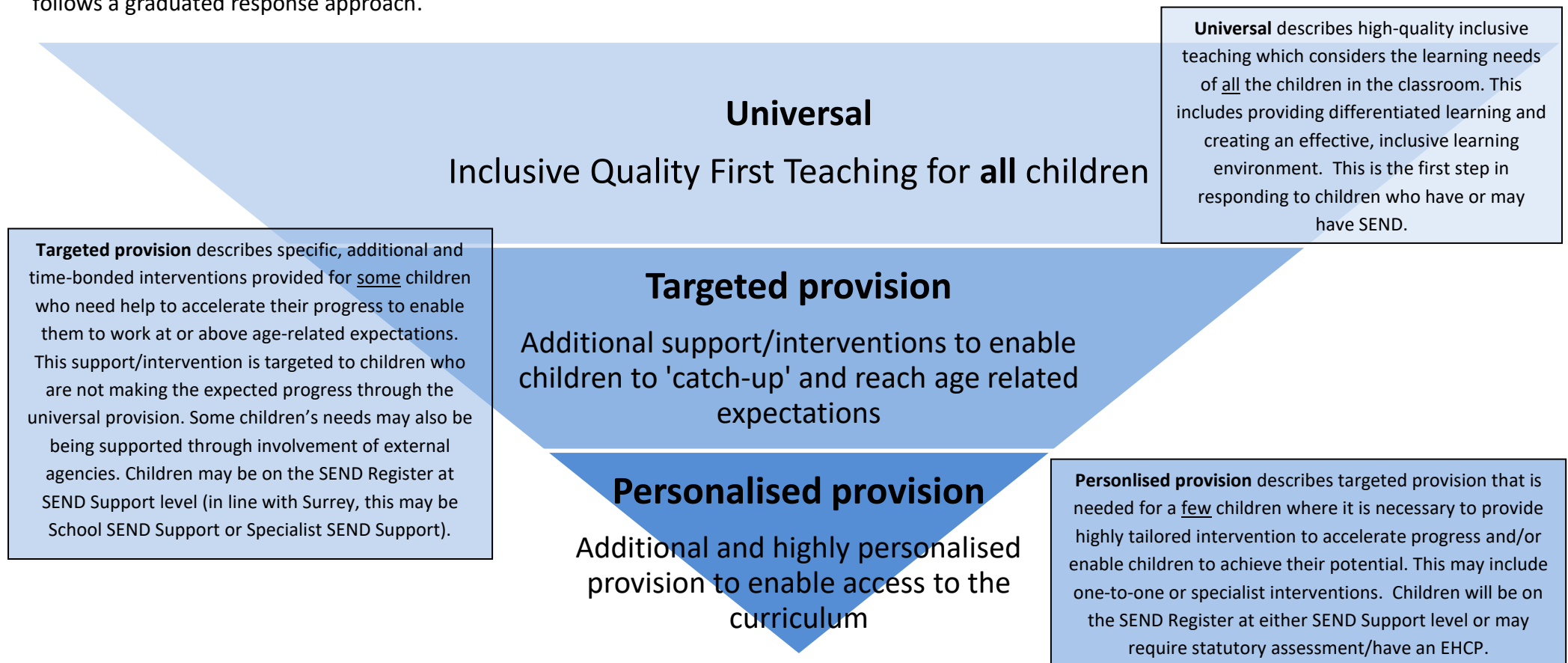




Hale Nursery & Primary Academy Provision Map 2025-26

Through this Provision Map we have outlined a range of support that some of the children in our academy 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 version of the Provision Map is correct as from September 2023 and may be subject to change. It will be reviewed annually.

Communication & Interaction

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Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Adjust language level when giving instructions Additional processing time Check understanding Afterschool clubs providing social opportunities Breakfast club available each morning providing extended social opportunities (at a low cost) Computing equipment (laptops, voice recorders etc) Differentiated/adapted planning Embedded Pride Values education Group work Key words/word banks Modelled interaction Modelled speech/language PSHCE lessons Residential experiences/trips in Yrs3-6 School council Sequencing activities Simplified and direct language. Specific instructions – (Pick up 5 pencils rather than tidy). Structured school and class routines Talk partners Targeted questioning Transition support from EY-KS1, KS1-2 and KS2-3 Visual class timetable/aids in classrooms Whole class circle time Dual coding and visuals Direct teaching of vocabulary with visuals Low distraction environment available Social stories and comic strip conversations Pie Corbett – Talk for Writing	ELKLAN (Speech & language support) Emotional Literacy Support through trained assistants (ELSA) Language for thinking resources Listening skills group Nurture activities Self-esteem group Personalised visual timetable/resources Pre-teaching Social skills group Talk about programme Talk Boost Wellcomm Colourful semantics Widget symbols Personalised Social stories and Comic strip conversations Building language through Lego groups Selective Mutism Resource Manual Phonological awareness – Sound link and Black sheep Press resources SPLD phonological awareness pack Wordaware Attention Autism /Bucket therapy – listening and attention skills Blanks level resources Language for behaviour and emotions	Early Help assessment Makaton and alternative communication methods. Outreach support (e.g. Freemantle’s) Personalised individual timetables/resources Personalised transition plans Regular speech and language therapy Structured speech and language programmes Targeted intervention and regular consultation outside agencies including - Educational Psychologist (EP), - GP/paediatrician - Specialist Teachers for Inclusive Practice (STIPS) - Speech and Language Therapy (SALT)

Cognition & Learning

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Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Predictable routines Quiet and purposeful learning environment A broad a balanced curriculum with carefully scaffolded learning Challenging learning opportunities Regular retrieval practice Visual cues for routines and time to listen Classrooms are well organised leading to independence for children CPD for staff Daily reading in school and support choosing appropriate books 1:1 reading with an adult Dictionaries and word mats Effective feedback and marking Feedback to parents at least termly Guided learning ICT is used to enhance and support learning Learning displays Modelling of skills Non-white computer displays screens where possible Paper handouts of on-screen text Written instructions to refer back to Peer and self-assessment Pitched questioning and matching of reading to child Pre-teaching Real life context to learning Regular home learning Regular opportunities to edit learning Regular planned and unplanned monitoring of teaching and learning Rigorous tracking and analysis of data Task boards Termly Pupil Progress meetings	SEND SAP and OPP written and reviewed termly and shared with parents Daily 1:1 reading with an adult Additional access to ICT resources Additional assessment by SENCO/outside agencies Additional visual aids/resources (including task boards, check lists, prompt cards) Booster groups for core subject learning Memory Magic and other memory strategies Precision teaching Pre-teaching Toe by toe Lexia Power of two Targeted adult support and scaffolding in lessons Helen Arkell intervention Bucket time Small group for children working outside age appropriate expectations Learning adapted to skills and aptitudes of child Individualised timetables ND strategies – teach grounding techniques – 5 things they can see, 4 they can hear etc. Reduce demand and offer choices Choice boards Now and next – personalised and smaller steps – e.g. Do 2 questions, followed by choice of preferred activity. Enlarge font and spacing on questions sheets and workbooks Teach specific personalised routines – where to put equipment etc, backward chain these skills for children who are having particular difficulty. Memory aids	Additional equipment and concrete resources Additional training for staff to be able to deliver specific programmes Colourful Semantics Directed additional adult support time to access curriculum Early Help Assessment Precision teaching Regular involvement and support/interventions from outside agencies (i.e. STIPS, PSSS, EP, SALT, OT) Regular meetings with parents and class teacher/SENCO More frequent reviews with parents where needed. Personised curriculum matched to interests Personalised curriculum

Variety of teaching strategies used daily Visual timetables and pre-empt and communicate changes Regularly check for understanding Use of timers Strategies to ensure ready for learning – movement breaks, sensory input, mindfulness, fiddle tool contract, ear defenders, wobble cushion, chair band. Seating plan. Give processing time for a response Celebrate strengths of learner Graphic organisers and sentence starters Numicon and concrete resources Mastery approach to Maths	Workstations and structured work (Teacch approach) Adjustment of the curriculum to enable learner to access learning Develop skills to become independent learners Interleaved learning ELS phonics interventions Literacy for All assessment and intervention Phonological awareness – Sound Linkage Structured Numicon intervention	
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Social, Emotional & Mental Health

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Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Assembly's reinforce positive values and behaviour Children elect peers to roles of responsibility including the School Council and Class ambassadors Circle time/PSHE held weekly in every class Class and celebration assemblies Class visual timetable Clearly identified school values –Pride Values Pride points Emotional/social resources Good to be Green behaviour system Incident logs (ABC format) Open door policy with regular feedback to parents Poor/late attendance monitored Positive reinforcement of expectations with visual reward system in each classroom PSHCE curriculum Safeguarding policy followed by all staff rigorously Staff are trained in the use of Teamteach Structure school and class routines Talking partners Time out Worry box Timers Up-to-date safeguarding training for all staff Whole school behaviour policy Learning breaks PACE approach and use of positive scripts Class rules Playground rules Emotion Coaching Trauma informed and attachment aware approach Thrive – group Responsibility jobs to build self esteem	Additional support at playtime Direct IWO involvement ELSA groups and 1:1 Anxiety and anger gremlin Individual reward system Individual Social Stories Self-esteem groups Nurture activities Social skills groups Buddy systems Transition support Quiet/ safe space available Risk management/action plans Individual behaviour plan Individual reward system 5-point scales Positive Learning journal Thrive 1:1 Behaviour plans Regulation plans Sensory input Relational approach Lunchtime Thrive club Teach alternative behaviours to substitute concerning behaviours (elastic band rather than picking fingers) Personalised Social stories EBSNA interventions and support plan	1:1 Emotional Literacy Programme (ELSA) - ongoing Autism strategies (e.g. Workstation &TEACCH) CAMHS Focused transition support Home-School book Outreach support Referral to CAMHS Frequent Social stories or Comic strip conversations Targeted work from outside agencies (i.e. STIPS, ACT) Support from ASSIST Play therapy Nurture/sensory play Personalised timetable 1:1 attuned adult support EBSNA Slowly increasing timetable and support plan back into school

Build sense of belonging and relationships with key staff
EBSNA – discovery conversations with child and family

Sensory & Physical Needs

[Home](#)

Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Adapted resources – large font, coloured paper & overlays, ensure contrast etc Adaption to the classroom (when appropriate) and other environmental adaptations Seating plan and line up plan Allow to enter room early before crowded Additional training for staff provided to meet physical needs as appropriate Appropriate seating for all Carpet spaces or adaptation to use chair Movement breaks built into timetable Disabled ramps Disabled toilet facilities Educational visits away from the school site are carefully planned to ensure all children can access them Fine motor skill activities such as – peg boards, putty, cutting, dough disco. Gross motor skill development promoted in EYs and through PE curriculum Medical support Physical skills are developed through the PE curriculum and clubs Some staff are trained in basic first aid Suitable equipment such as pencil grips, scissors etc Fiddle tools and chair bands with appropriate use contract. Calming area available Calm or regulation box Steps/blocks for feet	More significant environmental adaptations and classroom audit for individual needs Additional handwriting support and use of technology such as laptops. Additional movement / regulation breaks Fine motor groups/1:1 support using OT resource pack activities and specific programmes (e.g. Write from the Start,) Gross motor groups/1:1 using specific programmes and resources (e.g. Jump ahead,) Sensory breaks Sensory Circuits Specialist resources (e.g. lap weights, wobble cushions & writing slopes) Targeted adult support Individual care plans for medical needs and risk assessments where needed. (Use of wheelchair for example.	Directed adult support time to enable access to the curriculum Individual support with self-care/lunchtimes/ Physical and Sensory Support Service, Physiotherapy, Outreach Team & School Nurse Team) Physical education/school trips Risk assessment and reasonable adjustments made to the learning environment (including day and residential trips) Sensory diet Specialist ICT equipment in school/home Targeted programmes/interventions from outside agencies (i.e. Occupational Therapy)