Engage, Enrich, Excel

Beech Grove Primary School

2025-2026

Whole School Provision Map

Respect, Responsibility, Resilience, Aspiration, Courage, Kindness

Communication and Interaction
"Every teacher is a teacher of every child"

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• Class visual timetable • Individual visual timetable • Sand timers • Visual prompts • Child's name used before instruction • Check in throughout lesson • Modified language – simplify speech and use short instructions • Thinking/Processing time (up to 10 seconds) • Structured and monitored learning environments to prevent sensory overload Autism Education Trust • Transition planning • Quiet, calming, safe place	• Assess, Plan, Do, Review (APDR) • Colourful Semantics • Widgit (visual support) • TEACHH methods (e.g. Now & Then, To Do & Done) • Social communication skills groups including: - Time to Talk - (semantics-vocabulary and expressive language, sequencing & organisation, pragmatics-use of language, attention & memory) - Socially Speaking - Developing pragmatic social skills (let's communicate, let's be friends, let's practice) - Talkabout- Developing Social Communication Skills - Talkabout- Developing Self-Awareness & Self- Esteem - Talking About…Friends/Home/School • Speech and Language Intervention Plan • Talk Boost EYFS/KS1 • Blanks Level of Questioning • Black Sheep Resources (supporting speech & language care plans) including: • Language For Thinking • Language Through Reading
	Education, Health Care Plan ***A few*** *children & young people, Support for complex and long-term difficulties*
	Provision is highly specialist and personalised • Attention autism group (The Box) • Lego therapy • Communication book (developing expressive language) • Task plan • Enhanced Learning Provision (ELP)- Kites Class

Cognition and Learning

"Every teacher is a teacher of every child"

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• Modified environment- e.g. sitting at front; with specific pupil; within group • Routines and purpose for each lesson • Writing on board – different colours/read aloud • Extra time given to complete tasks • Talk partners • Objects used to create/verbalise sentence e.g. counters/cubes, one word per sentence. • Writing frames • Learning objective labels • Memory aids (e.g. checklist, reminder cards, buddy, memory games) • Equipment on desk (e.g. reading ruler, numicon, ICT) • Vocabulary mind maps • Visual prompts (e.g. remembering what to do first thing in the morning/packing up at the end of the day) • Reduced copying from board (printed copies to read) • Catch up interventions e.g, RWInc phonics groups	• Assess, Plan, Do, Review (APDR) • Alternative forms of recording information (E.g. pictures, Ipad, computer, Clicker) • Additional key skills Intervention including: -Read Write Inc -Mastering Number -Ready to Progress (maths) -Reading Comprehension (including Comprehension Ninja & Reading Between the Lines) -Colourful semantics • Individualised Interventions including: -SNIP (high frequency word reading and spelling) -Literacy Gold
	Education Health Care Plan ***A few*** *children & young people, Support for complex and long-term difficulties*
	Provision is highly specialist and personalised • Personalised timetables focused on next stage of education and/or preparation for adulthood • Small steps tracking e.g. Early Years Developmental Journal and/or Wakefield Progression Steps • Kites nurture provision • Enhanced Learning Provision (ELP)- Kites Class

Social, Emotional and Mental Health needs
"Every teacher is a teacher of every child"

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• Meet and greet • Behaviour 'Over and Above' recognised • Mindfulness activities after break & lunch • Sense of belonging e.g. class job/responsibility • Alternatives to unwanted behaviour provided (e.g. thinking aloud becomes writing answer on whiteboard) • Pupil is positioned in the class for maximum support (e.g. close to the teacher, limiting sensory overload) • Consistent Steps • Clear and consistent rules & routines e.g. entering a room, personal possessions storage. • Positive narrative from adults • Emotion coaching • PSHE programme- Jigsaw • Restorative follow-up	• Classroom based movement breaks e.g. handing out books • Opportunities for cross-age partner work e.g. buddy/mentor scheme • Incredible 5-point scale • The Wellbeing Hub (termly intervention) including: -Emotional Literacy Support Assistant (ELSA) -Mental Health Support Team (Cognitive Behavioural Therapy-CBT) -Creative Wellbeing • Starving the Anger Gremlin (CBT Workbook) • Starving the Anxiety Gremlin (CBT Workbook) • CRUSE bereavement support • Parent and Family Support Advisor (PFSA) • Family Intervention Service (FIS) or Children with Disabilities Team (CWD)
	Education, Health Care Plan ***A few*** *children & young people, Support for complex and long-term difficulties*
	Provision is highly specialist and personalised • Individual work station • 'Exit' Card • Positive Handling Plan (PHP) • Pastoral Support Plan (PSP) • 1:1 support including personalised timetable • Educational Psychologist (EP) • Taunton Deane Partnership College (TDPC) • Alternative Provision including: -Forest School Provision (Otterhead) -Conquest

Physical and/or Sensory
"Every teacher is a teacher of every child"

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• Supportive equipment e.g. pencil grips, writing slopes, Ipad, • Accessibility plan • Individual Health Care Plan (IHCP) • Medication administration logs • Theraputty (hand warm ups, activities, intervention) • Fidget Tool • Ear defenders **Hearing Impairment** • Seat near teacher • Hearing aids • Visual support (e.g. key words, depict what is being discussed in visual form where appropriate to aid understanding) • Environmental adjustments • Reduction of background noise • Appropriate training for Staff e.g. Hearing support services • Risk assessments	• Personal Emergency Evacuation Plan (PEEP) • Widget visual resources • Advice and resources from external advisors e.g. Special Educational Needs Assistive Technology Advisory Service (SENATAS), Physical Impairment and Medical Support team (PIMS), Occupational Therapy (OT), Hearing Support Service • Occupational Therapy (OT) intervention plan • Physiotherapy intervention plan
	Education, Health Care Plan ***A few*** *children & young people, Support for complex and long-term difficulties*
	Provision is highly specialist and personalised • Alternative lunchtime arrangements • Alternative communication aids e.g. Communication book