Coldfall Primary School 2026-2027

SEND Provision Map

Area of Need	Universal All pupils, where appropriate	Targeted	Targeted Plus	Specialist support
Communication and Interaction	● Adapted curriculum planning, delivery, activities and outcome (e.g. simplified language, repetition, chunking instructions, processing time, adults checking in, no hands up when appropriate, targeted questioning - when appropriate). ● Frequent and appropriate use of talk partners and group work to promote peer tutoring and learning. ● Carefully considered seating arrangements. ● Visual timetables in all classrooms. ● Structured school (e.g. The Golden Rules, restorative justice approaches) and class routines. ● Preparing for any planned changes in timetables, both verbally and visually. ● Providing resources to support learning new vocabulary (e.g. vocabulary displayed in classrooms, visual word banks, mind maps, high quality modelling). ● Good modelling of language used by all staff, including using clear sentences and recasting. ● Staff have high quality interactions with pupils. ● Visual displays to support listener expectations e.g. good sitting, good listening and good looking alongside a hierarchy of what to do if you are stuck (e.g. look at the display, check the materials available on the	● Information on the child's needs, what helps/strategies and relevant targets e.g. Pupil Passports and SEND Support plans (if appropriate) shared with all staff working with them. All classes have a SEND folder with this in. Also saved in relevant folders on our system for all staff to access. ● Individual adapted curriculum planning, delivery, activities and outcome as appropriate. ● Individual Targets - SEND support plans. ● Individual visual timetable. ● Flexible and adapted timetables. ● Individual workstations. ● TAs to deliver support programmes in 1:1 and/or groups guided by our Speech and language Therapist. ● WellComm intervention in Early Years. ● Early Years support for alternative forms of communication, ie. visuals, simple Makaton signs. ● TA support when appropriate. ● 1:1 and/or group work. ● Visual prompt cards and support. ● Now and Next written/visuals. ● Social stories.	● Input from NHS speech and language therapist and/specialist speech and language therapist to set targets and review individual programme (EHCP only). ● Referral to The Language and Autism Team. ● Referral to Haringey Learning Partnership outreach support. ● Educational Psychologist. ● Social and communication referral. ● Specific staff training.	● Highly individualized/specialist support for children with more complex needs, potentially through specialist provision and an EHCP.

	table, look in the text, ask your talk, ask the teacher). ● Actively encourage the asking of questions after direct teaching input and positively support asking for help/clarification to normalise the asking of questions. Praise the use of questioning. ● Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school. ● Explicitly teach what learning strategies are and when to use them (a meta-cognitive approach). ● Explicitly teaching the language of exams and assessments as these may be worded in complex ways. ● Blooms taxonomy questioning. ● Outdoor Play and Learning for all at lunch times.	● Comic Strip Conversations.		
Cognition and Learning **Literacy & Maths**	● Good behaviour for learning - supported by all adults. A positive mindset, mistakes modelled and perseverance shown, positive praise and encouragement. ● Visual timetables in all classrooms. ● A rich learning environment - displays to support learning. ● High quality lessons that are sequenced well. ● Active learning teaching style. ● Chunking tasks. ● High quality modelling for all learning e.g. writing example modelled. ● Task Planner for all – instructions written or symbolic format. ● Timers.	● Information on the child's needs, what helps/strategies and relevant targets e.g. Pupil Passports and SEND Support plans (if appropriate) shared with all staff working with them. All classes have a SEND folder with this in. Also saved in relevant folders on our system for all staff to access. ● Individual adapted curriculum planning, delivery, activities and outcome as appropriate. ● Individual Targets - SEND support plans. ● Individual visual timetable. ● Flexible and adapted timetables.	● Educational Psychologist for cognitive assessments and/or observations. ● Specific learning difficulty support - coloured overlays, reading rulers, paper for dyslexic learners, dyslexia friendly reading books, reading pen, enlarged individual printed text ● Specific staff training.	• Highly individualised/specialist support for children with more complex needs, potentially through specialist provision and an EHCP.

	● Small group teaching in Year 1. ● Phonics. ● Speed sound charts and mats. ● Visual aids and other resources to refer to in lessons (e.g. hundred squares, number lines, times table charts). ● Use of writing structures/planners e.g. writing frame, story mountain. ● Writing prompts (e.g. visual word banks and sentence starters). ● Giving the child manipulative resources (e.g. Numicon, counters, cubes, Dienes - to provide a concrete representation to work out number problems before they move onto a more abstract level of maths). ● Explicit teaching e.g. of how to use a calculator, ruler, protractor and other Maths equipment. ● Repeated learning opportunities. ● Challenge throughout.	● Individual task plan ● Individual workstations. ● Now and Next written/visuals. ● Interventions e.g. TRUGS (reading intervention), daily readers, pre-learning/over-learning groups, slot with our Learning Mentor. ● Individual Targets - SEND support plans. ● Individual workstations. ● Classteacher/TA support when appropriate e.g. 1:1 and/or group work.		
Social, Emotional and Mental Health Difficulties	● Raising awareness of mental health during assemblies, PSHE and Mental Health Awareness Week. ● Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health. ● Appointing a Senior Mental Health Lead with a strategic oversight of our whole-school approach to mental health and wellbeing. ● Making classrooms safe spaces to discuss mental health and wellbeing through interventions such as worry boxes and circle time.	● Information on the child's needs, what helps/strategies and relevant targets e.g. Pupil Passports and SEND Support plans (if appropriate) shared with all staff working with them. All classes have a SEND folder with this in. Also saved in relevant folders on our system for all staff to access. If a pupil is identified as having a mental health need, the Pastoral Team (DHT, SMHL, DSL, LM, SENDCO) will take a graduated and	● Educational Psychologist If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support. A pupil could be referred to: •Referral to The Language and Autism Team. • Referral to Haringey Learning Partnership outreach support. •GP or Paediatrician	● Highly individualised/specialist support for children with more complex needs, potentially through specialist provision and **an** EHCP.

	● High Quality teaching strategies for all groups of children to access the curriculum. ● Structured school (e.g. The Golden Rules, restorative justice approaches, emotion coaching) and class routines. ● Green School - Green Flag Award. ● Positive praise and encouragement. ● Celebration of success - Golden Book assemblies, Star of the Week, a postcard home from the headteacher, visits to SLT, SENCo and other staff members. ● The Zones of Regulation - a whole school approach. ● Whole school strategies to support regulation - breathing exercises. ● Regulation exercises - a whole school approach. ● Grounding techniques. ● Safe spaces in school e.g. cosy book corner, The Sky Room ● Give me 5 - trusted adults. ● Whole school behaviour policy - The Golden Rules. ● Class contracts. ● Circle Time/PSHE activities. ● Outdoor Play and Learning for all at lunch times.	case-by-case approach to making an assessment (Strength and difficulties Questionnaire) and providing tailored support, further to the provision of the baseline support as detailed in the previous column. The school will offer support in cycles of: • Assessing what the pupil's mental health needs are • Creating a plan to provide support • Taking the actions set out in the plan • Reviewing the effectiveness of the support offered Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes: soft starts to the school day, opportunities to mentor younger children, social interventions such as board games, Friendship Terrace, Alex Kelly's Social Skills and Lego Therapy, support, Minecraft Mentor/Mentee Club, Learning Mentor support, SLT mentor support, sessions with the therapy dog and school counsellor sessions. ● Behaviour adaptations. ● Risk Assessment Plan. ● Individual Targets - SEND support plans. ● Access to equipment such as fidget aids.	• Child and Adolescent Mental Health Services (CAMHS)/Barnet Integrated Clinical Services (BICS)/ Children's Wellbeing Practitioner (CWP) service, Early Help. • Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth). • Local counselling services. •Support from EP service. •Attendance officer EWO. ● Social and communication referral. ● Specific staff training.	

		● Outdoor Play and Learning buddies. ● Individual timetables. ● Flexible and adapted timetables. ● Social stories. ● Comic Strip Conversations.		
Sensory and/or Physical Needs	● Active learning teaching style. ● Regulation exercises - a whole school approach. ● Medical support - trained first aiders. ● Staff awareness and understanding. ● Providing alternative pens, pencils grips, writing slopes. ● Mobility access; ramps, lift access.	● Information on the child's needs, what helps/strategies and relevant targets e.g. Pupil Passports and SEND Support plans (if appropriate) shared with all staff working with them. All classes have a SEND folder with this in. Also saved in relevant folders on our system for all staff to access. ● Risk Assessment Plan. ● Adaptations to the environment to support physical needs e.g. grab rails in toilets. ● Additional handwriting practice. ● Access to environments which are as free from distraction as possible. ● Access to equipment e.g. ear defenders, kick band, fidget aids.	● The Vale Outreach team. ● Physiotherapy referral. ● Occupational Therapist referral. ● Paediatrician referral. ● 1:1 adult support to access the school environment and learning. ● 1:1 medical support to give medication and support other medical needs e.g. monitor blood sugar levels / food intake etc for pupils with diabetes. ● Access to trained staff to support medical conditions. ● Specific staff training.	● Highly individualised/specialist support for children with more complex needs, potentially through specialist provision and an EHCP.

Please note that not all support is appropriate for the child, only if deemed appropriate to the child and their specific needs. This is decided by the classteacher, SENCo and other supporting staff e.g. members of the Pastoral Team.

Please also see other relevant documents:

- SEND Policy
- SEND Information report
- Transition Policy