



St. Vincent de Paul RC Primary School

Whole-School Provision Map

Teaching, Learning and Classroom Practice

UNIVERSAL Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	TARGETED Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	SPECIALIST Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ High-quality inclusive, adaptive teaching ☐ Clear learning objectives and success criteria ☐ Explicit instruction and teacher modelling ☐ Worked examples ☐ Guided practice before independent work ☐ 'I do, we do, you do' approach ☐ Scaffolding with planned removal of support ☐ Chunking tasks and instructions ☐ Frequent checks for understanding ☐ Retrieval practice and regular review ☐ Opportunities for overlearning ☐ Explicit vocabulary teaching ☐ Visual supports ☐ Concrete resources and manipulatives ☐ Writing frames and sentence starters ☐ Word banks and vocabulary mats ☐ Knowledge organisers ☐ Now/Next prompts ☐ Flexible grouping ☐ Paired and collaborative learning ☐ Strategic seating ☐ Additional thinking and processing time ☐ Appropriate use of technology ☐ Regular formative assessment ☐ Specific feedback ☐ Self-assessment and reflection ☐ Explicit teaching of learning behaviours ☐ High expectations and appropriate challenge ☐ Predictable classroom routines ☐ Clearly labelled and accessible resources ☐ Visual timetable ☐ Quiet working options ☐ Calm/regulation area ☐ Movement opportunities ☐ Pencil grips/writing slopes ☐ Ear defenders where appropriate ☐ Purposeful fidget/sensory resources	☐ Pre-teaching key vocabulary/concepts ☐ Small-group teacher/TA support ☐ Individual task board ☐ Personalised scaffolds ☐ Additional guided practice ☐ Short, focused catch-up intervention ☐ Precision teaching ☐ Individual visual timetable ☐ Reduced-distraction workstation ☐ Additional processing time ☐ Individual organisation checklist ☐ Targeted use of assistive technology	☐ Educational Psychologist advice ☐ Specialist teacher advice ☐ Highly personalised curriculum adaptations ☐ Individualised teaching programme ☐ Specialist assistive technology assessment ☐ Modified timetable where necessary ☐ EHCP-specified teaching provision ☐ Multi-agency planning and review

Communication and Interaction

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☐ Adults model clear spoken language ☐ Concise instructions ☐ One instruction at a time where needed ☐ Processing time after questions ☐ Visual timetable and visual cues ☐ Gestures alongside verbal instructions ☐ Explicit vocabulary teaching ☐ Sentence stems ☐ Structured partner talk and oracy ☐ Explicit listening and turn-taking skills ☐ Checking understanding through pupil response ☐ Rephrasing/repeating instructions ☐ Consistent adult language ☐ Transition warnings ☐ Social communication modelled by adults ☐ Stories/texts used to explore social situations ☐ Language-rich EYFS/KS1 provision	☐ Small-group speech and language intervention ☐ WellComm intervention ☐ Vocabulary intervention ☐ Barrier games ☐ Listening and attention groups ☐ Social skills groups ☐ Social stories ☐ Comic-strip conversations ☐ Curriculum vocabulary pre-teaching ☐ Individual visual timetable ☐ Now/Next board ☐ Choice boards ☐ Emotion visuals ☐ Reduced language load ☐ Key-adult check-in ☐ Supported playground interaction ☐ Friendship groups ☐ Intensive Interaction approaches ☐ Speech-sound practice following professional advice	☐ Speech and Language Therapist assessment ☐ SALT programme implemented in school ☐ Autism specialist/outreach involvement ☐ Educational Psychologist advice ☐ Individual communication programme ☐ AAC ☐ PECS where professionally recommended ☐ Communication book ☐ High-tech communication device ☐ Individualised visual communication system ☐ Specialist social communication programme ☐ EHCP communication provision ☐ Multi-agency review

Cognition and Learning

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☐ Explicit teaching and modelling ☐ Worked examples ☐ Scaffolding and chunking ☐ Retrieval and recap ☐ Multi-sensory teaching ☐ Concrete-pictorial-abstract maths ☐ Sound/phonics mats ☐ Spelling mats ☐ Modelled/shared writing ☐ Reading fluency practice ☐ Explicit comprehension teaching ☐ Number-fact practice ☐ Times-table practice ☐ Accessible reading material ☐ Alternative recording methods ☐ Accelerated Reader ☐ Oral rehearsal before writing	☐ Additional phonics sessions ☐ Little Wandle Rapid Catch-Up ☐ Phonics pre-teaching ☐ Precision teaching of sounds/high-frequency words ☐ Additional individual reading ☐ Repeated reading ☐ Reading fluency intervention ☐ Comprehension intervention ☐ Dyslexia-friendly strategies ☐ Handwriting intervention ☐ Fine-motor intervention ☐ Spelling intervention ☐ Precision spelling ☐ Personal word banks ☐ Keyboarding practice ☐ Number bonds intervention ☐ Times-table intervention ☐ Same-day maths intervention ☐ Pre-teaching mathematical vocabulary ☐ Small-group arithmetic/fluency support	☐ Educational Psychologist assessment ☐ Dyslexia assessment/screening ☐ Individualised literacy/numeracy programme ☐ Assistive technology assessment ☐ Laptop/tablet for recording ☐ Text-to-speech ☐ Speech-to-text ☐ Reader/scribe arrangements where appropriate ☐ Modified curriculum ☐ EHCP-specified cognition and learning provision

Social, Emotional and Mental Health

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☐ Positive relationships with adults ☐ Consistent behaviour expectations ☐ Explicit teaching of expected behaviour ☐ Recognition and praise ☐ Growth mindset approach ☐ PSHE and RSE curriculum ☐ Emotional literacy teaching ☐ Feelings vocabulary ☐ Worry boxes ☐ Trusted adults ☐ Calm spaces ☐ Regulation strategies ☐ Movement/brain breaks ☐ Breathing and mindfulness strategies ☐ Restorative conversations ☐ Anti-bullying curriculum ☐ Online-safety education ☐ Transition preparation ☐ Pupil voice ☐ Leadership/responsibility opportunities ☐ Wellbeing Ambassadors ☐ Clubs and enrichment ☐ Physical activity ☐ Explicit teaching of resilience and self-regulation	☐ Nurture/soft landing groups ☐ Social skills/friendship work ☐ Self-esteem/confidence work ☐ Resilience work ☐ Anxiety-management support ☐ Anger-management intervention ☐ Individual regulation plan ☐ Individual behaviour support plan ☐ Check-in/check-out ☐ Daily key-adult contact ☐ Meet-and-greet ☐ Supported transitions ☐ Safe-space/regulation pass ☐ Individual reward system ☐ Social stories ☐ Therapeutic stories ☐ Rainbows bereavement support ☐ Mentoring ☐ Positive role-model mentoring ☐ Pastoral support ☐ Supported lunchtime/playtime ☐ Home-school communication book ☐ Individual attendance support ☐ Emotionally Based School Avoidance support ☐ Reintegration following absence/suspension	☐ Educational Psychologist ☐ CAMHS ☐ Mental-health practitioner ☐ Play/art therapy ☐ Early Help/Family First support ☐ Social-care involvement ☐ Behaviour outreach ☐ Specialist SEMH teacher ☐ Alternative provision outreach ☐ Individual risk assessment ☐ Positive handling plan ☐ multi-agency support ☐ EHCP provision

Sensory and/or Physical Needs

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☐ Consideration of noise levels ☐ Reduced visual clutter where appropriate ☐ Flexible seating ☐ Movement breaks ☐ Quiet space ☐ Ear defenders ☐ Purposeful sensory resources ☐ Pencil grips ☐ Writing slopes ☐ Alternative writing implements ☐ Appropriate paper/line size ☐ Enlarged resources where needed ☐ Clear board presentation ☐ Strategic seating for hearing/vision ☐ Accessible classroom layout ☐ Fine- and gross-motor opportunities ☐ Adapted PE where needed ☐ Toilet and water access ☐ Reasonable uniform adjustments ☐ Additional transition time	☐ Sensory circuits ☐ Sensory breaks ☐ Individual sensory diet ☐ Fine-motor group ☐ Dough Disco ☐ Funky Fingers ☐ Clever Hands ☐ Handwriting intervention ☐ Gross-motor intervention ☐ Balance/coordination programme ☐ OT exercises ☐ Movement programme ☐ Alerting/calming activities ☐ Individual workstation ☐ Wobble cushion ☐ Resistance bands ☐ Weighted resources where professionally advised ☐ Chewable sensory aids where appropriate ☐ Specialist seating ☐ Keyboard access ☐ Touch-typing programme ☐ Individual toileting plan ☐ Intimate-care plan ☐ Accessibility adaptations	☐ Occupational Therapist ☐ Physiotherapist ☐ Hearing-impairment specialist teacher ☐ Visual-impairment specialist teacher ☐ Physical-needs specialist teacher ☐ Sensory assessment ☐ Specialist seating/mobility equipment ☐ Standing frame/walker/wheelchair access ☐ Specialist changing/toileting equipment ☐ Hoist where required ☐ Specialist ICT ☐ Braille ☐ Large-print resources ☐ Radio aid/hearing technology ☐ Orientation/mobility training ☐ Individual physiotherapy/OT programme ☐ Manual handling plan ☐ PEEP/individual evacuation arrangements ☐ EHCP sensory/physical provision

Medical Needs

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Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ First-aid provision ☐ Staff awareness of medical needs ☐ Accessible drinking water and toilets ☐ Reasonable adjustments to PE ☐ Medication procedures ☐ Medical information shared appropriately ☐ Staff training for common medical conditions ☐ Emergency procedures ☐ Allergy awareness and training	☐ Individual Healthcare Plan ☐ Asthma plan ☐ Allergy/anaphylaxis plan ☐ Epilepsy plan ☐ Diabetes management plan ☐ Flexible timetable ☐ Rest breaks ☐ Reduced physical demand ☐ Individual toileting arrangements ☐ Individual medication arrangements ☐ Reintegration following illness ☐ Medical attendance support ☐ Catch-up following medical absence	☐ School nursing team ☐ Community paediatrician ☐ Specialist nurse ☐ Physiotherapy/OT ☐ Medical consultant advice ☐ Individual emergency protocol ☐ Specialist staff training ☐ Specialist equipment ☐ Highly individualised timetable ☐ Home/hospital education liaison ☐ Multi-agency medical planning

Behaviour and Regulation

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Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ Consistent whole-school behaviour policy ☐ Clearly taught routines ☐ Consistent adult language ☐ Positive reinforcement ☐ Predictable consequences ☐ Calm adult responses ☐ Restorative approach ☐ Regulation strategies explicitly taught ☐ Movement opportunities ☐ Visual reminders ☐ Transition warnings ☐ Relational approaches and strong belonging	☐ Behaviour support plan ☐ ABC monitoring ☐ Individual reward system ☐ Individual visual timetable ☐ Regulation plan ☐ Sensory breaks ☐ Key adult ☐ Check-in/check-out ☐ Supported break/lunch ☐ Individual transition plan ☐ Individual risk assessment ☐ Positive handling plan	☐ Behaviour outreach ☐ Educational Psychologist ☐ Specialist SEMH service ☐ Alternative provision outreach ☐ Therapeutic support ☐ Multi-agency behaviour planning ☐ Highly individualised timetable ☐ Individual risk-management plan ☐ Specialist assessment ☐ EHCP provision

Independence and Executive Function

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Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ Visual timetable ☐ Equipment checklist ☐ Task checklist ☐ Now/Next ☐ Chunked instructions ☐ Timers ☐ Clear routines ☐ Organisational prompts ☐ Explicit modelling of planning ☐ Self-assessment/editing checklists ☐ Independent access to resources ☐ Metacognitive questioning ☐ Opportunities to make choices	☐ Individual task board ☐ Personal checklist ☐ Individual visual timetable ☐ Personal organisation system ☐ Prompt card ☐ Individual workstation ☐ Structured work system ☐ Independence targets ☐ Self-monitoring charts ☐ Transition prompts	☐ Individual independence programme ☐ OT input ☐ Assistive technology ☐ Specialist organisational programme ☐ Highly structured work system ☐ EHCP independence outcomes

Attendance and Access to School

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Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ Welcoming school environment ☐ Strong relationships with families ☐ Clear attendance expectations ☐ Regular attendance communication ☐ Attendance monitoring ☐ First-day absence procedures ☐ Recognition of improving attendance ☐ Engaging curriculum ☐ Strong transition arrangements ☐ Focus on pupil belonging and inclusion	☐ Attendance mentoring ☐ Individual attendance plan ☐ Parent meetings ☐ Pupil attendance conversations ☐ Weekly monitoring ☐ Meet-and-greet/soft landing group ☐ Individual incentives ☐ Anxiety support ☐ Phased return ☐ Reintegration programme ☐ Home-school communication ☐ Family support ☐ Early Help referral ☐ Attendance officer involvement	☐ Multi-agency attendance planning ☐ EBSA specialist support ☐ Educational Psychology ☐ CAMHS/mental-health support ☐ Medical support ☐ Local-authority attendance involvement ☐ Social-care involvement ☐ Alternative provision where appropriate ☐ Individualised education arrangements where required

Transition

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Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ Transition days ☐ Meet-the-teacher activities ☐ Classroom visits ☐ Information transfer between teachers ☐ Parent information ☐ Visual information about new classroom ☐ Secondary transition programme Y6 ☐ EYFS transition arrangements	☐ Additional classroom visits ☐ Transition booklet ☐ Photographs of new staff/environment ☐ Social stories ☐ Individual transition meetings ☐ Additional parent meeting ☐ Key-adult handover ☐ Pupil/SEND passport ☐ Additional secondary visits ☐ Small-group transition work	☐ Individual transition plan ☐ SENCO-to-SENCO liaison ☐ Multi-agency transition meeting ☐ Specialist-school transition programme ☐ Additional phased visits ☐ Professional handover ☐ Transition risk assessment ☐ EP/SALT/OT involvement in transition

Family and Parental Support

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Inclusive teaching, reasonable adjustments and pastoral provision available routinely to pupils.	Additional provision for pupils who need more than universal support; usually planned, monitored and reviewed.	Highly personalised provision, often informed by or delivered with specialist professionals and/or an EHCP.
☐ Open communication with families ☐ Parents' evenings ☐ Curriculum information ☐ Parent workshops ☐ SEND information ☐ SENCO availability ☐ Parent voice ☐ Signposting to community support ☐ Regular progress information	☐ Individual parent meetings ☐ SEN Support reviews ☐ Individual support plans ☐ Home-school communication books ☐ Targeted parent workshops ☐ Parenting support ☐ Early Help assessment/meetings ☐ Signposting to SENDIASS ☐ Signposting to Local Offer ☐ Support completing referrals	☐ EHCP reviews ☐ Multi-agency meetings ☐ Social-care support ☐ Specialist health services ☐ Educational Psychology ☐ SALT/OT/physiotherapy ☐ Complex-needs planning ☐ Specialist parent training/support

Assessment, Identification and Monitoring

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☐ Teacher/formative assessment ☐ Standardised assessments ☐ Phonics assessment ☐ Reading/maths assessment ☐ Writing moderation ☐ EYFS assessment ☐ Pupil progress meetings ☐ Attendance and behaviour monitoring ☐ Pupil voice ☐ Parent voice	☐ SENCO observation ☐ SEND case sampling ☐ Individual provision mapping ☐ Assess-Plan-Do-Review ☐ Individual targets ☐ Intervention baseline and exit assessment ☐ WellComm screening ☐ Dyslexia screening ☐ Strengths and Difficulties Questionnaire where appropriate ☐ Reading/spelling age assessments ☐ Behaviour tracking ☐ Sensory profiling ☐ Individual pupil passport	☐ Educational Psychology assessment ☐ SALT assessment ☐ OT assessment ☐ Physiotherapy assessment ☐ Specialist-teacher assessment ☐ Hearing/vision assessment ☐ Medical assessment ☐ EHC needs assessment