



SEND Provision Map 2026-2027

Cognition and Learning		
Quality First Teaching strategies available if needed	SEN support – Targeted support	SEN Support – Specialist support (Involvement of external agencies)
• Pupil's name established before giving instructions • Clear and simple instructions, delivered in manageable chunks • Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary • Check for understanding by asking the child to repeat/explain to a response partner or adult • Lots of adult modelling • Use of visual timetables • Ask child/adult supporting child to jot down key points/instructions • Give the child thinking time before response is needed • Collaborative working opportunities - mixed ability pairs/talk partners • Repetition, overlearning and reinforcement of skills • Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to peer/adult, use of ICT • Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying • Avoid black pen on whiteboard, use blue or green instead • Multi-sensory approach to learning • Visual cues and prompts, key vocabulary displayed/available, working walls, word mats	• Carefully adapted work that is suitable to pupil's ability • Opportunities for over-learning • Quiet working spaces • Pre-warning of any changes • Specific interventions to address significant gaps in learning: Morph Mastery, Plus 1, DLD and Me, Numeracy Catchup	• SALT (Speech & Language Therapy) • ISAS (Inclusion Support Advisory Service) • EP (Educational Psychologist) • Highly personalised curriculum

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| <ul style="list-style-type: none">• Tasks simplified or extended• Seat child at front of class near to whiteboard• Provide individual copy of resources, using easy to read font, including changing sizing and line spaces.• Provide individual whiteboard to make notes and reduce copying from board• Provide titles/learning objectives etc. to avoid excessive writing• Pencil grips, writing boards, harder pencils• Pre-teach vocabulary• Personalised vocabulary lists• Regular adult check-ins• Provide writing frames | | |
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• Communication and Interaction		
Quality First Teaching strategies available if needed	SEN support – Targeted support	SEN Support – Specialist support (Involvement of external agencies)
• Peer modelling in conversations • Initial adult support which can be removed when child is feeling more confident • Visual prompts and cues • Prompt cards for group roles and conversation skills • Clear and simple explanations, one step at a time • Reduce instructions into smaller easier to understand steps • Talk partner opportunities • Pre-teaching of subject vocabulary • Model correct pronunciation by repeating correctly • Preparation (pre-warning) for change of activity or lesson • Check understanding by asking them to repeat • Application of specific speech targets during the day • Extra time to process what has been said • Regular check-ins from adults to ensure understanding	• Application of specific speech targets during the day • Zones of Regulation • 3 Houses Intervention • Drawing and Talking intervention • SALT targets	• SALT (Speech & Language Therapy) • ISAS (Inclusion Support Advisory Service) • EP (Educational Psychologist)

Social, Emotional and Mental Health		
Quality First Teaching strategies available if needed	SEN support – Targeted support	SEN Support – Specialist support (Involvement of external agencies)
• Clear whole school behaviour policy • Reinforcement of rules – visual prompts to support • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Positive praise • Structured routines and clear guidelines • PSHE curriculum to include themes such as mental health and emotional wellbeing • Whole school promotion of resilience, building self-esteem, growth mindset displays • Playtime and lunchtime provision – quiet areas, structured games, inside area • Restorative conversations • Positive language • Whole school Citizenship Values • Kindness Committee • Use of calming or fiddle toys/ tools • Own designated seating space • Calming/Self-regulation strategies • Time out systems within the classroom and beyond • Meet & Greet • Soft starts • Movement breaks	• 3 Houses Intervention • EBSA toolkit • EBSA wellbeing cards • Circles of Control • Fear Landscaping • Ideal Classroom • Risk & Resilience grading • Exit cards • Zones of Regulation • Nurture Intervention	• CAMHS (Child and Adolescent Mental Health Service) • Compass – Changing Lives • Educational Psychologist • ISAS (Inclusion Support Advisory Service) • Escalation Plan • Part-time Timetables

Sensory and/or Physical		
Quality First Teaching strategies available if needed	SEN support – Targeted support	SEN Support – Specialist support
• Reduce background noise to improve acoustic environment • Consider seating according to needs and position near teacher • Uncluttered and well-organised learning environment and materials • Good lighting • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Pre-prepared work with date/LI • Individual copies of resources, printing, materials etc. • Electronic copies of work • Pencil grips • Chunky pencils • Specialist writing pens • Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc. • Fidget aids • Occupational therapy aids such as wobble cushions, footstools, rubber bands on chairs • Sensory breaks • Ear defenders	• Proprioception aids such as peanut balls and sensory circuits • Interoception interventions • Movement breaks • Environmental sensory audit	• EP (Educational Psychologist) • ISAS (Inclusion Advisory Support Service) • OT (Occupational Therapist) • VI (Visual Impairment support) • HI (Hearing impairment Support) • School Nurse