North Newton Community Primary School

Whole School Provision Map 2026 to 2027

Universal Provision 'High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who may or may not have SEN'. SEN Code of Practice 6.37

Universal provision will include a range of teaching strategies adaptive teaching and learning, visual aids, modelling and scaffolding of work. The teacher will provide the best inclusive learning environment for each pupil.

SEN Support Universal provision plus additional and different intervention.

The teacher will make assessments on the child's need and use the Somerset Graduated Response tool to begin an APDR (Assess, Plan, Do, Review) cycle. The teacher will work with the SENDCO to develop focused targets and discuss strategies for the individual child. At this point the parents and child (if appropriate) will receive a copy of the 'Pupil Passport' and APDR, to ensure targets are shared. If strategies are successful, the child will return to universal provision.

High Needs

Universal provision plus SEN support and highly personalised provision. 'Where despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the CYP (Child or Young Person), the CYP has not made expected progress, the school or parents should consider requesting an Education and Health Care needs assessment.' SEN Code of Practice 6.63

North Newton Community Primary School

Cognition & Learning

Assessment:

- Phonics assessment – Little Wondle
- GL assessment package/GL Screener package
- Reading / spelling age
- Maths Assessments – White Rose Assessments, Sandwell Numeracy tests, GL Assessments for Teaching Mathematics
- Standardised reading / spelling assessments
- Observations
- SATs
- Verbal & non-verbal testing
- See Somerset Graduated Response for hyperlinks to additional support

Somerset's Graduated Response Tool

Need	Universal Provision	SEN Support	High Needs
• Slower rate of progress than peers • Phonological & short-term memory difficulties • Difficulties acquiring new skills, particularly in English and Maths • Problems with fluency and/accuracy • Pace or quality of work e.g. handwriting, punctuation, vocabulary • Difficulty in understanding abstract ideas	• Establish name and eye contact (unless ASD is present / suspected) • Clear, simple instructions – one at a time. • Clarify, display and refer back to new tricky vocabulary • Check understanding frequently • Consistent use of positive language • Mind map / write down key points. • Word mats	• Targeted English and Maths programmes inc. additional phonics support in KS2 • Regular sensory breaks • High level of Teaching Assistant support across the curriculum • Alternative methods of recording e.g. mind mapping, video/audio, typing • Additional time for key areas in curriculum areas e.g. reading comprehensions	• EHCP Section F - Cognition & Learning guidance • Specific,specialist programmes e.g. communicate and print • Specialist advice from Educational Psychologist • Specialist advice from Virtual Schools Advisory Teachers • Specific 1:1 or small group adult support • Part-time timetable for alternative provision (if

North Newton Community Primary School

• Possible speech & language e.g. generalising information & understanding abstract language • Possible problems with fine / gross motor skills • Possible signs of frustration and/or aggressive behaviours • Difficulties with sequencing, ordering, word finding • Possible difficulties in language exchanges • Difficulty with specific maths concepts e.g. time, money, fractions. • Pace of learning and retaining information with mental arithmetic • Avoidance strategies • Low confidence / self esteem • Episodes of dis-engagement • Checking frequently with adults or not even starting until an adult is present.	• Knowledge organisers • Writing frames/toolkits • Give additional time for responses & processing • Visual clues / prompts • Visual timetable (may be individual), now & next board • Opportunities for working collaboratively • Working walls with key vocabulary • Repetition and worked examples of new skills • Tasks simplified or extended • Vocabulary cards, phonics games • Multisensory approaches • Modelling and scaffolding work • Effective questioning • Regular assessment to inform next steps • Daily practice e.g. reading, times table • Pre-teach vocabulary • Audio books / paired reading Unlocking letters & sounds • Talking before writing • Little Wandle Rapid catch-up • GL Assessments	• Access arrangements for tests and exams • Pencil grips • Left-handed pens • Talking tins • Coloured overlays • Mnemonics and rhymes • Adult scribes • Large print	stated by specialist advice)

	• Sandwell Numeracy • Pre and post teaching • Dictate function of Office 365 • Support with images & rehearsing problems • Avoid copying from the board • Concrete materials e.g. cubes, numicon • Colour coding e.g. axis, vocab, flow charts • Office Immersive Reader • ICT Notes		

North Newton Community Primary School

Communication & Interaction

Assessment:

- Phonics assessment
- Reading / spelling age
- Standardised reading / spelling assessments
- GL assessments/GL Screener
- Observations
- SATs
- Verbal & non-verbal testing
- See Somerset Graduated Response for hyperlinks to additional support Somerset's Graduated Response Tool
- Speech & Language referral after some strategies implemented from universal provision
- EYFS – Speech and Language assessment tool kit

Need	Universal Provision	SEN Support	High Needs
• Slower rate of progress than peers – particularly in English • Difficulty with the use of language e.g. limited vocabulary, struggling to put words into sentences. • Immature speech sounds e.g. 'gar' for 'car' • Difficulties with listening and attention e.g. over reliance on others, acting out / withdrawal.	• Hearing and vision problems should be ruled out • Give explicit instructions (no double meanings & avoid sarcasm) • Pre-warnings given for changes to routines. • Visual prompts e.g. timetables, instructions, resource areas • Systematic organisation of learning tasks (Now and Next cards). • Regular sensory breaks	• Personalised Speech & Language Plan • Access 2 Inclusion referral • Personalised, individual interventions • Individual workstation and individual timetable • Regular sensory breaks • High level of TA support • Comic strip conversations / social stories • Individual prompt cards for turn taking and taking part in small group activities	• EHCP – Section F – Communication & Interaction targets • Specialist team involvement – outside agencies • Autism & Communication team reviews and support • 1:1 TA support • Educational Psychologist support • Total Communication approach - signs, symbols and gestures to communicate needs

North Newton Community Primary School

• Possible problems understanding non-literal language e.g. jokes, sarcasm, idioms & synonyms • May be delayed in beginning instructions • Struggles to remember long sentences and new vocabulary • Difficulty in initiating a conversation • Struggles to know when it's their turn to speak and may be unaware of the listener. • Possible difficulty in interpreting non-verbal cues & facial expressions • Inconsistent use of eye contact • Difficulty maintaining conversation • Difficulty in listening and maintaining attention ▪ Use of echolalia • Anxiety in busy, unpredictable environments • Social skills and language difficulties e.g. literal	• Motivate with praise and small improvements • Calm learning environment, where possible, to allow for focused listening • Prompt cards for group work and conversation sentence starters – linked to whole school Oracy and 'Wordy of the week' • Teacher, TA support when appropriate • Peer support – group / pair work. • Provide opportunities for independence • Scaffolding of tasks • Active listening examples in PSHE / circle time • Adults aware of need at lunchtime play to support interaction • Home /school communication so that adults are made aware of changes • Use of the Children and Young Peoples Fact Files (see link on Graduated Response)	• Targeted speech programme • Talk buttons/tins • Communicate and print • Parental engagement to ensure continuity in approaches to language support • Pre-teaching of vocabulary with TA • Mind maps and alternative representations • Targeted comprehension group for reading • Additional support e.g. unlocking letters & sounds • Little Wandle – SEND support program • PINS (Partnership of Inclusion for Neurodiversity in Schoos) training support • EYFS – Speech and Language assessment tool kit	

North Newton Community Primary School

• Language presenting as rude to others	• Use of ICT where appropriate		

Sensory & Physical Needs

Assessment:

- Observations
- Occupational Health Assessment
- PINS Team
- Hearing Impairment Team
- Vision Support Team
- Fine & Gross Motor Skill Assessment
- See Somerset Graduated Response for hyperlinks to additional support Somerset's Graduated Response Tool
- MHST school

Need	Universal Provision	SEN Support	High Needs
• May seek adult support to move around the school / classroom • Refrains from moving around • Struggles to open doors • Requires additional support to evacuate the building in case of an emergency • Requires adult support with using the toilet e.g. cleaning	• Possible physical changes / adaptations to the school building • PEEP (Personal Emergency Evacuation Plan) • Personal and Intimate Care • Use of CYPTS Fact files • Changes made in light of Occupational Therapy Assessments • Break / Lunch time arrangements – to avoid	• Individual Occupational Therapy Plan targets to be carried out by TA • High level of TA support throughout the day • Hearing Impairment Team advice and reviews • Visual Support Team advice and reviews • PINS team advice and reviews	• EHCP – Section F – Sensory & Physical Needs targets • Specific 1:1 adult support • Consistent outside agency support. • Specialist advice from Educational Psychologist • Specialist advice from Virtual Schools Advisory Teachers

North Newton Community Primary School

themselves, accessing the toilet, sink, nappy changes • Can appear to take longer to complete tasks • Complains of pain and can fall off chair • Poor quality work and struggles to maintain posture • Illegible Handwriting • Reluctant to write • Unable to keep up with the pace • Unable to record ideas • Difficulty typing – uses single fingers • Struggles to track from the board to paper • Misses information • Difficulty manipulating small objects, using scissors and cutlery • Occasional support to mobilise • Difficulty sitting on the floor and getting up • Struggles to co-ordinate in PE • Falls / trips frequently	crowds and waiting in queues • Close liaison with parents • Reduce environmental noise where possible • Visual cues • Subtitles on visual material • Simplified text / language • Modified resources e.g. large print / colour paper • Seating positions and proximity to teacher and board • Differentiated work and resources for all areas of the curriculum • Allow processing time • TA support when necessary • ICT use where appropriate ▪ PSHE – Social skills • Exam access arrangements • Handwriting slope or alternative positions • Alternative ways of recording • Reduce expectation of volume of work • Specific handwriting programmes	• Additional specialist support from e.g. Educational Psychologist • Writing slope • Ear defenders or ear buds • Bean chair • Fidget toys • Chew toys • Weighted blanket • Wobble cushion • Adult scribe • Movement breaks • Nurture and sensory breaks	

North Newton Community Primary School

• Bumps into people and furniture in the classroom • Difficulties throwing / catching • Poor timing and sequence of movements • Difficulties with balance • VISUAL • May hold materials close to their face • Poor posture • No response to non-verbal instructions or facial expressions • Hesitate when walking – bumping into things • Unusual gait when walking ▪ Short attention span when reading / writing • Tilt head excessively to one side • Excessive head movements when reading • Squint / frown at the board • Struggle to copy • Poor hand/eye coordination	• Use of keyboard for some work • Pencil grip and fidget toys		

HEARING • Immature grammar and speech sounds 'me want apple' • Less expected progress in phonics / curriculum • Loses focus more often • Response varies to name called • Do not turn head on name being said • Often asks for repetition of instructions • Difficulty expressing needs accurately • Social difficulties and joining in conversations			

North Newton Community Primary School

Social, Emotional & Mental Health

Assessment:

- Strengths & Difficulties questionnaire
- SNAP IV Form
- Boxall Profile or similar
- Educational Psychologist Assessment
- School Senior Mental Health Lead
- Mental Health lead first aider
- MHST school
- ELSA

Many children will experience the following needs at some point during their school career, however this does not mean they have SEN. SEMH is complex and the follow needs would need to be monitored for frequency and severity for SEN Support to be required

Need	Universal Provision	SEN Support	High Needs
• Difficulty organising themselves and remaining on task • Impulsive behaviours • Hyper vigilance 'fight, flight or freeze' response • Rushing work • Unable to regulate emotions and may withdraw or have an outburst • Frequent - low-level disruption • Significantly -	• Listening ear (in each classroom) • Access to ELSA assessment and specific support where appropriate • Well-being framework (Somerset health) • Legon Therapy • Draw and Talk therapy • Emotion coaching 'I wonder if…'	• Significant TA support • Assessments for other areas e.g. ADHD / ASD • Significant Thrive support and assessments for other areas, or additional agencies. • Referral to outside agencies e.g. Young Somerset • Play based area at school, to support strategies to regulate behaviour	• EHCP – Section F – Social, Emotional & Mental Health Needs • 1:1 TA support throughout the day • Highly personalised curriculums and / or alternative outside provision to support SEMH needs • Specialist advice from Educational Psychologist

North Newton Community Primary School

unhappy, anxious and/or stressed • Failure to make progress across the curriculum • Frustration and early indications of disaffection or disillusion • Poor or sporadic attendance • Vulnerable to bullying, manipulation or exploitation • Difficulty in making healthy relationships with peers • Disruptive behaviour e.g. throwing chairs, destroying work, verbal / physical aggression, screaming, shouting and self-injurious behaviours • Behaviour at home that may not be seen at school • Avoiding the curriculum • Change in demeanour / appearance (may be over time or quickly) • Unpredictable triggers • Low confidence / self esteem	• Solution focused approaches (focus on strengths/interests) • Personalised learning targets • PSHE / Circle Time • Relaxation activities e.g. colouring, drawing, story time, mindfulness • Consistent classroom rules • Safe space / calm area • Keep records of concerns and share with parents • Visual timetable / now & next board • Play based activities e.g. messy play, playdough, music • Daily meet & greet / check-in • Change of face (change adults to de-escalate situations) • Use opportunities to build positive relationships • Clear goals, outputs and timescales • Short tasks, with frequent breaks and opportunities to move around	• Consistent strategies used for de-escalation with adult support • Trauma informed staff • Pastoral Support Plan – for children who are at risk of exclusion. Completed with parents • Individualised PSHE input from an adult to support child's needs • Team teach • ELSA provision • Lego Therapy	• Specialist advice from Virtual Schools Advisory Teachers • Consistent support from outside agencies e.g. OT'S & Young Somerset, Taunton Deane Partnership • Referral for alternative therapies e.g. Thera-play, play therapy, art therapy, Lego therapy

	• Scaffolding for learning when appropriate • Reward charts / systems • Pupil / parent / school communication • 'My Concern' to record incidence to look for patterns / triggers		