

Hunloke Park Primary School Whole School Provision Map 2025-26

All children are entitled to receive high quality, inclusive teaching. All teachers are teachers of children with SEND. Teachers should involve all children within their lessons. The graduated approach means that children's educational provision sits on a continuum between whole class Quality First Teaching (QFT), referred to as 'Universal' support, at one end and highly personalised support/provision, referred to as 'Specialist' support, at the other.

Universal support

Universal support is for all students and is embedded in high-quality teaching practices. This includes a broad and balanced curriculum, differentiated instruction, high expectations for all, and regular assessment. It also involves creating a positive and inclusive learning environment for all students. Universal support is typically funded through the school's general budget and relies on the expertise of all teaching staff.

Targeted

Targeted support provides additional help to students who are not making expected progress with universal support alone. It is for students who need additional help beyond universal provision. This may involve small group interventions, focused one-on-one support, or the use of assistive technology. It can also include strategies like social skills groups or access to a quiet space. Targeted support may involve additional funding and may require the involvement of specialists or external professionals.

Specialist

Specialist support is for students with the most complex needs, requiring highly individualised and specialised intervention. This could include support from specialist teachers, therapists, or other professionals with expertise in specific areas of need. It may involve tailored programs and strategies to address specific learning, behavioural, or developmental challenges. Specialist support often involves external funding and may require collaboration with specialist services and agencies.

Communication and Interaction

Assessment

- Phonics assessments
- Observations
- Assessments from Speech and Language service
- WellComm
- AET Progression Framework

Useful Support

- Speech and Language Service
- The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
- <http://www.ican.org.uk/>
- <http://www.inclusive.co.uk/hardware/communicators-and-controllers>
- <http://www.autism.org.uk/>
- <http://www.autismeducationtrust.org.uk/>
- <http://www.afasic.org.uk/>

Need	Universal	Targeted	Specialist	Outcome
Communication/Interaction • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Inability to cope with unstructured social situations, including transitions • Difficulty predicting others and	• WIDGITS used in the classroom • Makaton used in stories and songs • Classroom visual timetable • Additional phonics support • Chunking instructions • Pace and pitch altered to support learning needs • Overt expectations made explicit	• Social stories • Home/school communication books • Now/Next boards • Shape Coding • Feelings board • Individual timetable • Individual visual timetable • Individual work station • Comic strip conversations • Makaton taught explicitly	• Support from ISAS • Specific SALT programmes for individuals • Lego Therapy	Communication/Interaction • Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention

understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend • Attention and conversation focused on own needs and interests • Extreme reactions, rather than a measured response • Problems with unwritten rules e.g. you don't talk in assembly • Problems with subtle social rules • Unable to cope with close proximity to others • Physical outbursts if stressed • Echolalia, rather than meaningful language	• Calm learning environment • Prompt cards for group roles and conversation skills • Regular mentor support, including adults or peers • Training for all staff to understand challenging behaviour • Structured play opportunities at lunchtimes • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues - timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities	• WIDGITS used to communicate		• More appropriate behaviour • Pupil can calmly and independently move around the school • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Greater participation at playtime with less adult intervention • Able to access the mainstream curriculum with support • Reduced frustration • Improved mental health Speech • Correct pronunciation of sounds in some situations • Segmentation of spoken words • Improved production of
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• Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Literal understanding of language struggles to understand sarcasm/humour/idiom/metaphor • Physically challenging behaviour • Unusual reactions to sensory stimuli • May seem to have a phobia of speech with some adults. Speech • Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer • Specific difficulties in hearing or perceiving speech, particularly in distracting environments • Speech difficulties have a significant impact on literacy	• Emotional literacy activities • Clear and specific learning objectives • Clear rewards and sanctions – including motivators • Good listening prompts • Ensure you have the pupil's attention before giving an instruction • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding of classwork tasks • Model correct sentence usage • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities			speech sounds (these still need to be applied throughout the day) • Some segmentation of vocabulary – syllables, rhyme, phonemes • Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level Language • More contributions to class and group discussions • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of lesson content
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• A feeling that Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs Language • Difficulty when saying words or sentences • Difficulty understanding words or sentences • Difficulty following/processing instructions • Short attention span • Comprehension and/or decoding affected in literacy • Considerable difficulties with receptive and/or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary	• Kagen working • Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way • Guided reading for decoding and comprehension, especially inference			leading to better progress • Enhanced reading comprehension • Correct usage of grammar, e.g. plurals and tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding and/or inference • Ability to follow longer instructions • Improved words and sentences • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access
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• May speak and understand at a single word or phrase level • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions				
Cognition and Learning				
Assessment • Observations and AfL • Phonics screening • Development Matters • SATs • Formative Footprints / BSquared • Sandwell Early Numeracy Test – KS1 and KS2 • Spelling – Shelling Shed – Weekly Check ups • In class assessments for science, maths, history geography, life skills and French • Maths – end of unit tests from White Rose • Rising Stars or Twinkl end of unit assessments for Science • Flashback questions at the start of each lesson for all subjects • AET Progression Framework • GLS assessment – Dyslexia Screener Useful Links Referral to ISAS for Targeted and specialist support http://www.bdadyslexia.org.uk http://www.thedyslexia-spldtrust.org.uk/				
Need	Universal	Targeted	Specialist	Outcome

• Low levels of attainment • Phonological and short-term memory difficulties • Difficulty acquiring new skills (particularly in academic areas) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration and/or aggressive behaviours • Difficulties involving specific skills such as sequencing, ordering, word finding • Difficulty forming concepts particularly when information is more abstract • Low levels of attainment • Phonological and short-term memory difficulties • Avoidance strategies • Low self-confidence/esteem	• Numicon • Flashcards • Concrete resources • Funky Fingers/Dough Disco/Squiggle • Maths Mastery • Visuals • Use pupil's name and eye contact established before giving instructions (unless autism is present/suspected) • Use clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new/difficult vocabulary • Pre-teach vocabulary and key concepts • Check for understanding • Consistent use of positive language	• Fine motor skills work • Action Words • Phonics Programmes - Monster Phonics, • Catch up Literacy • Mastering Number • Power of 1, Power of 2 • Thera Putty • Precision Teaching • Touch Typing • Jungle Journey • Phonological Awareness/assessment • Flashcards • Computer intervention programmes/games • Allow alternative methods of recording work e.g. Mind mapping, note taking, laptop, voice recorders • Access arrangements for tests and exams • Use of coloured overlays/paper	• Support from ISAS • Educational Psychologist	• Increased access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Improved engagement and desire to learn/motivation • Increase range of secure concepts • Able to apply strategies of what to do when unsure or unclear about learning Able to predict/recount content of lesson • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Decrease in number of frustrated and/or aggressive behaviours
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• Episodes of disengagement	• Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills including worked examples • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Number lines • Adapted curriculum			• Improved listening and attention • Increased self-confidence and self-esteem • Improved social inclusion • Positive response from pupil voice • Improved attainment
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Social and Emotional Mental Health

Assessment

- Boxall
- AET Progression Framework

Useful Support

Referral to ISAS for Targeted and specialist support

<http://www.pdnet.org.uk/>

ISAS webinar training

DCC Sensory Toolkit

Need	Universal	Targeted	Specialist	Outcome
• Experiencing difficulty in remaining on task, inattentive • Inability to follow instructions and routines • Presenting as significantly unhappy anxious or stressed • Seeking frequent adult support/attention • Frequent low-level disruptions • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion	• Emotions check-in • Worry monster • Buddy system • Huddle • Movement Breaks • Social Stories • Year group partner • Fidgets • Emotion wall • Emotion cards • Zones of Regulation • Reward charts • Use of reward system • Reinforce expectations using visuals • Identify and build on preferred learning styles	• Meet and Greet • Transition to home • Zones of Regulation • Offering choices • Fidgets • Bespoke timetables • Emotion cards • Forest Schools • Brain breaks • Positive Play • Turn taking social skills • Pupil voice • RAG rating of areas • Communication books • Safe space/area • Brain breaks • Risk assessments as needed	• Involvement of ISAS • Involvement of Educational Psychologist • Space for You • Attention Autism • Curiosity Programme • Counselling • Changing Lives • Guidance for individuals from paediatricians	• Whole school practice that is positive and restorative and aids resolution of conflict peacefully • Improved staff confidence in managing behaviour that challenges • A sense of belonging • Pupils that feel safe in school • Reduced risk-taking behaviour • Confident and resilient learners • Emotionally aware pupils who can self-regulate

• Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful • Poor or sporadic attendance • Vulnerable to bullying, manipulation or exploitation • Significant fluctuations in mood and increasing unpredictability over attitudes to learning • Engage in bullying type behaviours • Uncooperative or defiant • Demonstrations of behaviour that challenges • Frequent exclusions or being removed from class • Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm) • Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct	• Environmental adaptations within the classroom – seating positions, near to teacher, near door etc. • Use CPOMS to record incidents – and look for patterns • ABC Charts • Pupil, parent, staff and child involvement • Restorative Practice	• Extra support on trips • ELSA • Lego Therapy • SITT • Workstations • Drawing and Talking • FRIENDS		• Pupils with a positive perception of self • Positive engagement and participation in learning • Increased levels of independence within pupils • Improved concentration and attention • Positive social interaction and relationships with others resulting in improved friendships and relationships • Able to work collaboratively and independently
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disorders, generalised anxiety disorder, phobias, significant self harming behaviours) - Placing self or others at risk of harm - Diagnosis of neurological disorders that affect social and emotional health.				
Sensory and Physical				
Assessment DCC Sensory Toolkit AET Progression Framework Boxall Profile Assessments by OTs Useful Support Referral to ISAS for Targeted and specialist support Support from vision impairment service Support from hearing impairment service Support from physical impairment service				
Need	Universal	Targeted	Specialist	Outcome
- Hearing loss – severe, moderate or mild - Missing or mishearing spoken information - Attention, concentration, listening and speech development affected - Expressive and receptive skills	- Ear defenders - Fidget toys - Weighted cushions/blankets - Pencil sizes/nubs - Pencil grips - Trampette - Sensory room - Modified resources	- Writing slope - Lego therapy - Sensory toys - Foot stool - Gym balls - Jungle Journey - Sensory Circuits - Wobble cushion - Thera bands - Sound balls	- Mirror sharing - Specialist equipment - PEG Feeding - OT support - VI support - HI support	- Timely referral and intervention - Increased/equal access to the curriculum - Improved speech discrimination - Increased subject vocabulary

• Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Impaired auditory perception • Difficulty listening at a distance of more than two metres from the speaker • Listening/lip-reading fatigue • Inability to hear in poor acoustic environment • Visual impairment/loss of visual field – severe, moderate or mild • Reduced visual impairment • Difficulty with handwriting/fine motor control • Sensory processing needs • Gross motor skills and mobility • Difficulty moving around school	• Subtitles on audio visual materials • Adapted curriculum • Uncluttered and well-organised learning environment with appropriate lighting • Allow thinking time • Summarise key points at start and end of a lesson • Pre-writing activities/warm up	• Chew toys • Weighted blanket • Sensory Circuits • Ear defenders • Plans in place to support children with mobility issues during fire evacuations • Positive Play • ELSA • Forest Schools • Positive Play	• Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information • Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self - esteem and social / emotional development
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• Difficulty managing own physical needs independently • Misinterpretation of social cues • Visual fatigue • Colour perception difficulties • Difficulty accessing standard classroom equipment • Auditory and visual perception difficulties • Functional language difficulty • Risk of isolation • Difficulty responding to smoke/fire alarms				• Increased confidence approaching new situations leading to better participation • Increased confidence and understanding of diagnosis, implications and strategies
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