



PROVISION MAP

COLBY PRIMARY SCHOOL

2024-2025

Published: October 2024

To be reviewed: October 2025

APPENDIX 1 - COLBY PRIMARY SCHOOL PROVISION MAP 2024-2025

	Whole school quality first teaching provision – all pupils
Applicable to all four broad areas of SEN	<ul style="list-style-type: none">• High expectations for all children.• Differentiating the curriculum: adjustments made to planning, activities and outcomes as needed to meet needs and ensure all children make progress.<ul style="list-style-type: none">○ Teacher considers the teaching approaches that will work best to engage children and help them overcome any barriers to learning.○ Planning lessons that build on what children already know.• Whole school positive behaviour policy.• Setting tasks with clear goals and timescales for completion. Tasks and instructions are broken down into stages.• Having clear and consistent classroom routines and explicit expectations for learning behaviour.• Adjusting timetables to allow intervention work to take place, while still allowing pupils access to a broad and balanced curriculum.• Using flexible grouping to allow pupils to work with a variety of different children.• Remote learning available when pupils are unable to attend lessons.

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Cognition & Learning	<ul style="list-style-type: none"> • Differentiating delivery e.g. longer processing times, reading instructions aloud etc. • Visual aids used during teaching. • Modelling and worked examples. • Providing easily accessible, clearly labelled resources (picture and word labels) and strategies to support independent learning (e.g. word banks, writing frames, concrete resources in maths). • Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction. • Displays and working walls. • BBC supermovers and other kinaesthetic learning activities. • Making written information more accessible (e.g. alternatives provided to reading instructions from the board – ‘text to voice’ software or individual printed or written instructions on table). • Additional support provided during the lesson by teachers and support staff. • Giving instructions in small chunks with visual clues. Checking for understanding by asking children to tell you what they have to do. • Daily phonics (Reception, Y1 and beyond as required). • Daily mile or other timetabled movement breaks for improved focus in following lesson. • Older ‘reading buddies’ reading to younger children. 	<ul style="list-style-type: none"> • 1:1 and small group work on personalised maths targets. • 1:1 and small group work on personalised literacy targets. • 1:1 and small group work on personalised phonics targets. • Daily 1:1 reading. • Differentiated ICT such as: <ul style="list-style-type: none"> ○ EdShed, PhonicsPlay, Dino Eggs etc. ○ IXL, Hit the Button, Sumdog etc. • Pre-teaching of key vocabulary. • ‘Write from the start’ programme developing fine motor and perceptual skills. • Leitner system used to teach common exception words. • Executive functioning activities (small group). • Precision teaching for maths and literacy. • Guided reading groups. • Paired reading intervention. • Handwriting and typing small group work. • Daily small group phonics booster sessions. • Voice to text assisted technology. 	<ul style="list-style-type: none"> • Input from Educational Psychologist. • Input from EPSS specialist teacher. • Additional National Test access arrangements. • Scribes/readers. • Sensory diet activities.

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Communication & Interaction	<ul style="list-style-type: none"> • Differentiating teaching, for example, giving longer processing times, reading instructions aloud, etc. • Offering peer to peer support (e.g. giving time to think and talk to a partner before answering a question). • Clear instructions including visual aids, broken into small steps. • Structured school and class routines. Visual timetable with symbols. • Children informed of change in advance. • Use of photos/pictures. • Considering where a child sits in the classroom to give them the best access to the support they need e.g. minimise distraction/support sensory needs/clearly access visual prompts. • Language enrichment and vocabulary development through shared stories with pictures to support comprehension. • Modelling and worked examples. • Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups. • Differentiated questioning. • Communication Trust 'Communication Friendly Environment' class observations. 	<ul style="list-style-type: none"> • Speech, Language and Communication interventions recommended by the Norfolk and Waveney Speech and Language Team, including: <ul style="list-style-type: none"> ○ Vocabulary building ○ Narrative intervention ○ Irregular past tenses and plurals ○ Following instructions ○ Grammatical word endings ○ Speech sounds ○ Colourful semantics ○ Visualising and verbalising technique ○ Phonological awareness ○ Social communication activities • Nuffield Early Language Intervention Programme. • In class support from Teacher/TA with focus on supporting speech, language & communication. Individual reinforcement of task using simplified language, repeated instructions and key information. • Talk stickers or home-school book detailing the day's activities to allow families to discuss learning and play with their child. • Social stories. • Pre-teaching of key vocabulary/Word of the Day. 	<ul style="list-style-type: none"> • Input from Norfolk and Waveney Children's Speech and Language Therapy team. Individual assessments, staff training and advice. • Input from Educational Psychologist. • Additional National Test access arrangements. • Transition support. Children are informed about changes in advance and extra support is put in place.

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Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Whole school Positive Behaviour Policy and anti-bullying culture. • Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups. • Celebration assemblies, 'show and tell' and house points. • Promotion of Growth Mindset. • Circle time. • Class rules, co-produced with children. • Flexible seating arrangements and quiet/low-stimulation areas. • Family Fridays. • Parent and pupil questionnaires. • School council. • Use of Newsletters to celebrate successes in and out of school. • School mental health champion. 	<ul style="list-style-type: none"> • Daily/weekly/half-termly emotional 'check-ins'. • Leadership roles matched to pupil strengths to boost self-esteem. • Daily morning transition support activities. • Gardening groups and Eco teams. • Focussed social time adult supervision. • School pet duties. • Additional break and lunchtime social support. • Zones of Regulation. • 5 point scale. • Colour Monsters. • Calming strategies toolbox. • 1:1 'Walk and Talk' sessions – this may be weekly or as needed and could have an emotional literacy teaching focus or simply a nurture 'check in'. • 1:1 and small group sessions teaching emotional literacy, self-regulation techniques. • Providing quiet spaces for children to access when they need it. • Social stories. • Confidence and self-esteem small group work. 	<ul style="list-style-type: none"> • Input from Educational Psychologist. • Input from EPSS SEMH advisor. • Input from Emotionally-based school avoidance team. • Transition support. Children are informed about changes in advance and extra support is put in place. • Personalised reward charts. • Sensory diet activities. • Social time support. • Signposting to external agencies as appropriate.

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Sensory and/or Physical	<ul style="list-style-type: none"> • Flexible seating arrangements - considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction. • Motor skill development activities and letter formation. • Chunky pencils/pencil grips. • Sprung scissors. • Left-handed equipment. • Anti-glare IWB backgrounds. • Outdoor Learning. 	<ul style="list-style-type: none"> • ‘Write from the start’ programme developing fine motor and perceptual skills. • Physical/sensory activities based on recommendations from the Paediatric Occupational Therapist and the Educational Psychologist. For example: <ul style="list-style-type: none"> ○ Postural control ○ Coordination ○ Shoulder girdle activities ○ Gross motor activities ○ Core stability and balance ○ Proprioception activities ○ Sensory regulation ○ Deep pressure activities • Timetabled ‘Sensory Diet’ activities. • Modified games and activities. • Providing quiet spaces for children to access when they need it. • Movement breaks. 	<ul style="list-style-type: none"> • Input from Educational Psychologist. • Input from Occupational Therapy Team. • Personalised lunchtime arrangements. • Anti-distraction/sloped work station/screens for work stations. • Wobble cushion, weighted shoulder pad, resistance bands etc.