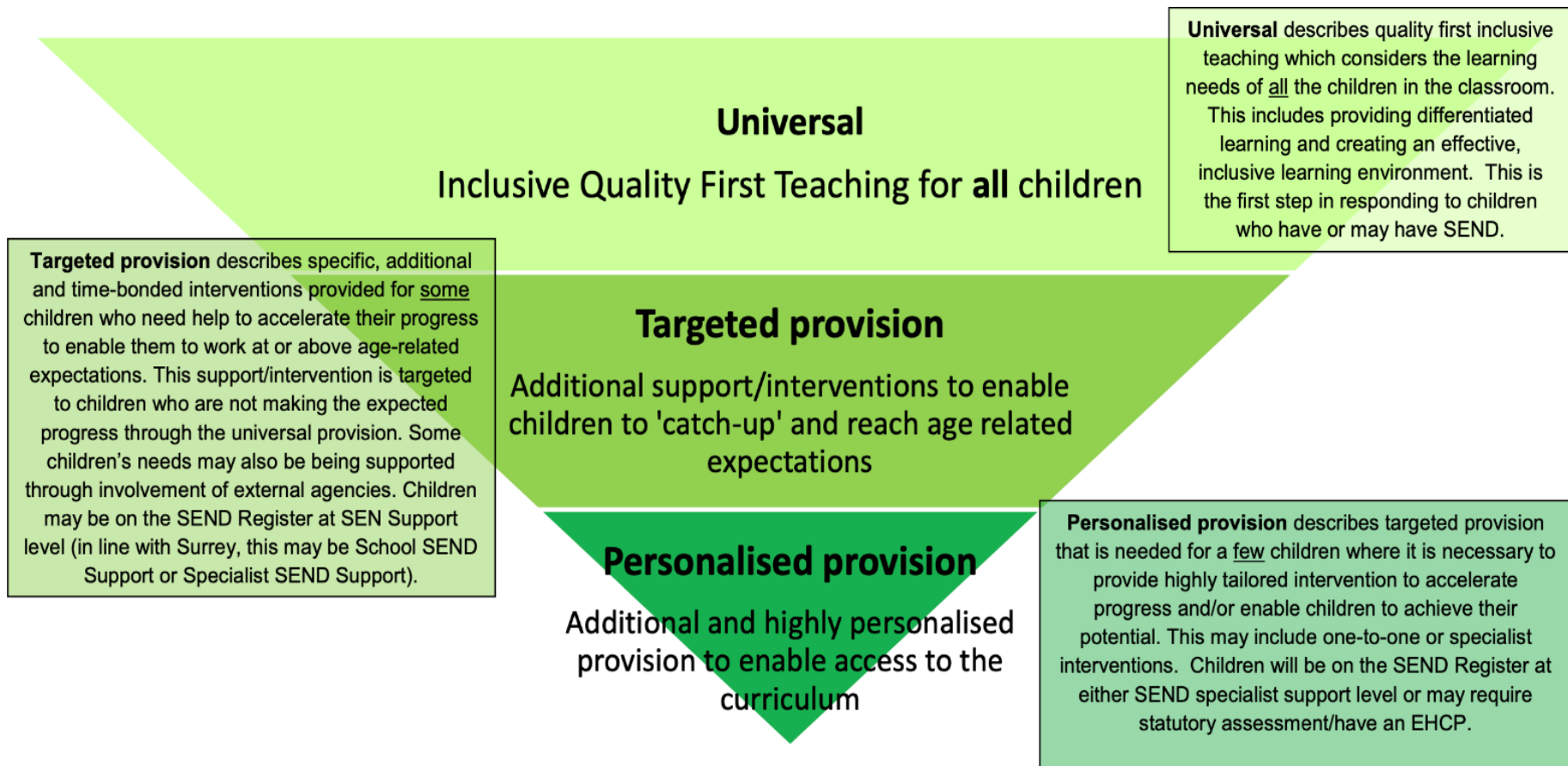




SEND Provision Map

Through this provision map, we have outlined a range of support that some of the children at Cleeve Prior CE Primary School may require during the school year, though this may be adjusted to cater for changing needs and it is provided subject to budgetary constraints. The provision map is split into the four categories of need as outlined in the Code of Practice 2014 ([Communication & Interaction](#), [Cognition & Learning](#), [Social, Emotional & Mental Health](#), [Sensory & Physical](#)). It follows a graduated response approach.



This provision map version is correct as of September 2024 and may be subject to change. It will be reviewed annually.

Communication & Interaction

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<ul style="list-style-type: none"> • Additional processing time • Multi-sports after-school club (free of charge to all children). • Computing equipment (laptops, iPads, talking tins) <ul style="list-style-type: none"> • Adapted planning • Group work – consideration to supportive pairings, mixed ability <ul style="list-style-type: none"> • Key words/word banks • Modelled interaction • Modelled speech and language <ul style="list-style-type: none"> • PSHE lessons • School council • Eco committee <ul style="list-style-type: none"> • Librarians • Sequencing activities • Simplified language • Structured routines • Targeted questioning • Weekly Forest School session • Availability of resources e.g. writing slopes, pencil grips, left-hand equipment, word banks and coloured backgrounds of paper. <ul style="list-style-type: none"> • Visual concrete aids • Transition support • Visual class timetable in all classrooms. 	<ul style="list-style-type: none"> • Wellcom (Nursery speech and language support) • SALT support through our trained SALT TA • Lego Therapy – social skills group <ul style="list-style-type: none"> • Time to Talk (KS1) • Socially Speaking (KS2) <ul style="list-style-type: none"> • Personalised visual timetables/resources <ul style="list-style-type: none"> • Pre-teaching • Self-regulation zones 	<ul style="list-style-type: none"> • Increased access to Computing for recording • EAL personalised dual language dictionary • Personalised individual timetable/resources <ul style="list-style-type: none"> • Access to Nurture provision • 1:1 play therapy with a qualified counsellor <ul style="list-style-type: none"> • Flexible workstations • Educational Psychologist (EP) <ul style="list-style-type: none"> • GP/paediatrician • Speech and language therapy (SALT) • Alternative communication system (e.g. use of signing)

Cognition & Learning

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<ul style="list-style-type: none"> • 1:1 reading with an adult, guided reading within a small class environment • A broad and balanced curriculum with carefully adapted learning with resources to support • Challenging learning opportunities <ul style="list-style-type: none"> • Classrooms are organised to encourage children’s independence <ul style="list-style-type: none"> • CPD for staff • Coloured overlays and slanted slopes <ul style="list-style-type: none"> • Dictionaries and word mats • Personalised spelling lists • Effective feedback and marking • Half-termly feedback to parents <ul style="list-style-type: none"> • Learning displays • Modelling of skills • Non-white computer display screens where possible. <ul style="list-style-type: none"> • Peer and self-assessment • Pitched questioning <ul style="list-style-type: none"> • Pre-teaching • Regular home learning • Regular opportunities to edit learning <ul style="list-style-type: none"> • Specialist Music and PE teaching • Strategies for ASD, ADHD, SpLD, SALT • Targeted additional adult support <ul style="list-style-type: none"> • Task boards 	<ul style="list-style-type: none"> • Personalised visual timetables/resources <ul style="list-style-type: none"> • Pre-teaching • Additional assessment by SENCO/outside agencies • Additional visual aids/resources (including task boards, checklists, prompt cards) • Daily reading in school and support choosing appropriate books <ul style="list-style-type: none"> • Precision teaching <ul style="list-style-type: none"> • Word wasp • Power of 2 • Targeted adult support in lessons 	<ul style="list-style-type: none"> • Additional equipment as identified for specific needs • Additional training for staff to be able to deliver specific programmes <ul style="list-style-type: none"> • Directed additional adult support time to access curriculum • Precision teaching to meet individual targets on IPM <ul style="list-style-type: none"> • Regular involvement and support/interventions from outside agencies (e.g. EP, SALT, OT) • Regular meetings with parent and class teacher/SENCO • SEND IPM written and reviewed termly with parents <ul style="list-style-type: none"> • Word Wasp • Power of 2 • Touch typing programme

Cognition & Learning		
Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<ul style="list-style-type: none"> • Termly pupil progress meetings • Variety of teaching strategies used daily <ul style="list-style-type: none"> • Visual timetables • Writing frames, such as mind mapping 		

Social, Emotional & Mental Health

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<ul style="list-style-type: none"> • Assemblies reinforce positive values and behaviour • Half-termly celebrating assemblies <ul style="list-style-type: none"> • School Council • Class visual timetable • Clearly identified school values <ul style="list-style-type: none"> • Emotional/social resources • Weekly Forest School sessions • Weekly myHappyMind PSHE sessions <ul style="list-style-type: none"> • Open door policy with regular feedback to parents • Poor/late attendance monitored <ul style="list-style-type: none"> • Positive reinforcement of expectations with visual reward system (ClassDojo) • Safeguarding policy followed by all staff • Up to date safeguarding staff training for all staff • Mental Health training for all staff • Structured school and classroom routines <ul style="list-style-type: none"> • Worry box/monster • Whole school behaviour policy 	<ul style="list-style-type: none"> • Attendance champion • Individual reward system • Individual social stories • Play therapy provided by a trained counsellor <ul style="list-style-type: none"> • Referral to CAMHS • Social skills groups <ul style="list-style-type: none"> • Time to talk • Transition support – Forest School and individualised support <ul style="list-style-type: none"> • Self-regulation strategies 	<ul style="list-style-type: none"> • Targeted work from outside agencies (e.g. EP) <ul style="list-style-type: none"> • Individual behaviour plan • Individual reward system <ul style="list-style-type: none"> • Social stories • CAMHS • Focused transition support <ul style="list-style-type: none"> • ASD strategies (WAAM) <ul style="list-style-type: none"> • Outreach support

Sensory & Physical

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<ul style="list-style-type: none"> • Adapted resources – large font, coloured paper and overlays etc • Adaptations to the classroom (when appropriate) • Additional training for staff provided to meet physical needs (as appropriate) <ul style="list-style-type: none"> • Appropriate seating for all <ul style="list-style-type: none"> • Carpet spaces (KS1) • Disabled toilet facilities • Carefully planned educational visits away from the school site to ensure all children can access • Fine motor skill activities such as – peg boards, putty, cutting etc • Gross motor skills promoted in EYs and PE curriculum <ul style="list-style-type: none"> • Squiggle scheme • Medical support • Physical skills developed through PE curriculum/multi-sports club • Staff trained in basic and paediatric first aid • Suitable equipment such as pencil grips, scissors etc 	<ul style="list-style-type: none"> • Additional handwriting support • Additional movement/sensory breaks <ul style="list-style-type: none"> • Carpet spots/cushions • Enlarged texts • Fiddle tools • Writing slopes • Specialist resources (e.g. lap weight, wobble cushions and fidget tools) <ul style="list-style-type: none"> • Targeted adult support 	<ul style="list-style-type: none"> • Fine motor programmes • Directed adult support time to enable access to the curriculum <ul style="list-style-type: none"> • Individual support with self-care/lunchtimes • Physical and sensory support service, physiotherapy, Outreach team, school nurse team • Risk assessment and reasonable adjustments made to the learning environment <ul style="list-style-type: none"> • Specialist ICT equipment in school/home • Targeted programmes/interventions from outside agencies (e.g. OT)