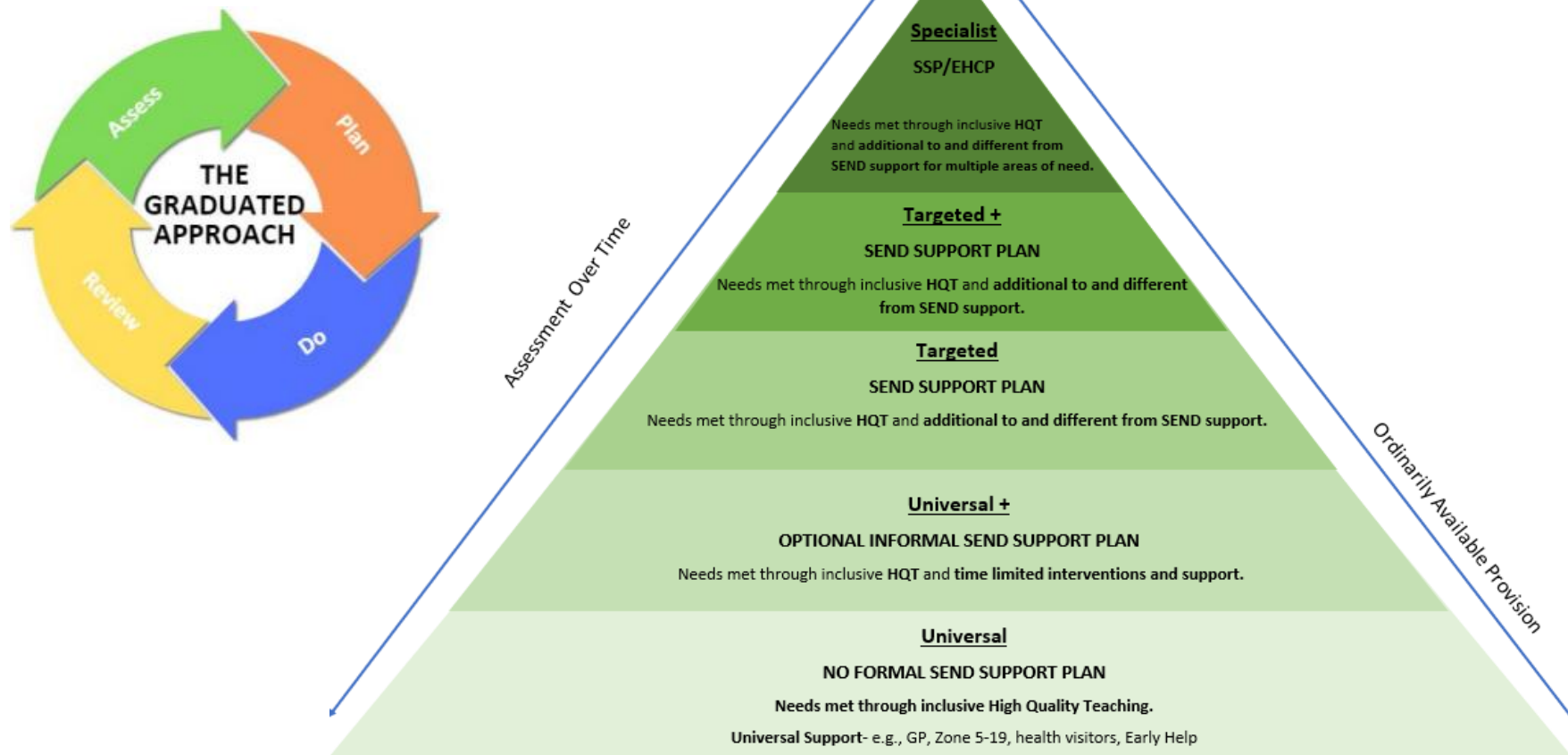


St Mary's Primary School, a Catholic Voluntary Provision Map 2025-26

Through this Provision Map we have outlined a range of support that some of the children in our school may require during the year. The Provision Map is split into the four areas of need as outlined in the Code of Practice 2014 (Communication and interaction, cognition and learning, social, emotional and mental health, sensory and or physical needs). It follows a graduated response approach, in line with the Sheffield Support Grid.



This version of the Provision Map is correct as from September 2025 and may be subject to change. It will be reviewed annually.

Communication and Interaction

Universal	Universal +	Targeted and Targeted +
<ul style="list-style-type: none"> • Cues for active listening • Consider speech rate • Key words/word banks • Drama activities • Whole class visual timetable • Visual prompts e.g. symbols, images • Clear, simple instructions • Delivery of information slowed down with extra time given to allow processing • Modelled speech and language (e.g. correct pronunciation) • Modelled interactions • Cue in by name • Learners encouraged and shown how to seek clarification • Talking partners/ group work • Targeted questioning • Sequencing activities • Clear and structured class/school routines • Specific strategies/resources <ul style="list-style-type: none"> ➤ Signs ➤ Symbols 	<ul style="list-style-type: none"> • Individualised workstation • Personalised visuals e.g. visual timetable, toilet pass etc. • In class support for short periods each session • Simplified language and instructions • Allow additional time for processing and to complete tasks • Specific strategies and short term interventions <ul style="list-style-type: none"> ➤ Comic strip conversations ➤ Social stories ➤ Sensory breaks/diet ➤ Sensory resources ➤ Voice recorders ➤ Colourful semantics ➤ ELSA ➤ Sensory resources e.g. ear defenders, wobble cushions 	<ul style="list-style-type: none"> • One-page profile/SEN support plan • Specific strategies/resources <ul style="list-style-type: none"> ➤ Lego based therapy ➤ Attention Autism ➤ Mighty Minds ➤ Talkabout ➤ ELSA ➤ Toe by Toe ➤ Communication books ➤ Symbols • Bespoke intervention timetable • Local Authority and Special School Outreach Support • SALT involvement • Educational Psychology Service involvement • ASCETS involvement and advice

Cognition and Learning

Universal	Universal +	Targeted and Targeted +
<ul style="list-style-type: none"> • Modelling of skills- WAGOLL • Working walls • Well organised classrooms leading to independence for children • Alphabet strips, RWI mats, key word mats, dictionaries • Guided learning • Regular opportunities to edit and improve learning • Retrieval opportunities in every lesson • Expeditionary learning linked to real life experiences • Self and peer assessment • Rigorous tracking and analysis of data • Moderation of learning • Variety of concrete resources • Chunk instructions and information • Mastery approach • Check understanding e.g. Learners to repeat back instructions, metacognitive strategies • Visual cues • Explicit links to prior learning • Link learning to practical contexts where possible e.g., money to shopping • Time for repetition and practice • Allow extra time for processing and task 	<ul style="list-style-type: none"> • Individualised workstation • In class support 1:1 on small group for short periods of time in sessions. • Allow additional time for processing and to complete tasks • Consider recording options and demand • Small group pre-teaching vocabulary or skill • Small group post-teaching to embed class teaching • Interventions for specific skills <ul style="list-style-type: none"> ➤ RWI targeted intervention ➤ 1:1 reading with adult ➤ Reading/writing/maths# ➤ LEXIA ➤ Precision teaching ➤ Birmingham Toolkit screening • Specific strategies/resources <ul style="list-style-type: none"> ➤ Sound buttons/ talk tins ➤ Colourful semantics ➤ Coloured overlays/paper/boards ➤ Memory games ➤ Speech to text software ➤ Read aloud software ➤ Clicker 	<ul style="list-style-type: none"> • One-page profile and SEN support plan • Bespoke intervention timetable- regular and long term interventions. • Local Authority and Special School Outreach Support • Educational Psychology Service involvement • Toe by Toe • One to one Fast Track Phonics

completion

- A variety of recording methods
- Scaffolding e.g. Writing frames, story planner, checklists
- Manipulatives/concrete resources
- Whole class visual timetable
- Use IT programs and apps.
- Whiteboards and pens/ maths memory books, wonderful word book to support memory
- Text presented clearly
- Texts which reflect interest and age range
- Dual coding e.g. diagrams and pictures to add meaning
- Carefully consider reading aloud expectations Teach and model memory techniques e.g. mnemonics
- Minimise copying from the board
- Reduce distractions
- Praise effort

Social, Emotional and Mental Health Needs

Universal	Universal +	Targeted and Targeted +
<ul style="list-style-type: none"> • Clear behaviour expectations • Relational approach- listen to the CYP • Growth Mindset • Teach self-regulation strategies • Identify CYP's strengths and interests • Cue in by name • Calming music when appropriate • Kinesthetic learning opportunities • Positive language and unconditional positive regard • Positive redirection e.g., "put the pens on the desk" rather than "don't throw the pens" • Clear time limits for work • Consider seating arrangements (for e.g. for attention, focus, good role models) • Transitions considered • Tools and equipment clearly labelled and accessible • Chunk instructions and support with visual cues • Communicate in a calm, clear manner • Keep instructions, routines and rules short, precise and positive • Specific strategies/resources <ul style="list-style-type: none"> ➤ Calm spaces/corners ➤ Movement breaks 	<ul style="list-style-type: none"> • Individual workstation • Individual visual timetable (NOT bespoke) • Now and next/ now, next, then • In class support 1:1 on small group for short periods of time in sessions. • Visual timer e.g. sand timer • Personalised reward chart • Develop personalised regulation strategies with the learner • Teach learners how to use post-it notes /whiteboard for questions and ideas • Check in's with key person • Additional movement breaks • Specific strategies/resources <ul style="list-style-type: none"> ➤ Fidget toys ➤ Emotions scale ➤ Sensory circuit ➤ Social groups ➤ ELSA support ➤ Drawing and Talking ➤ Sand time ➤ Calm space/corners ➤ Social stories ➤ Worry box/ monster 	<ul style="list-style-type: none"> • One-page profile and SEN support plan • Bespoke timetable • Regular check ins • Local Authority and Special School Outreach Support • Educational Psychology Service Involvement • CAMHS involvement • School Nursing Team • Behaviour plan • Stress Support Plan • Individual risk assessment • Specific strategies/resources <ul style="list-style-type: none"> ➤ Playing for purpose ➤ Lego based therapy ➤ Socially speaking

- Restorative practice
- Circle time
- PACE
- WINE scripts
- Key workers

- Zones of regulation
- Motional screening

Sensory and or Physical Needs

Universal	Universal +	Targeted and Targeted +
<p>Visual Difficulties</p> <ul style="list-style-type: none"> ▪ Multi-sensory experiences ▪ Consider seating ▪ Consider lighting ▪ Use verbal explanations ▪ Address the learners by name ▪ Check understanding <p>Hearing Difficulties</p> <ul style="list-style-type: none"> ▪ Reduce background noise ▪ Consider speech rate ▪ Maintain rich and varied language ▪ Model and teach careful listening and signals ▪ Check understanding ▪ Face the learner when speaking ▪ Chunk listening time <p>Physical</p> <ul style="list-style-type: none"> ▪ Consider organisation of classroom ▪ Ensure that left and right-handed CYP's arms are not knocking into each other ▪ Chair height allows both feet to touch the floor ▪ Desk at elbow height ▪ Direct view of teacher ▪ Equipment clearly labelled and kept in same place in class 	<ul style="list-style-type: none"> ▪ Individual workstation ▪ In class support 1:1 on small group for short periods of time in sessions. ▪ Allow additional time for processing and to complete tasks ▪ Modified resources as recommended by specialist teachers ▪ Sensory circuits and interoception interventions ▪ Exam access arrangements ▪ Mark starting point for each line with a dot. ▪ Fine motor skills support ▪ Gross motor skills support ▪ Specific strategies <ul style="list-style-type: none"> ➢ Pencil grip/writing slope ➢ Adaptive uniform 	<ul style="list-style-type: none"> ▪ One page profile and SEN support plan ▪ Bespoke timetable ▪ Local Authority and Special School Outreach Support ▪ Involvement from specialist teams if not already e.g. OT, PT, HI, VI, ▪ Educational Psychology Service involvement ▪ Alternative accreditation routes e.g. AQA unit awards ▪ Assistive technology