spaces available.	Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff. Possibility of travel around school in quieter times. Individual safety/evacuation plan. Individual Risk assessment. Adapted resources and appropriate support as needed Language maps/additional vocab input. Social/friendship input if needed.	Support, strategies, equipment and adaptations as advised by outside professionals. E.g. IT, microphones or surround sound, visual cues, Dictaphones, automatic recording of teaching etc. Pre-teaching of subject specific and new vocabulary, precision teaching approach with overlearning as needed.	FMC Checklist Sensory Checklist	School Nurse GP Autism Outreach EHCP application / HTN or EYFSHTN funding as needed. Referral to Sensory team for specific hearing/vision advice Adapted exam papers – e.g. coloured paper, enlarged test papers, signed/teacher reading of script for auditory part of assessments as appropriate for children with hearing impairment. Additional time, separate venue, reader, scribe, rest breaks etc as needed in class and exams. IT assessment application as needed.
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<p>Physical</p>	<p>See Universal Offer</p> <p>Inclusive practices throughout the curriculum.</p> <p>Extra-curricular clubs and opportunities for all.</p> <p>Accessible, one story site with disabled toilet, ramps and handrails - see accessibility plan.</p> <p>Regular training for teachers to support children with specific needs.</p> <p>Good access to and around classrooms.</p> <p>All staff have Paediatric First Aid training.</p>	<p>Student One Page Profile with strategies located in class folders and circulated to all teachers and support staff.</p> <p>Personal Fire Evacuation Plan.</p> <p>Involvement of sensory support service & or observations and feedback by LA Visual Impaired and Hearing-Impaired Service.</p> <p>Advice/Recommendations from School Nursing Team/Medical Team/Sensory Support Service.</p> <p>Specialist pencils, pencil grips, ruler with handles, laptops, wrist supports, writing slopes, wobble cushion.</p> <p>Space to leave books/equipment throughout the day.</p> <p>Transitional visits and meetings with key staff to support transition for Year 6.</p> <p>Additional communication with home.</p> <p>Possibility of travel around school in quieter times.</p>	<p>Referral to external agencies i.e School Nursing /training, OT/Paediatrician for specific awareness and equipment.</p> <p>Implementation of advice from OT/physiotherapists – which may include exercises, adaptations to equipment or facilities, physiotherapy, monitoring of diabetes/epilepsy/CF symptoms/medication protocols/ personal care etc.</p> <p>Interventions including:</p> <ul style="list-style-type: none"> • Gym Trail (in groups of up to 8), working on fine and gross motor skills at least 3x weekly. <ul style="list-style-type: none"> • Finger gym • Nelson Handwriting programme <p>Access plan/assessment with stake holder.</p> <p>Adaptations to trips and visits to ensure accessibility for all.</p> <p>Individual Laptop for all written work.</p> <p>Dietary needs met by the school canteen.</p>	<p>Movement Assessment Battery for Children</p>	<p>Referral to Occupational Therapy or the Sensory Support Team, Physical support team,Hearing/Visual Impairment Team.</p> <p>Care Plans created with parents and/or health professionals and shared with appropriate members of staff with permission from child and family.</p> <p>Manual Handling training/advice from OT and/or school nursing</p> <p>Application for EHCP and/or HTN funding as appropriate</p> <p>Risk assessment for pupils and/or staff in caring role as needed.</p> <p>Referral for IT needs assessment.</p> <p>Sensory Support Service</p>
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