PROVISION MAP

COLBY PRIMARY SCHOOL

2026-2027

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APPENDIX 1 - COLBY APPENDIX 1 - COLBY PRIMARY SCHOOL PROVISION MAP 2026-2027

	UNIVERSAL SUPPORT - Whole school quality first teaching provision – all pupils
Applicable to all four broad areas of SEN	● High expectations for all children. ● Adaptive teaching: adjustments made to planning, activities and resources as needed to meet needs and ensure all children make progress. ○ 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.

Area of Need	**All pupils – Universal provision/Adaptive teaching**	**Pupils with SEND – Targeted support**	**Pupils with SEND – Enhanced/Specialist Support**

Cognition & Learning	• Adapting 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.
	• 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 (KS1 and beyond as required).
	• Daily mile or other timetabled movement breaks for improved focus in following lesson.
	Older 'reading buddies' reading to younger children.
		• 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.
		• Adaptive ICT such as:
		  ○ 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.
		• Alpha to Omega reading, writing and spelling intervention.
		• Toe by toe reading intervention.
		• Executive functioning activities (small group).
		• Guided reading groups.
		• Paired reading intervention.
		• Handwriting and typing small group work.
		• Daily small group phonics booster sessions.
		• Making written information more accessible e.g. 'Voice to text' or 'text to voice' assisted technology or individual printed or written instructions on table.
		• Access to coloured overlays, coloured paper, voice recorders etc.
			• Input from Educational Psychologist.
			• Input from EPSS specialist teacher.
			• Additional National Test access arrangements.
			• Personalised maths curriculum.
			• Personalised literacy curriculum.
			• Scribes/readers.
			• Personalised sensory diet activities (see 'Physical and Sensory' below).
			• Reading pens.
			• Precision teaching for maths and literacy.

Area of Need	**All pupils – Universal provision/Adaptive teaching**	**Pupils with SEND – Targeted support**	**Pupils with SEND – Enhanced/Specialist Support**

Communication & Interaction	• Communication-friendly teaching. For example, giving longer processing times, reading instructions aloud, etc.
	• Languagescreen for all Reception children.
	• 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. 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/Y6). Buddies also offered to new joiners in other year groups.
	• Differentiated questioning.
	• Communication Trust 'Communication Friendly Environment' class observations.
		• Speech, Language and Communication interventions recommended by the Norfolk and Waveney Speech and Language Team (with staff training provided as needed), including:
		  ○ Attention Autism
		  ○ Vocabulary building
		  ○ Narrative intervention
		  ○ Following instructions
		  ○ Grammatical word endings
		  ○ Speech sounds
		  ○ Colourful semantics
		  ○ Visualising and verbalising technique
		  ○ Phonological awareness
		  ○ Social communication activities
		• Nuffield Early Language Intervention Programme activities.
		• 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.
			• Input from Norfolk and Waveney Children's Speech and Language Therapy team. Individual assessments, staff training and advice.
			• Input from Educational Psychologist.
			• Individual transition support. Children are informed about changes in advance and personalised support is put in place.
			• 1:1 use of 'Curiosity Approach'.

Area of Need	**All pupils – Universal provision/Adaptive teaching**	**Pupils with SEND – Targeted support**	**Pupils with SEND – Enhanced/Specialist Support**

Social, Emotional & Mental Health	• Whole school Positive Behaviour Policy and anti-bullying culture.
	• Use of Zones of Regulation.
	• 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.
	• Clear, consistent classroom routines.
	• Flexible seating arrangements and quiet/low-stimulation areas.
	• Parent and pupil questionnaires.
	• School council.
	• Use of Newsletters to celebrate successes in and out of school.
	• School mental health champion.
		• Norfolk Steps evidence-based strategies to promote positive behaviour, based on a therapeutic-thinking and trauma-informed approach.
		• Daily/weekly timetabled emotional 'check-ins'.
		• Leadership roles matched to pupil strengths to boost self-esteem.
		• Emotion coaching approach.
		• Daily morning transition support activities.
		• Gardening groups and Eco teams.
		• Focussed social time adult supervision.
		• School pet duties.
		• Zones of Regulation and Colour Monsters, small group or 1:1.
		• 5 point scale.
		• 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.
		• Transition support. Children are informed about changes in advance and extra support is put in place.
			• Input from external agencies including:
			  ○ Educational Psychologist
			  ○ EPSS SEMH advisor
			  ○ Emotionally-based school avoidance team
			  ○ Nansa
			  ○ Portage
			  ○ Ormiston Families
			• Personalised reward charts.
			• Sensory diet activities (see Physical and Sensory below).
			• Additional break and lunchtime social support.
			• Personalised 1:1 transition arrangements.

Area of Need	**All pupils – Universal provision/Adaptive teaching**	**Pupils with SEND – Targeted support**	**Pupils with SEND – Enhanced/Specialist Support**

Sensory and/or Physical	• Considering where a child sits in the classroom to give them the best access to the support they need e.g. support sensory needs.
	• Motor skill development activities and letter formation.
	• Movement breaks.
	• Chunky pencils/pencil grips.
	• Sprung scissors.
	• Left-handed equipment.
	• Anti-glare IWB backgrounds.
	• Outdoor Learning.
		• 'Write from the start' programme developing fine motor and perceptual skills.
		• Timetabled 'Sensory Diet' activities.
		• Modified games and activities.
		• Providing quiet spaces for children to access when they need it.
		• Additional small group or 1:1 movement breaks.
		• Sloped work station/screens for work stations.
		• Sensory resources e.g. wobble cushions, ear defenders, weighted shoulder pad, resistance bands etc.
			• Input from Educational Psychologist.
			• Input from Occupational Therapy Team.
			• Personalised lunchtime arrangements.
			• Sensory den.
			• Specialist personalised sensory resources recommended by Nansa.
			
			• Specific individual physical/sensory activities based on recommendations from the Paediatric Occupational Therapist, Educational Psychologist or Nansa. For example:
			  ○ Postural control
			  ○ Coordination
			  ○ Shoulder girdle activities
			  ○ Gross motor activities
			  ○ Core stability and balance
			  ○ Proprioception activities
			  ○ Vestibular activities
			  ○ Sensory regulation
			  ○ Deep pressure activities

APPENDIX 2 – SEND ACRONYMS

ASD	Autistic Spectrum Disorder
C&I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CPD	Continued Professional Development
EAL	English as an Additional Language
EHC	Education, Health and Care
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPSS	Educational Psychology and Specialist Support
HLTA	Higher Level Teaching Assistant
IASS	Information and Advice Support Service
IWB	Interactive White Board
LA	Local Authority
NASEN	National Association for Special Educational Needs
NCC	Norfolk County Council
NELI	Nuffield Early Language Intervention
P&S	Physical and/or Sensory
PEaSS	Provision Expected at SEN Support
QFT	Quality First Teaching
SAI	Sensory Attachment Intervention
SATs	Standard Assessment Tests
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information and Advice Support Service
SI	Sensory Integration
SIR	Special Educational Needs Information Report
SLCN	Speech Language and Communication Needs
SPD	Sensory Processing Disorders
TA	Teaching Assistant
VSSS	Virtual School for Sensory Support
WSSEND	Whole School SEND