Engage, Enrich, Excel

Beech Grove Primary School

2026-2027

Whole School Provision Map

Respect, Responsibility, Resilience, Aspiration, Courage, Kindness

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

<table>
<tr><th>Universal
All children & young people, High quality teaching</th><th>SEN Support
Some children & young people, Additional targeted support</th></tr>
<tr><td rowspan="3">

- Class 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

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- Assess, Plan, Do, Review (APDR)
- Colourful Semantics
- Widgit (visual support)
- Individual visual timetable
- 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

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<tr><td>Education, Health Care Plan
A few children & young people, Support for complex and long-term difficulties</td></tr>
<tr><td>

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
- Hedgehogs (specialist provision)

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Cognition and Learning

"Every teacher is a teacher of every child"

<table>
<tr><th>Universal
All children & young people, High quality teaching</th><th>SEN Support
Some children & young people, Additional targeted support</th></tr>
<tr><td rowspan="2">

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)
Mastering Number (additional maths provision)

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Assess, Plan, Do, Review (APDR)
Alternative forms of recording information (E.g. pictures, Ipad, computer, Clicker)
Additional key skills Intervention including:

-Read Write Inc (reading-decoding)
-Mastering Number
-Reading Comprehension (e.g. Comprehension Ninja)

Individualised Interventions including:

-SNIP (high frequency word reading and spelling)
-Literacy Gold
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<tr><td>
Education Health Care Plan
A few children & young people, Support for complex and long-term difficulties
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<tr><td></td><td>
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
Enhanced Learning Provision (ELP)- Kites Class
Hedgehogs (specialist provision)

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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. calling out 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 • Relentless routines e.g. fantastic walking, meet & greet • Positive narrative from adults e.g. walk please (not don't run) • Emotion coaching • PSHE programme- Jigsaw • Restorative follow-up • Wellbeing Champions • Playground Leaders • Thinking Time (reflection and reparation)	• 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 (play therapy) • CRUSE bereavement support • Parent and Family Support Advisor (PFSA) • Family Intervention Service (FIS) or Children with Disabilities Team (CWD) • Thinking Time Graduated Response
	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 • Positive Handling Plan (PHP) or Pastoral Support Plan (PSP) • Individual 5-point scale • 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) • Accessibility plan • 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	• Individual Health Care Plan (IHCP) • 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