

Trinity Oaks C of E Primary School Local Offer and Provision Management

Provision management is a collection of maps, setting out a Graduated Response to Provision for pupils at our school. They are designed to provide information to a range of people involved in the work of the school.

A provision map is an audit of what provision is in place and how it meets identified pupil needs in order to overcome potential barriers to learning.

We have provision maps for the whole school, classes, groups and individuals.
The layers of provision are:

- **Universal Support-** First Class Teaching support and access to services that enable all children and their families to be healthy, stay safe, enjoy life and achieve their full potential. This includes everything you do in early settings for all children. Universal provision maps are used by Teachers and Teaching Assistants to inform the planning of teaching and learning. Universal provision forms part of the criteria for lesson observation and informs monitoring of teaching and learning.
- **School SEND Support-** In line with the Code of Practice, the majority of children with SEND will have their needs met through school provision which adapts to meet individual needs. Additional evidence based interventions are funded to meet short term needs of pupils (NELI, First class Number etc. and individual interventions.) These are used by the Head teacher and Special Educational Needs Coordinator (SENCo) to monitor the progress of pupils with Special Educational Needs, Pupil premium pupils and other vulnerable pupils, EAL and more able pupils. They are used by the SLT and teachers to monitor the quality of interventions and to assess the impact of interventions on pupil progress.
- **Specialist SEND Support-** Where a child continues to make less than expected progress, despite evidence- based support and interventions highlighted in School SEND Support, we would consider making referrals and seeking specialist support from multi-agency professionals e.g. STIP, EP, Speech and Language.
- **Statutory Assessment-** Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of the child, the child has not made expected progress with the involvement of multi-agency professionals, the school or parents can consider requesting a statutory assessment. A successful statutory assessment can lead to an Educational Health Care Plan (EHCP) being provided to a child that will provide funding to meet specific outcomes set out in the plan. The plan helps parents to understand how their child is being supported and the contribution of external agencies. They can also be used to support transition.

The views of pupils are considered when planning all layers of provision and they are asked how they feel about their learning. The SEND Governor and other governors use our provision management to monitor the effectiveness of the school in meeting the needs of all pupils and to help them plan and monitor the budget.

Communication and Interaction

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|-------------------------|---|--|---|
| Speech Sounds | <ul style="list-style-type: none"> • Adults becoming familiar with the child’s language and noting the substitutions they make; • Avoiding asking for constant repetition of mispronounced words; • Avoiding finishing the pupil’s sentence or saying the words they can’t find (to avoid frustrating the pupil); • Repeating what the pupil says correctly so that they hear the correct sounds – it is not good practice to ask the pupil to repeat the sentence again after you; • Extending/expanding on what the pupil has said by adding new words or a new idea; • Making the pupil feel relaxed and building self-esteem and confidence; • Commenting on and praising good speech, and identifying and praising pupil’s other strengths. | <p>Following: Recommendations from the Speech and Language Therapy (SLT) service.</p> <ul style="list-style-type: none"> • Speech sounds activities / modelling • Adults modelling correct use of sounds • School based assessment using ‘Wellcomm’ and Teaching Talking screeners. | <p>Guidance about speech sounds: Speech Blog</p> <p>BSP, speech & language resources for schools, therapists & parents (blacksheepress.co.uk)</p> <p>Speech and Language Therapy resource Pack Part 1 Early Years</p> <p>Speech and Language therapy resource pack Part 2 Early Years</p> |
| Attention and Listening | <ul style="list-style-type: none"> • Visual ‘Attention and Listening’ symbols displayed in class and regularly referred to by adults. • Regular reminders and cues from adults to support the child to attend during whole class or small group sessions. • Use of the child’s name to gain attention. • Ask child to repeat back instructions. • Request child’s eye contact to gain attention. • Short and sequenced instructions, supported by visual cues (some children may only be able to process 1 or 2 instructions at a time). | <ul style="list-style-type: none"> • ‘Attention Bucket’ • Attention and Listening symbols • Attention and Listening assessment. • Attention and Listening Groups • Lego Therapy • School based assessment using ‘Wellcomm’ and | <p>Practical Help with Autism Gina Davies Autism Centre</p> <p>PECS</p> |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|-------------------------------------|---|---|---|
| | <ul style="list-style-type: none"> • Sand timer to support them to focus on a task for a given time. • Break up longer whole class carpet sessions with partner talking time, and physical movement breaks. • Fidget toys. • Careful seating within the classroom. • Individual workstations/distraction boards. • Access to quiet, distraction-free space. • Time outs / brain breaks. • Class poster –what makes a good listener? • Kinaesthetic learning: Active participation, action songs/rhymes and signing. • | <ul style="list-style-type: none"> • Teaching Talking screeners. | |
| Language (expressive and receptive) | <ul style="list-style-type: none"> • Adults speak slowly and clearly. • Use visual aids to support key vocabulary, concepts and themes. • Use of alternative forms of communication (e.g. Makaton) to support understanding. • Modified and simplified teacher language, avoiding idioms and sarcasm. • Differentiated use of question style, such as offering a choice of responses. • Take into account the different kinds and diversity of speakers and listeners in the classroom. • Allow child waiting time before expecting them to respond immediately. • Checking and reinforcing understanding through repetition, rephrasing and demonstration and use of visual cues (e.g. objects, signs, symbols, pictures). | <ul style="list-style-type: none"> • Following recommendations from the Speech and Language Therapy (SLT) service. • 'Lego Therapy' group • 'Rhodes to Language' receptive and expressive language programme • Word games (e.g. Twenty Questions, What am I?) • Visual stories to support language development • Pre and post teaching to embed new vocabulary • NELI intervention • Wellcomm intervention groups | <p>General information about communication:</p> <p>Language development: "Rhodes to Language" - Rhodes PECS (communication cards)</p> |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|----------------------|---|--|--|
| | <ul style="list-style-type: none"> • Following an instruction, check that the child has understood. Observe their response and clarify any misunderstandings – encourage self-help strategies such as rehearsal or visualisation. • Repeating parts of a conversation that a child hasn't understood. • Use of concept/topic maps. • Discrete teaching of common but more difficult words used commonly across the curriculum. • Teaching of new words, including definition, structure and pattern (e.g. words in words, rhyming words, syllables) and put in a meaningful context. • Give prompts if the pupil cannot think of the word (e.g. what do you do with it? Where would you find it? What does it look like?). • School based assessment using 'Wellcomm' and Teaching Talking screeners, TALC, NELI screening | | |
| Social Communication | <ul style="list-style-type: none"> • Staff to use clear, unambiguous language to give instructions. • Verbal input supported by visual prompts, concrete objects and other multi-sensory cues. • Modelling of appropriate social interaction. • Visuals on a keyring to support the child to communicate their needs or feelings to an adult. • Prior notice and preparation to changes in daily routines. • Whole school autism awareness. | <ul style="list-style-type: none"> • Direct teaching of social skills (e.g. social communication, turn taking, facial emotional recognition, understanding metaphors, making choices, initiating a conversation or game) • 'Socially Speaking' activities • 'Comic Strip Conversations' | <p>Information about ASD: National Autistic Society Autism Education Trust Ambitious about Autism Centre for Autism</p> <p>Social Stories: Carol Gray</p> |

Cognition and Learning

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|------------------|---|---|--|
| General learning | <ul style="list-style-type: none"> • Child-initiated learning opportunities and active learning in all year groups. Following children’s interest. • Teaching strategies e.g. pace, volume, tone, open questions, differentiated questioning, awareness of different learning styles. • Assessment for Learning strategies (AFL) • Mind mapping, categorising and grouping, making links between different areas of learning. | <ul style="list-style-type: none"> • | |
| Phonics | <ul style="list-style-type: none"> • Using actions to accompany the teaching of phonics sounds. • Songs/rhymes. • Multi-sensory approach (e.g. writing in the sand, foam, salt, water, chalk, tracing it out on sandpaper). • Computer games: Wordshark; Phonics Play; Busy Things. • Phonics scheme by Phonics Shed | <ul style="list-style-type: none"> • Phonics group • Precision teaching • Phonics Shed phonics programme | Phonics Shed Oxford Owl |
| Reading | <ul style="list-style-type: none"> • Variety of reading and language experiences to encourage reading for pleasures and meaning. • Access to a range of simple texts, and high quality engaging books. • Adults reading to children. • Children reading to adults. • Children reading with children (paired with an older/younger child in the school). | <ul style="list-style-type: none"> • Group reading • 1:1 reading to an adult • Decodable books • Picture books for love of reading • Precision teaching • ‘Toe by Toe’ book | Information about Dyslexia: British Dyslexia Association Dyslexia Friendly Books: Barrington Stoke Toe by Toe: |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|--------------|--|---|---|
| | <ul style="list-style-type: none"> • Oral comprehension opportunities. • Encourage pupils to use a range of cueing strategies (i.e. picture, context, syntax and meaning). • Observe how pupils are learning to read words, and support them to generalise rules (e.g. letter sequences, consonant clusters, vowel digraphs). • Reading groups with range of activities (e.g. reading 'First News', comprehension, dictionary skills, group reading, browsing non-fiction for research, listening to audio books). • Cut up and reassemble stories/texts to match with the original and as a way to develop sequencing. • Cloze activities. • Check for visual stress (experiment with different coloured overlays and tinted paper). • Follow 'Dyslexia Friendly Classroom' recommendations. • Develop comprehension skills by using the 'VIPERS' approach. • Spell zone Online | <ul style="list-style-type: none"> • Phonological assessment and integrated activities • PHAB screener • YORK screener • BPVS • Rapid Reading Intervention | <p>What is Toe By Toe? – Toe by Toe (toe-by-toe.co.uk)</p> <p>VIPERS approach - Literacy Shed</p> |
| Spelling | <ul style="list-style-type: none"> • Spelling/word learning. • Games/ variety of ways to learn spellings • 'Tricky Spellings in Cartoons' visuals. • Computer games: Spell zone, Phonics Play | <ul style="list-style-type: none"> • Scaffolded weekly spellings • 'Word Wall' or books (daily writing of spellings to reinforce them) • Precision teaching | |
| Writing | <ul style="list-style-type: none"> • Variety of opportunities for mark-making. • Multi-sensory approach (e.g. writing in the sand, foam, salt, water, chalk, tracing it out on sandpaper). • Finger spacers (e.g. lollysticks). • Dram/visuals/peer discussion to generate ideas. • Shared writing / drafting ideas on a whiteboard first. | <ul style="list-style-type: none"> • Shared writing • Handwriting group • "Handwriting without Tears" scheme amongst others • Adult scribing | <p>Touch typing: BBC Dance Mat (free programme)</p> |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|-----------------|---|---|--|
| | <ul style="list-style-type: none"> • Planning sheets / mindmaps / tasks broken down into steps / sentence starters /vocabulary banks. • Alphabet cards / Phonics mats (with visuals). • Wordbanks (for high frequency words or topic words). • Personalised wordbanks/dictionaries. • Sound recording button – Talking tins (for the child to say their sentence and then play it back to support with writing it down). • Editing checklists (peer editing/ self-editing). • Word processing longer pieces of writing. • Talk to text on Chromebooks | <ul style="list-style-type: none"> • Dictation software (speak to type) • Touch typing (English Type Junior) • Additional opportunities to type longer pieces of writing • Occupational Therapy programme to support fine motor development | |
| Maths | <ul style="list-style-type: none"> • Physical /concrete resources (e.g. number lines, Numicon, counters, hundred squares, 3D shapes, rulers, weighing scales). • Visuals on the walls (e.g. large number lines). • Songs/rhymes. • 'Teacher time' (where children show their understanding by teaching their peers). • 'Life skills' Maths opportunities (e.g. measuring, money, telling the time). • Computer games: TT Rockstars; Hit the Button; Maths Raps. • Outdoor Maths opportunities. | <ul style="list-style-type: none"> • 1st Class number (intervention to reinforce number skills) • Times tables group • Maths games • Precision teaching | |
| General / Other | <ul style="list-style-type: none"> • Modified or alternative learning objectives in daily teaching across all curriculum areas. • Curriculum offer and daily lessons reflect range of learning styles. • Learning tasks and activities are meaningful and relate to pupils' experiences/interests. • Use of personal interests to motivate children to engage in learning. | <ul style="list-style-type: none"> • Opportunities for overlearning to recap and embed • Pre- and post-teaching of new concepts • Small group support in class, to enable child to | Information about ADHD: ADDISS |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|--------------|---|---|-------------------|
| | <ul style="list-style-type: none"> • Information is present in a structured and cumulative way, building on, recapping and reinforcing existing knowledge. • Allow extra thinking time to process information and compose a response. • Use of praise and positive language to boost pupils' self-esteem and value pupils' efforts and strengths. • Visual timetable of the day/week. • Personal visual timetable. • Success Criteria/ Learning Checklists • Task boards to break tasks into manageable steps/chunks. • Peer support • Sharing good examples of learning with peers in class or in other classes. • Concentration screen or personal workstation (to block out distractions). • Personal checklists of what to do. • Visual signs around the classroom /school building. • Time management support (to help with their independence). • Opportunities for children to become 'experts' in something, or to have responsibilities in class. • Consideration of ways to make learning more accessible (e.g. use of bullet points, mind maps, flow charts, font size, colour of paper). | <p>understand and access learning tasks</p> <ul style="list-style-type: none"> • Individual learning planned from previous year's curriculum (for children working at least 2 years behind peers) • 1:1 adult support to enable child to understand and access learning tasks • TEACCH trays • 'Now and Next' board • Alternative methods for written recording in other areas of the curriculum (e.g. adult scribe, photos, videos, peer support, assistive technology) | |

Social, Emotional and Mental Health

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|--|--|--|---|
| Managing emotions Anxiety Well-being Self-esteem Mental Health | <ul style="list-style-type: none"> • ELSA support • HSLW support • RSHE/ PSHE curriculum. • Personal 'toolbox' of strategies to support self-regulation. • Emotion Coaching approach. • Warm welcome at the beginning of each day/session. • All adults modelling positive behaviour and interactions. • Whole class expectations of behaviour. • Adults to avoid giving instructions framed as questions. • Clear/consistent routines (support with any changes to routine). • Support with transitions. • Anxiety scales/charts (to 'rate' the level of their anxiety). • Mindful colouring. • Safe spot/ Quiet areas • ELSA room CALM corner • Being a mentor to a younger child in the school. • Feelings charts. • Additional check-ins with class teacher/ ELSAs. • Positive reinforcement. • Adults manage distressed and challenging behaviour by: <ul style="list-style-type: none"> ○ Tactical ignoring and use of non-verbal signals; ○ Reminders/reinforcement of positive behaviour (rather than drawing attention to poor behaviour); ○ Use of straight forward, explicit language (reducing dialogue); ○ Acknowledgement of appropriate behaviours and activities; | <ul style="list-style-type: none"> • Breakfast Club • Friendship circles • Bereavement Support • Young carers • Friendship groups • ELSA sessions in groups or 1:1 covering: Anxiety, friendship, behaviour for learning, emotional regulation, positive choices, worry etc. • Check in at beginning and end of day by ELSA • Individual behaviour plan • Drawing and Talking • Lego therapy • Emotional Understanding • Structured lunchtimes (including time in lunch club/ library) • Home-School contact book. • Parent/ Family support through HSLW • Parent/ School consultation with Primary Mental Health Lead (PMHL) • Parent/ School consultation with Educational Psychology service. | General resources to support wellbeing and mental health: Mind Ed Anna Freud ELSA support Emotion Coaching Educational Psychology Service Surrey |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|--------------------|--|--|-------------------|
| | <ul style="list-style-type: none"> ○ Use of language of choice, with reminders of consequences; ○ Allowing time, stepping back and allowing child to take control and change behaviour; ○ Prompts/attention to refocus on learning tasks or other distractions to end inappropriate behaviour; ○ Sensitive use of rewards and motivators, where appropriate. <ul style="list-style-type: none"> ● Displays of children’s work ● Children have roles and responsibilities | | |
| Peer relationships | <ul style="list-style-type: none"> ● ELSA support ● Friendship circles ● Friendship groups ● Social skills groups ● Turn taking games. ● Friendship benches (for playtimes). ● Playtime buddies ● Careful groupings/pairings in class. ● Arrange seating in class to minimise disruption and potential conflict. | <ul style="list-style-type: none"> ● Social Skills group ● Friendship support ● Social stories (e.g. kind hands, kind words) ● Comic book conversations ● Parent/ Family support through HSLW | |
| Attachment | <ul style="list-style-type: none"> ● ELSA support ● Building trusted relationships with familiar adults ● Use of transitional objects ● Creating a link with home (e.g. drawing a heart on their hand and the parent’s hand so that they can touch it and get a virtual hug) ● Morning routine | <ul style="list-style-type: none"> ● Breakfast Club (to support separation anxiety) ● Additional check-ins for adopted/ vulnerable children ● Parent/ Family support through HSLW | |

Physical and Sensory

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|--------------|--|--|---|
| Sensory | <ul style="list-style-type: none"> • Chewies / theratubes • Fidget toys / squishy balls • Weighted cushions / wobble cushions • Theraputty / playdough • Movement breaks • Messy play • Exercise ball • Theraband / resistance bands • Heavy lifting exercises • Hard Work exercises • Personal workstation screens • Adjustments to reduce impact of any over or under sensory stimuli (e.g. ear defenders) | <ul style="list-style-type: none"> • Cooking • Life Skills group • Sensory diet | <p>The Following links support all areas of Sensory and Physical Development</p> <p>Occupational Therapy Service</p> <p>Occupational Therapy Resource pack school aged children</p> <p>Occupational Therapy Early Years Pack 1</p> <p>Occupational Therapy Early Years Pack 2</p> |

| | | | |
|---|---|--|--|
| Fine motor skills | <ul style="list-style-type: none"> • Writing slope • Pencil grips / wide pencils and pens / left-handed pencil/pens • Adapted scissors • Preparation for writing activities, such as hand warm ups and body strengthening activities incorporated in daily teaching • Modified/enlarged writing frames and task sheet to support with the layout and presentation of work • Activities to support manual dexterity (e.g. manipulating play dough, popping bubble wrap, squeezing clothes pegs, scrunching paper, squirting water pistols, wringing out wet sponges, stretching rubber bands construction toys, ripping up pieces of paper, sewing, threading, using tweezers) | <ul style="list-style-type: none"> • Touch Typing (BBC Dancemat) • Additional handwriting • Fine motor skills • Scissor skills • OT groups for sewing, threading etc. | BBC Dance mat Touch Typing |
| Gross motor skills | <ul style="list-style-type: none"> • PE sequence cards, to support independent changing for PE • Pre-planned modifications to PE lessons (including exercises to develop core muscle strength) • Alternatives to standard bats and balls to develop skills and success in throwing, catching and hitting. | <ul style="list-style-type: none"> • Gross motor skills group | Physical Disability guidance Surrey |
| Developmental Coordination Disorder (DCD) (also known as dyspraxia) | <ul style="list-style-type: none"> • Encourage good seating, both feet flat and sitting upright • Tasks broken down into smaller, more achievable chunks • Extra time allowed to complete tasks • Rest and movement breaks to address fatigue and sustain concentration • Alternatives to written recording (e.g. word processing, peer support) • See 'Fine Motor Skills' and 'Gross Motor Skills' for further ideas • | <ul style="list-style-type: none"> • Targeted support to develop self-care and independence skills | Information about DCD (dyspraxia): Dyspraxia Foundation |

| Area of Need | Our universal offer of support includes: | Targeted School SEND support includes: | Links / resources |
|--------------------|--|---|---|
| Hearing Impairment | <ul style="list-style-type: none"> • Creation of a good listening environment (reduction of background noise, where possible) • Seating arranged to optimise access to verbal input and lip reading • Adults to speak naturally and clearly, facing pupils as they speak. • Cueing to support attention and listening • Extra thinking time to help pupils' process information and compose a response. • Instructions and verbal explanations are repeated, rephrased and/or demonstrated to check pupils understand • Management of turn taking in class/group discussions and repetition of key points made by other children • Use of a range of visual cues and physical prompts, including signing (if appropriate) to support access and understanding • DVDs and online content made accessible (e.g. subtitles) • Access to rest breaks as required • Awareness of how listening tasks could be adapted (e.g. in French or Music lessons) • Support for inclusion in extra-curricular activities • Access arrangements in place for tests and exams (if embedded as normal way of working) | <ul style="list-style-type: none"> • Personalised access/support plan • Pre and post teaching of subject specific vocabulary • Enhanced/modified 1:1 teaching of phonics • Tailored reading programme • Direct teaching from HI teacher • Additional adult support for note-taking • Adult support for managing personal aids and additional specialist audiology equipment • Support for social interactions during play/lunchtime | <p>National Deaf Children's Society DELTA</p> <p>Surrey Hearing Impairment guidance</p> <p>Multi-Sensory Impairment guidance Surrey</p> |

| | | | |
|-------------------|--|--|---|
| Visual Impairment | <ul style="list-style-type: none"> • Support for inclusion in extra-curricular activities • Encourage independence and self-help skills through making learning environment uncluttered with resources and other regularly used objects stored and positioned in consistent locations using tactile labels, as required • Use of clean whiteboards and black pens, to increase contrast • Interactive whiteboard presentations to be clear, visually uncluttered and with good contrast. | <ul style="list-style-type: none"> • Personalised access/support plan • Direct teaching from VI teacher • Adult support for modifying resources • Pre and post teaching of new skills and concepts | Vision Impairment guidance Surrey |
| Area of Need | Our universal offer of support includes: | Targeted support includes: | Links / resources |
| General | <ul style="list-style-type: none"> • Audit/adjustments to physical environment and seating arrangements, taking into consideration light and sound, glare and reverberation. • Careful consideration of presentation of learning materials, spacing and size of text, choice of font and colour of paper. • Any image, words or information that is pointed to, should be accompanied by a verbal description. • Use of multi-sensory teaching approaches, with increased opportunities to use their other senses (touch, hearing and smell), including holding real objects and artefacts. • Use of assistive technology such as audio-visual devices, a laptop/ipad with accessibility options and software to allow pupil to work at their own pace, and increase opportunities for independent learning. • Extra time to process information and complete tasks • Rest breaks to reduce impact of visual fatigue and effort to access learning • Access arrangements in place for tests and exams (if embedded as normal way of working) | <ul style="list-style-type: none"> • Direct teaching of new skills, such as touch typing, mobility and/or social skills. • Additional opportunities to develop and use sense of touch to support access and communication (e.g. manual dexterity, tracking skills and tactile perception) • Support for social interactions during play/lunchtime • Social skills group to encourage social inclusion • ELSA support of Social skills | |

[Please click here for the Special Educational Needs and Disability guide for parents from the DFE](#)

