PROVISION MAP

COLBY PRIMARY SCHOOL

2025-2026

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APPENDIX 1 - COLBY PRIMARY SCHOOL PROVISION MAP 2025-2026

	Whole school quality first teaching provision – all pupils

Applicable to all four broad areas of SEN	• 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.
	  ○ 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	• 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.
	• 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.
		• 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:
		  ○ 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,
			• 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 – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised 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:
		  ○ 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 – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**

Social, Emotional & Mental Health	• 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.
	• Clear, consistent classroom routines.
	• 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.
		• 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.
		• 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.
		• 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 – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised 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. • 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. • Movement breaks. • Anti-distraction/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: o Postural control o Coordination o Shoulder girdle activities o Gross motor activities o Core stability and balance o Proprioception activities o Vestibular activities o Sensory regulation o Deep pressure activities