



Provision Map 2025/26

At Bincombe Valley Primay School we put in adjustments and sometimes interventions to help SEND children progress. There are 3 school-based stages of support:

High Quality Teaching-all children

All children recieve good quality, inclusive teaching every day. Our teaching staff are highly skilled in delivering teaching and learning to children with a range of needs.

Additional/ Enhanced Provision –some children

Some children receive specific additional intervention. This may take place within the classroom or outside of the classroom. Interventions are often targetted at a group of children with similar needs but may also be individualised. Progress is monitored carefully.

Personalised Provision –a few children

A few children receive targetted intervention, often with professional involvement. At this stage parents are working closely with the school and are aware of their child's needs and which professionals are involved.

SEND categories	All children –High quality teaching	Some children – additional or enhanced support	A few children –Personalised support
Communication and interaction	- Adapted planning and teaching - Questions accurately pitched and given with thinking time - Sentence stems for framing answers - Interactive displays and careful classroom environment - Key vocabulary displayed - Daily speaking and listening opportunities - ORACY development - PHSE is a key part of the curriculum - Daily use of talk partners and collaborative working tasks - Opportunities to speak publically at times	- Pre –teaching key language - Social skills focus – mentoring and facilitation - Time to talk - Attention bucket - Phonologocal awareness groups - Zones of regulation tool kits - Restorative justice conversations - Key word mats - Visual reminders of key vocabulary needed and specific rules and social targets - Listening and focus support	- Speech and language therapy targets - Language screening tools - Observation, liason and targets from Outreach services - Observation, liason and targets from SENSS behaviour support - Paedatric strategies if applicable - Use of dual coding –Inprint widgets program - Intensive Interaction /PEC-D

	• Structured classroom and whole school routines • Pupil voice and opportunities for leader roles in school • Visual timetables in all classrooms • Positive verbal feedback • Outdoor learning opportunities • Wide range of clubs and activities • Residential trips in Year 4 and 6 • Performance opportunities • Breakfast Club and After School Club • Language rich texts • Adult modelling	• Extended processing time • Adult support during unstructured play • Taskboards/ Aided Language Display if non-verbal • Key person to talk to • Mentors • Friendship games • Attention Autism • Mindmapping, use of white board to record instructions • Extra adult check-ins	• Aided Language Display boards • Designated adult support during unstructured play • Reduced timetable • Managed lunchtimes
	All children –High quality teaching	Some children – additional or enhanced support	A few children –Personalised support
Cognition and Learning	• Daily high quality teaching -I do, we do, you do • Regular monitoring of teaching and learning • Adult understanding of cognitive overload and retrieval practice • Every lesson has challenge for everyone • Every unit starts from where the lowest children are currently • Curriculum is adapted at planning, delivery and outcome stages • Next steps identified through instant feedback • Learning is broken down into manageable small steps • Key vocabulary is explained and modelled • Individual and group reading • Use of ICT to enhance teaching and learning • Directed seating and dynamic groupings	• One to one reading • Reading Volunteers • Reading stars • Phonological awareness groups • Handwriting programme- 'Letter join' • Directed adult support in classrooms for Maths and English • Use of laptops • Touchtyping skills -Mrs Garbutt • Clicker practice • Use of task boards • Sloped desks, pencil grips, double line spacing • Numberstacks • READ WRITE Inc fast track phonics	• Targetted adult support • Visual perceptual skills programmes • Dorset Reading Partners • Appropriate further assessment from SENDCo • Liaison with specialist services • Use of selected targets from outside specialist dyslexia or dyscalculia assessment reports • Referral into Specialist Teachers for Inclusive Practice (learning) • Advice from Educational Psychologist • Targets and strategies implemented from Dorset Outreach Services

	• Uncluttered classrooms • Coloured overlays to support visual stress • Concrete manipulatives available • High expectations for all • Real life contexts to promote links • Child-led learning opportunities • Effective questioning • Effective scaffolding • Regular testing and progress meetings held • Exciting trips and visitors • Feedback to parents at least termly • Regular teacher and teaching assistant CPD	• Sentence building with cubes or colourful semantics	
	All children –High quality teaching	Some children – additional or enhanced support	A few children –Personalised support
Social, emotional and mental health	• Bincombe Bee Values are explicitly taught • Rewards and celebrations • Singing assembly and other opportunities to sing together and feel happy • Strong PHSE curriculum to celebrate difference and learn about emotions • Merit points and golden box rewards with Headteacher • Buddies • Zones of regulation • Restorative conversations • Structures rules, routines and whole school consistency • Reward charts • Golden time • Extra classroom and whole school responsibilities • Worry boxes • Activities on the playground • Sports leaders	• ELSA –individual check-ins • ELSA -6 weeks course (anger management, friendships, self-esteem or managing emotions) • Safe places to go (tent) – time out Cards • 'Let's talk' social communication groups • Use of social stories and comic strip conversations • Directed use of specific calming strategies • Use of Family Liason Lead • ABC logs to monitor triggers/ patterns • Working in partnership with parents-Parent champion work • Extra transition support	• Mental health care plans • Nurture lunch • Nurture breakfast • Nurture sailing courses • Nurture windsurfing courses • Access to bereavement services -Mosaic • Individual Risk assessment • Behaviour action plan • Referral to Behaviour support – strategies implemented • Home/ school consistent reward system • Regular parental communication • Therapeutic plan to keep children safe/ risk assessment • Request for paediatrician involvement

	• Friendly adults to facilitate social time interactions • Attendance carefully monitored • Safe adult to talk to • Safe spaces to go to • Movement breaks • MHST sessions in school	• Grounding techniques to regulate • Sensory fidgets or sensory circuit work • ELSA room time and resources to calm • Wedge cushions, Theraputty and therabands • Parents signposted to support	• Alternative provision such as The Hive at Wyke
	All children –High quality teaching	Some children – additional or enhanced support	A few children –Personalised support
Sensory and Physical	• Medical plans in place • Sensory play • Flexible teaching arrangements • Whole school life is fully inclusive of children with additional physical needs • Disabled toilets • Writing slopes/ pencils grips/ wedge cushions/ therabands /theraputty exercises • Adaptions for children with physical difficulties • Movement breaks • Appropriate seating for all • Children positioned carefully and reguarly checked for hearing or sight issues • Motor development opportunities with PE • All staff have basic first aid training • Outdoor learning opportunities for all • Sensory fiddle toys or fabric/ velcro strips • Sensory circuits/ activites	• <i>Learn to Move</i> programme • Additional staff training provided for hearing, visual and other physical additional needs from visiting professionals • Standard professional visits to explain equipment needed • Specialist groups and clubs promoted for belonging and self esteem • Occupational Therapy information accessed • Parents signposted to opportunities	• Referral and specific targets or exercises from Occupational Therapy • Use of specialised equipment • Risk assessments and adjustments made, to enable trips and residentials to be accessed • Regular opportunities to follow Physio recommendations planned into the school day • Referral to school nursing team

