



ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

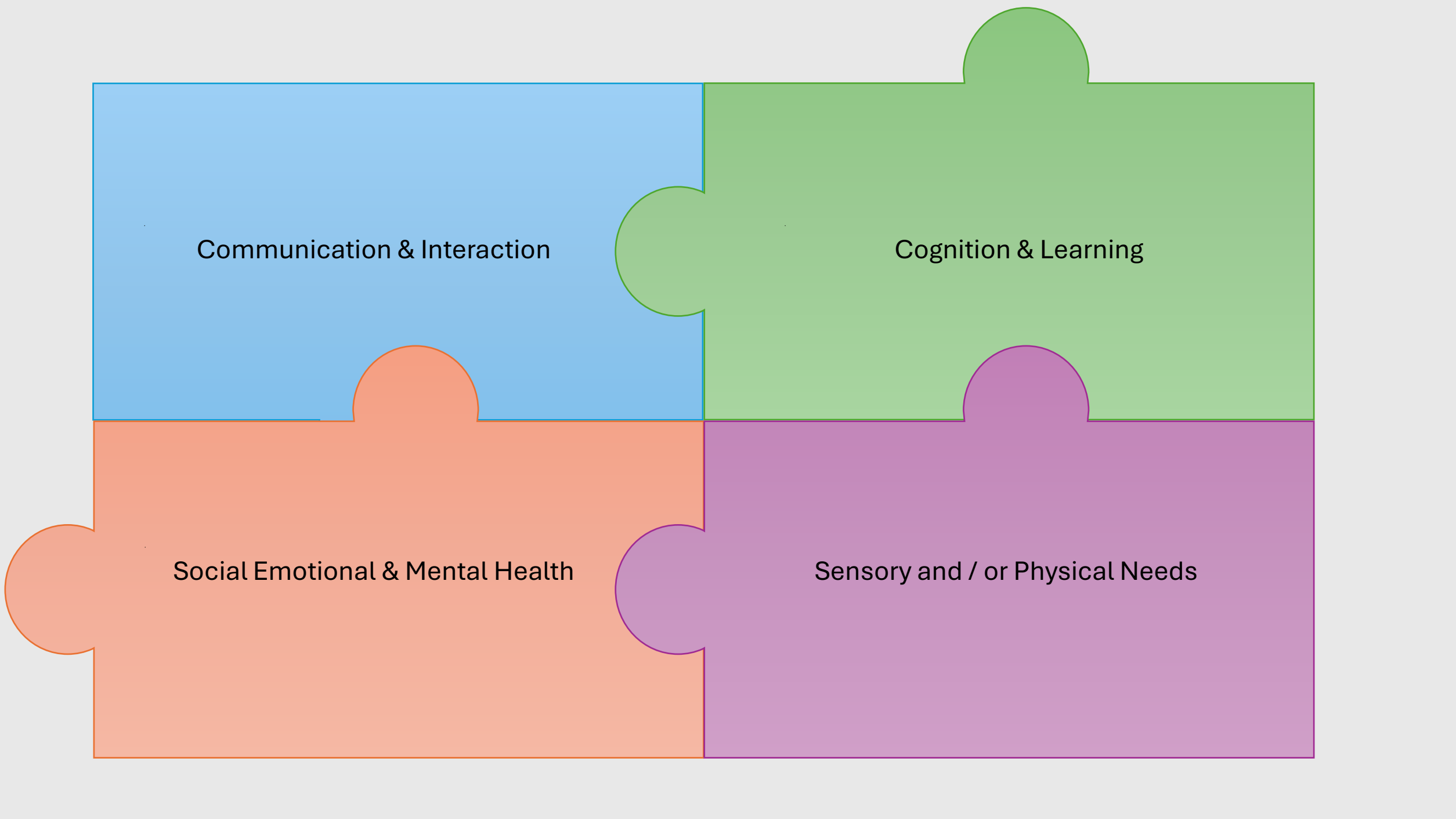
**Whole School Provision Map
2026/2027**



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Four Areas of Need



Communication & Interaction

Cognition & Learning

Social Emotional & Mental Health

Sensory and / or Physical Needs



Communication and Interaction

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.” *(COP DfE 2015 Page 97 Sections 6.28 and 6.29)*



Communication and Interaction – Presentation of pupil – What do they need support with?

- Diagnosis of ASD
- Diagnosed Speech and Language difficulty
- Expressive or receptive language display
- Difficulty forming / creating sounds
- Missing consonants from the ends of words
- Using sounds incorrectly in words e.g. replacing t or d sounds for k or g
- Miss small connecting words within a sentence
- Overuse general words like 'thingy' 'put' 'get'
- use fillers and /or hesitate a lot 'erm' 'you know' etc.
- Limited vocabulary / find new language difficult to learn and use
- Sentences muddles and retelling of events can be confusing to follow
- Have a stammer or stutter
- Find English difficult
- Struggle with social interaction and making friends / other pupils find it difficult to understand them
- Low self esteem / withdrawn / very quietly spoken and not wanting to contribute in class
- Struggle to understand social rules of conversations e.g. eye contact
- Struggle to talk and listen to other children
- Takes things literally



Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.”
(COP DfE 2015 Page 97 and 98 Sections 6.30 and 6.31)



Cognition and Learning - Presentation of Pupil – what do they need support with?

- Difficulty acquiring English / Maths skills
- Difficulty acquiring new concepts / ideas
- Diagnosis of dyslexia
- Working memory difficulties
- Slow processing skills
- Poor fine motor coordination (untidy handwriting / presentation)
- Poor working memory (visual / auditory) which will affect ability to follow instructions
- Poor organisation (remember books / homework / how they organise their thoughts and written work)
- Persistent difficulties (whilst able to learn other things easily)
- Valuable contributions but find it difficult to present ideas in written form
- Written work takes much longer to complete than peers
- Restricted vocabulary compared to oral ability: leading to poor self-image / behaviour
- Weak auditory and /or visual memory



Social, Emotional and Mental Health Difficulties

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” *(COP DfE 2015 Page 98 Sections 6.32)*



Social Emotional & Mental Health - Presentation of Pupil – what do they need support with?

- Diagnosis of ADHD
- Diagnosis of ASD
- Diagnosis of other significant mental health disorder
- Looked after child
- Poor concentration
- Exhibit behaviours which make it difficult for them to function effectively at school
- Continually engages in behaviour that demands excessive attention from teachers and peers
- Frequently disturbs teachers and peers/ disrupts the education of other pupils/ interrupts lessons with attention-seeking behaviour
- Talks out of turn / makes silly noises / constantly gets out of seat
- Works only when receiving attention
- Withdrawn/ have low self esteem
- Exhibit anti-social / uncooperative / aggressive behaviour
- Have low or no sense of worth – don't feel that they are liked, accepted or feel successful
- May experience significant difficulty in acquiring basic literacy and numeracy skills
- Often function at a frustration level and therefore feel that they fail all the time



Sensory and/ or Physical Needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” *(COP DfE 2015 Page 98 Sections 6.34 and 6.35)*



Sensory and/or Physical Needs - Presentation of Pupil – what do they need support with?

- Visual Impairment
- Hearing impairment
- Hearing loss
- Glue ear
- Misunderstanding / mishearing
- Pupil makes spelling / grammatical errors – i.e. omitting plurals
- Physical disability
- Coordination / gross motor skills / fine motor skills

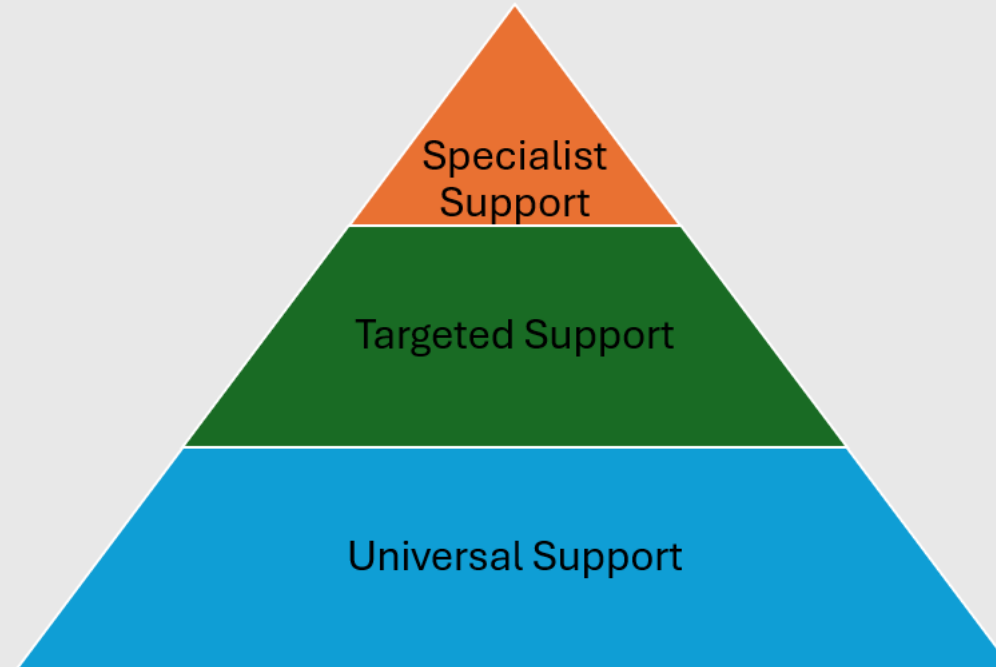


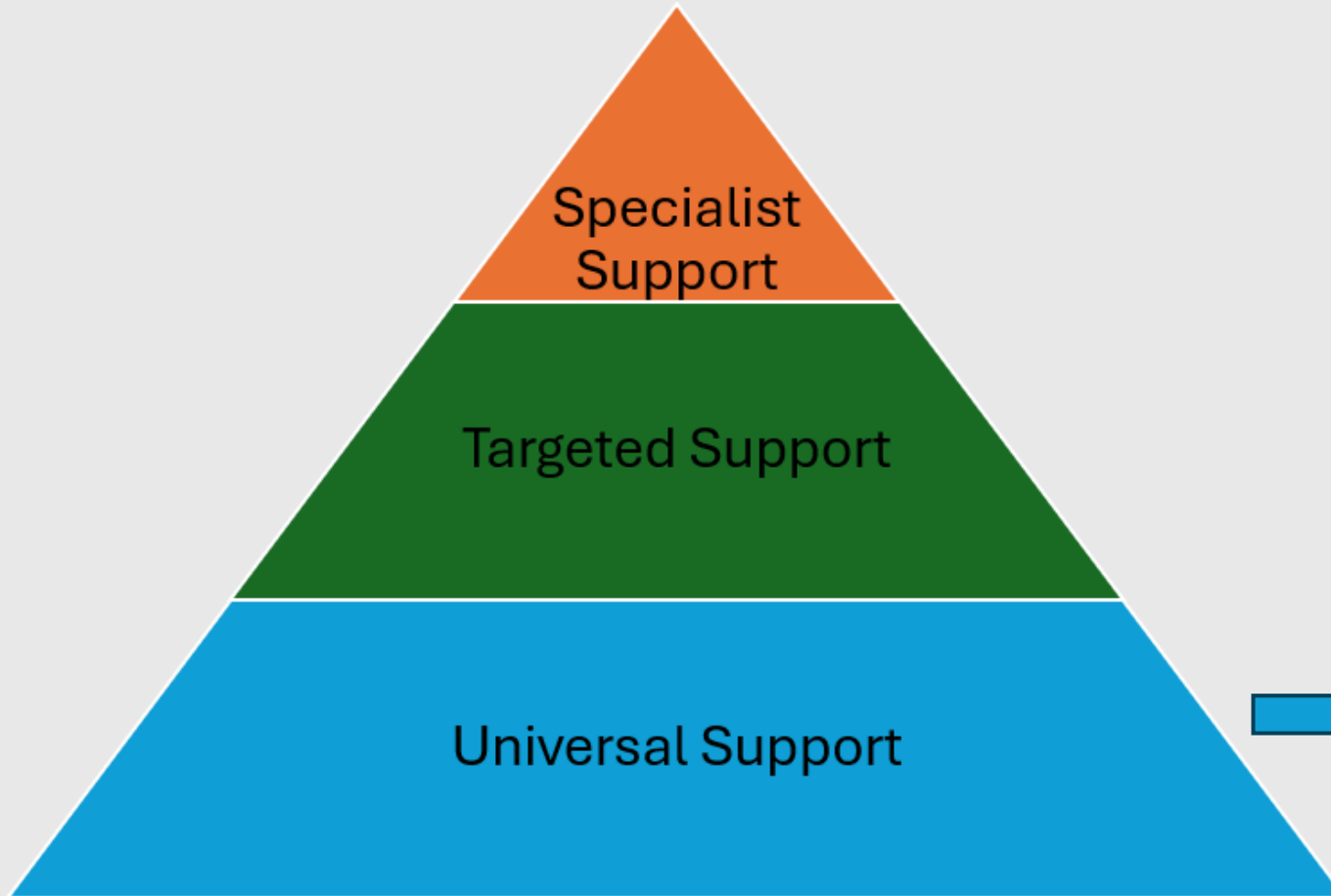
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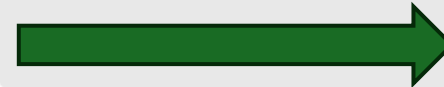
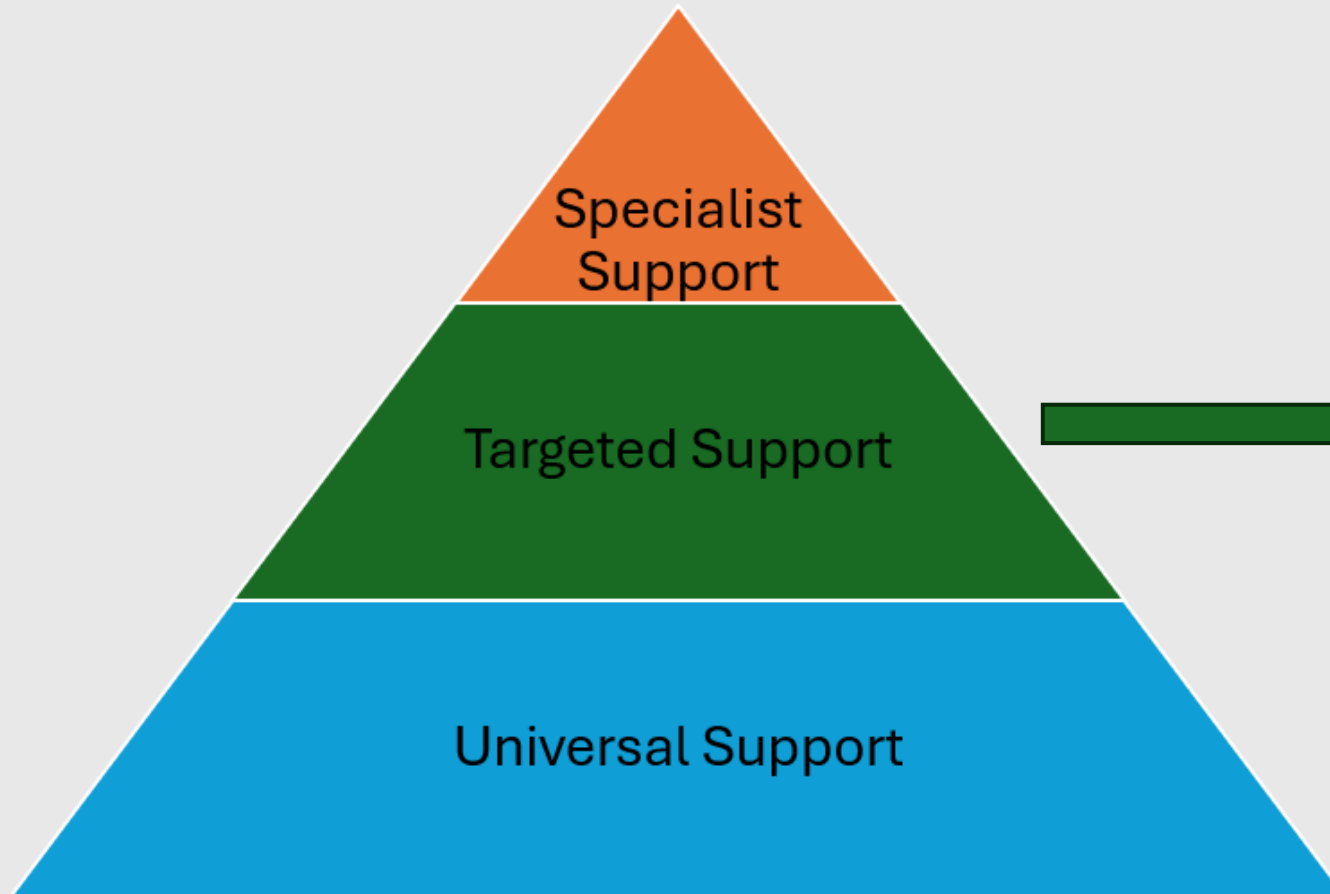


Levels of Support

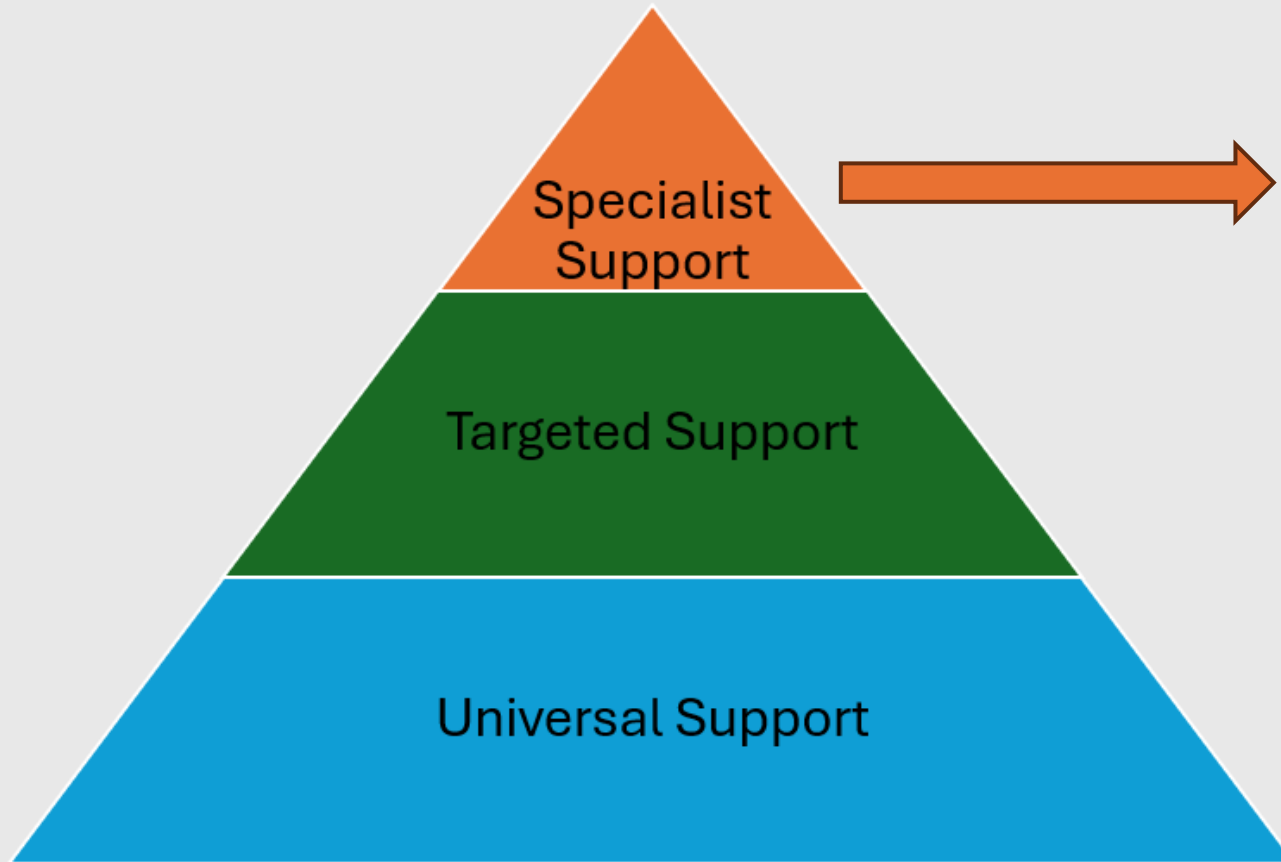




Universal –
Quality First Teaching
available to all



Targeted – Additional Interventions
(Children who we may be
monitoring or who require further
support for a period of time)



Specialist – Additional and highly personalised interventions (children who are part of the SEND register and have their own Pen Portraits)

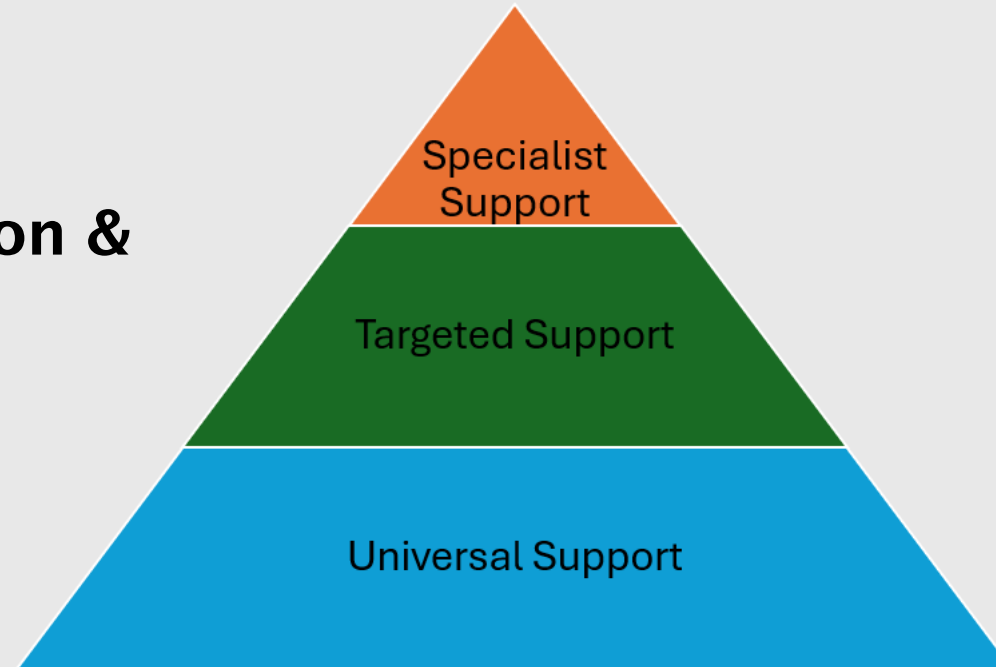


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Levels of Support – Communication & Interaction



Communication & Interaction



Universal	Targeted	Specialist
• Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching activities • Regular opportunities to reuse/recap/revisit key concepts and vocabulary (Retrieval) • Repeat verbal instructions slowly and ask the pupil to repeat them to a peer • Use of visuals prompts e.g. word mats/banks, key vocabulary, now and next, emotions. • Breaking tasks down • Use of checklists • Preparation of changes	• Group Numeracy (Yr 9 +) • Group Literacy (Yr 9 +) • Check understanding of homework task • Zones of Regulation • Monitoring Register • Friendship skills small group * • Lego Therapy * • Time out passes	• Visual timetables • Sensory Room • Pre teaching of key vocabulary • Effective use of Support/Staff • Pen Portraits • SEND Register • Time out pass • Theraputty / fidgets • Sensory breaks • Chew buddies • Scribing (assessments etc.) • Checklists (equipment, books etc.) • RAG timetable. • Keyworker mentoring

Communication & Interaction cont...



Universal	Targeted	Specialist
• Care over use of abstract language • Awareness of sensory sensitivities • Extra time allowance to complete work • Allowing time for child to complete sentence/ conversation when speaking - not interrupting or finishing sentences for them. • Consideration of seating plan • Consideration to groupings • Clear and consistent boundaries, rewards and sanctions • Recognise effort and success with rewards/praise • Encourage shared/pair work • Repeated Instruction/ Thinking time		External Support • Springboard Referral Communication & Interaction Team (C&I), • Educational Psychologist (EP)) • Funding • EHCP • Speech & Language Referral (SALT) • Community Paediatrician

Cognition & Learning



Universal

- Knowledge Organisers
- Live modelling inclusive of visualiser
- 'I', 'We', 'You'
- Consideration of seating plan
- Avoid Black Whiteboard on white background
- Dyslexia Friendly strategies to support learning (ie accessible font)
- High levels of challenge and expectations – follow the All Saints Way
- Clear worked examples
- Clear and simple instructions, breaking down one at a time
- AfL to check learning
- 'WWW' & 'EBI'

Targeted

- Zones of Regulation
- Monitoring Register
- Copies of resources
- Homework clubs
- Lunch clubs
- Pathway provision.
- Thinking Reading
- Reading Eggs
- Use of laptops in lessons

Specialist

- Exam Concessions
- Time out pass
- Pen Portraits
- Reading Pens
- Coloured page exercise books
- Personalised reward chart
- RAG timetable
- ACE dictionary
- Dyscalculia friendly maths interventions
- Understanding dyslexia and seeing the positive side of dyslexia instruction
- Dyslexia screening and assessment
- EHCP applications
- Individual dyslexia support plans
- Coloured overlays / Exercise Books
- Help with revision strategies
- Handwriting books.
- Keyworker mentoring

Cognition & Learning



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- Pathway provision.
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- Reading Eggs
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Specialist

External Support

- Springboard Referral
- Cognition & Learning Team (C&L)
- Educational Psychologist (EP))
- Funding
- EHCP
- Community Paediatrician

Social Emotional & Mental Health



Universal	Targeted	Specialist
• Retreat Days • Positive Praise • Celebration of the word • Consideration of seating plan • PD curriculum taught • Attendance monitored by school • Time out systems • Consistent use of rewards and sanctions (Graduated response) • Extra Curricular Clubs	• Breakfast club • Zones of Regulation • Monitoring Register • Exam Anxiety Group* • Time out pass	• Keyworker allocation • 1:1 Mentoring • Peer Mentoring • Well Being Mentor • Attend Framework • Theraputty / fidgets • Sensory room • Sensory breaks • Counselling (Online) External Support • Springboard Referral • Educational Psychologist (EP)) • Funding • EHCP • Community Paediatrician • CAMHS • Healthy Families interventions • Community Police Officer

Physical and /or Sensory Needs



Universal

- Electronic copies of work
- Strategic seating plans
- Disabled access

Targeted

- Monitoring Register
- Toilet pass

Specialist

- Health Care Plans
- Intimate Care plans
- PEEPs
- Exam Concessions
- Restricted Classrooms ie ground floor
- Specialist Seating/standing frame
- Use of VI / HI aids
- Individual programmes ie OT
- Specialist Equipment ie cutlery, wobble cushion
- Ear defenders / Loops
- Sensory Breaks
- Writing Slopes
- Use of Laptops / scribe
- Pencil grips
- Toilet Pass

Physical and /or Sensory Needs cont...



Universal

Targeted

Specialist

- Time out pass
- Reduced / Personalised timetable
- Trip adjustments
- Pen Portraits
- Modified resources
- Theraputty
- Chew buddy
- Keyworker mentoring

External Support

- Springboard Referral
- Funding
- EHCP
- Community Paediatrician
- Occupational Therapy
- Physiotherapist