



Colliers Green Primary School

Whole School Provision Map - 2025-2026

	Step 1 Quality First Teaching	Step 2 Support and Interventions	Step 3 Review	Step 4 Outside Agencies Involved	Step 5 Formal Identification
Communication with parents	Make parents aware of initial concerns. - Class Teacher	Make parents aware that concerns are still there and explain interventions that have been put in place. - Class Teacher Screening and assessments to take place (e.g. Lucid and LASS)	Make parents aware that concerns are increasing that you are going to seek advice from outside agencies. Consent must be given. - SENCo	Agency engagement - feedback to parents about progress and next steps. - SENCo	Discussion with parents about the best route for their child. Personalised Plan/ EHCP. Parents to be active in this process and included in decision making. - SENCo
Cognition and Learning	<ul style="list-style-type: none"> - Work planned for all and differentiated accordingly - Provide a clear structure with a daily routine for all activities - Visual timetable. - Ensure child's attention is gained before giving any instruction. - Give simple instructions. 	<ul style="list-style-type: none"> - Sensory Circuits - Touch typing - Access to Word processing - Apples and Pears Spelling Scheme - Dancing Bears Reading Scheme - Phonic interventions 	Steps 1 and 2 have been carried out for at least 6 weeks and we still have concerns.	Speak to Link practitioners though Community of Schools offer.	At this point we will have had significant input from outside agencies and evidence of graduated approach to support possible diagnosis.
Communication and Language	<ul style="list-style-type: none"> - Chunk longer instructions into smaller, more manageable segments. - Frequently check understanding. - Repeat instructions as necessary. 	<ul style="list-style-type: none"> - Lego therapy - Socially speaking - Word Cards - Increased visual aids 			
Social, Emotional and Mental Health	<ul style="list-style-type: none"> - Repeat vocabulary and concepts. - Create opportunities for communication - mixed partners. - Use visual prompts and cues to support understanding. 	<ul style="list-style-type: none"> - Friendship groups - Drawing and Talking - Individual time to talk - FLO 			
Sensory and Physical	<ul style="list-style-type: none"> - Use of task management boards/ Now and Next. - Support from Teaching Assistant. - Re-active teaching sessions. - Reduced/ targeted language. - Provide additional processing time. - Use of learning breaks where needed. - Coloured backgrounds on PowerPoints and clear fonts. 	<ul style="list-style-type: none"> - Ear defenders - Quiet space - Writing slopes - Pencil grips - Wobble cushions - Resistance bands 			

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Apples and Pears							
Dancing Bears							
Phonics booster							
Speech Link							
English booster							
1:1 Reading							
Additional comprehension							
Handwriting							
Maths booster							
Plus 1							
Power of 2							
Maths Club							
Numbots							
Times Table Rockstars							
1:1 specialist teacher							
Clever Fingers							
BEAM							
Sensory Circuits							
Social Communication							
Drawing & Talking							
Lego Therapy							
Buddies							
Spurgeons counselling							
Friendship group							