

St Matthew's Bloxam C of E Primary School – Whole School Provision Map 2025 - 2026

High Quality First Teaching – Universal Offer	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
	- Differentiated curriculum – planning, learning, resources, scaffolding etc. - Safe and uncluttered organised classrooms - Calm and purposeful environments - Visual resources easily accessible - High quality and Clear modelling - Visual timetables - Forest school / Nature classes - Photographs of key staff - Multi-sensory resources used within and across lessons. - Clunked / broken down tasks - Consistent approach to handwriting - On the spot live marking and feedback - TA support - Pre-teaching of subject vocab - Teaching sequencing as a skill - Text presented clearly – bullet points, clear font, headings	- Structured class routines - High Quality first teaching - Differentiated curriculum - Time to process - Rich language culture and climate across school - Drama and role play planned into teaching sequences. - Using songs for routines - Increased visual aids - Visual timetables at eye level of children - Use of sign language/basic Makaton - Use of key words/vocabulary emphasised when speaking - Multi-sensory approaches used to support spoken language e.g. Symbols/pictures/concrete apparatus/artefacts/role-play - Instructions in manageable chunks - Checklists and task lists - Delivery slowed down with time given for processing - Prompt cards used to support understanding - Talking partners used	- High quality first teaching - Emphasise positives in front of others to develop children's self-confidence - A culture based on positivity, kindness and nurture – all pupils are given unconditional positive regard - Emotions and feelings are recognised, named and validated - A staff team who see each child as unique and find their hidden talents - Secure, trusting relationships - RSE policy and programme to support key skills - Whole school approach to behaviour – Positive Behaviour and Relationships Policy - Whole school and class rules - Reward systems - Teachers use a variety of teaching styles and approaches - Outdoor classrooms and forest school area is used to enhance the curriculum and provide learning opportunities for pupils - Sensory regulation room - Give pupils classroom responsibilities	Visual - Coloured overlays/ different coloured paper - Consider lighting – natural and artificial - Eliminate inessential copying from the board - Where copying is required, ensure appropriate print size photocopy is available - Read aloud as you write on the board - Avoid standing in front of windows – your face becomes difficult to see - Consider seating – sat at the front closer to board/resources Hearing - Careful seating – closest to the teacher - Keep background noise to a minimum – if severe use felt in pencil pots etc. reduce use of Velcro - Slow down speech rate - Allow more thinking time - Repeat contributions from other children – their voices may be softer and speech more unclear - Check that oral instructions have been understood - Face the pupil when speaking & keep hands away from mouth - Co-ordination - Sat at table where there is sufficient space - LH & RH pupils not next to each other with adjacent hands - Desks at elbow height - Sloping desk stand if appropriate - Seated with minimal distractions.

	• Pupils encouraged to explain what they have to - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders • Provide a range of writing frames • Word mats designed for specific subjects/lessons • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps as solution to difficulties e.g. dictation, typing • Coloured overlays, coloured paper for worksheets & coloured background on SMART board • Extra time to complete tasks • Learning ladders to break down step • Next steps display in classroom	• Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet work station • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • • Eye contact as necessary for the child	• Refer regularly to school/classroom rules • Calming music • Weighted cushions • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Moving around/sensory breaks • Interactive strategies e.g. Whiteboards to hold up answers • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stop watch • 'Fiddle' toys • Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect pupils' interests • Transition from whole class work to independent is taught and actively managed • Reward system for older pupils • Learning ladders to break down steps • Wobble cushion/resistance bands to support sitting in chairs or on carpet spot • • Meet and greet at key transition points e.g. start of day, lunchtime etc.	• Encourage oral presentations or use of ICT as an alternative to written work where appropriate. • Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. • Range of fine motor and gross motor activities • Use of visual, auditory and kinaesthetic methods • Structured environments that encourage independence • Well-resourced and easily accessible support materials and resources • Size and font appropriate
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Targeted support - Guided and group interventions

- Access to Learning Mentor support and Room
- Pastoral support for whole family
- Meet and greets
- Daily check in's
- Agreed areas for time out
- Access for quieter space eating lunch
- Coloured overlays
- Access arrangements for KS1 / KS2 tests
- Word banks, examples, writing scaffolds
- SENDCo support for planning, support plan writing and target setting.
- Transition support
- Jigsaw PSHE lessons
- Visual timetables
- Now / Next boards
- Use of scribe
- Zones of regulation area in each class
- Worry box and worry monsters resources
- Emotion coaching
- Intensive interactions
- Small group work sessions to develop interaction skills
- Targeted support in PE
- Movement breaks
- Disabled toilet access and lifts available
- Wobble cushion
- Fidget toys
- Ear defenders
- Pencil grips

Interventions

- Same day catch up maths
- Phonics interventions – blending, sounds
- Spelling interventions
- Toe by Toe
- Apps including Teach My Monster To Read
- Sand Therapy
- Project X
- Fine motor skills

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| | <ul style="list-style-type: none">• Turn taking games• Time table rock stars• Social skills• Support from Learning Mentor• Mindfulness• Extra reading and reading comprehension• One plus one• First class at number• Speech and language interventions• Welcomm / Time to talk / NELI• Pre teaching and over teaching• Memory |
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- Personalised SEND support plan targets and targeted work
- Personalised curriculum
- Opportunities for pre-teaching
- Memory strategies taught explicitly
- Agreed discreet signals with pupils to indicate when they need help.
- Personalised materials to aid learning – writing frames, task boards, personalised timetable, now / next boards
- PEEP
- PECs / Sign language
- Workstations
- Early Help
- Daily / Weekly support from Learning Mentor focused on SEMH
- Daily support from TA / Teacher
- Educational Psychologist
- Specialist Teacher Support
- NHS speech therapy
- Increased home school communication
- Calm down areas
- Liaise with educational, specialist and medical professionals.
- Individual reward systems
- Peer support / buddies
- Appropriate sized desks / standing desks
- Touch typing
- Additional equipment
- All staff attachment and trauma informed trained

External referrals

- Guy's gift
- Speech and Language
- OT
- Family support worker
- Young Carers
- COMPASS
- RISE
- Early help
- Local SEND support