

Woodlea Primary School Provision Map 2025-26

SENDCo – Miss Jennifer Rice

Wave 1: Universal/High Quality Teaching/Ordinary Available Provision * - all children will have access to this provision

Wave 2: School and Targeted Support – This level of support is for those children who require additional support offered in Wave 1/Universal. This may include a short term intervention to support ‘catch up’, to working with outside professionals to support longer term targets.

Wave 3: Specialist support - Statutory Assessment/EHCP – This level of support is for those children in receipt of and Educational Health Care Plan (EHCP). In some circumstances some children in Wave 2 may receive Wave 3 support.

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<p>Appropriately adapted planning for learning</p> <p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Use of a range of visual aids/modelling such as word banks, writing frames and concrete math’s materials</p> <p>Visual timetables</p> <p>Support from TA within the class: to support the children’s independent learning – task boards, writing frames, understanding of task, small group work</p> <p>Use of Metacognition strategies</p> <p>Reciprocal Reading approach to whole class and guided reading sessions</p> <p>Parent/teacher consultations</p> <p>Staff aware of children’s needs with thorough transition meetings/plan.</p>	<p>As for Wave 1 plus:</p> <p>1:1 support/small group support (in specific areas e.g. daily reading)</p> <p>Precision Teaching</p> <p>Targeted Intervention – Little Wandle, SNAP Maths, PAT, Literacy for All</p> <p>Increasing differentiation (personalised learning program)</p> <p>Pre-teaching - Maths</p> <p>Access to specialised equipment e.g. laptop for writing</p> <p>Access to outside agencies e.g. STIPS, Woodlands, Educational Psychologist</p> <p>Lexia – KS2 including Lexia club</p> <p>Timestable Group</p> <p>Touch typing</p>	<p>As for Wave 1 and 2 plus:</p> <p>Highly differentiated curriculum</p> <p>High level of in class support</p> <p>Annual review process and monitoring</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p>
Communication and Interactions	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Visual timetables</p> <p>Support from TA within the class: to support the children’s independent learning – task boards, writing frames, understanding of task, small group work</p> <p>Differentiated use of language in classroom</p> <p>Visual support</p> <p>Teacher modelling</p> <p>SSP – Little Wandle</p>	<p>As for Wave 1 plus:</p> <p>Speech and Language program</p> <p>Specific speech and language strategies to be used in class</p> <p>Specific teaching of social skills with Zones of Regulation or ELSA</p> <p>Social stories and comic book conversations</p> <p>Support for transition between tasks e.g. Now and Next board</p> <p>Access to outside agencies e.g. Woodlands ASD Outreach, Speech and</p>	<p>As for Wave 1 and 2 plus:</p> <p>Regular input from speech therapist</p> <p>Daily speech therapy</p> <p>Staff trained and skilled in teaching children/young people with significant communication and interaction needs</p> <p>Staff trained and skilled in responding to challenging behaviours</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p>

	<p>Reciprocal reading approach/Little Wandle guided reading to clarify vocabulary in all year groups.</p> <p>Topic vocabulary and steps to success displayed for subjects</p> <p>Key vocabulary for topics displayed in class.</p>	Language Therapist	
Social, Emotional and Mental Health	<p>Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties</p> <p>Consistent use of the schools behaviour policy by all staff including regular reinforcement of positive behaviours</p> <p>Zones of Regulation</p> <p>Visual timetables</p> <p>Reward systems</p> <p>Positive praise</p>	<p>As for Wave 1 plus:</p> <p>Access to ELSA</p> <p>Targeted Intervention e.g. Zones of Regulation</p> <p>Access to safe space</p> <p>Adapted timetable</p> <p>Access to resources such as fidget tool, wobble cushion</p> <p>Break or lunchtime support</p> <p>Calm and consistent approaches in place to manage behaviour by all staff, this may include a Individual Behaviour Plan</p> <p>Awareness of pupils' individual needs shared across staff team</p> <p>Activities broken into achievable chunks</p> <p>Reduced language at times of anxiety</p> <p>Access to outside agencies e.g. CAMHS, STIPS, YMCA, Barnados, Learning Space</p>	<p>As for Wave 1 and 2 plus:</p> <p>1:1 support as appropriate</p> <p>Regular access to Learning Mentor/ELSA</p> <p>Staff trained and skilled in supporting children with very challenging behaviour</p> <p>A highly modified learning environment</p> <p>Adaptations for trips and additional staffing where needed</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p>
Physical and/or Sensory	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Support from TA within the class to support the children's independent learning – task boards, writing frames, understanding of task, accessing resources and equipment etc.</p> <p>Fidget tools</p> <p>Movement breaks to support learning where necessary</p> <p>Equipment and resources as recommended to support access</p> <p>Reasonable adjustments made to ensure access to curriculum and environment</p> <p>Seating provisions</p> <p>Access to trim trail, energy wall and outdoor woods</p>	<p>As for Wave 1 plus:</p> <p>Sensory resources</p> <p>Occupational Therapy resource pack</p> <p>Direct intervention (Targeted Support)</p> <p>Access to specialist services e.g. PSS, OT,</p> <p>Follow program from specialist services</p> <p>Touch typing</p> <p>Letterjoin handwriting</p> <p>Coloured Overlays</p>	<p>As for Wave 1 and 2 plus:</p> <p>Occupational Therapy</p> <p>Physiotherapy Equipment arrangements</p> <p>Adapted resources</p> <p>Adapted environment</p> <p>Adapted curriculum to allow access e.g. scribe</p> <p>Sensory breaks from the classroom</p> <p>Adaptations for trips and additional staffing where needed</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p> <p>Emergency Evacuation Plans (PEEP)</p>