

Colerne CE Primary School – Provision Available to all pupils:

September 2025



This is a working document and will be updated based on new advice and as new resources become available to the school. It is also a general guide and will be adapted to suit the needs of individual pupils

| Universal Support | Targeted Support | Specialist Support |
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| <p><u>(OAP – Ordinarily Available Provision)</u> At Colerne CE Primary school, we see this as an integral part of our quality first teaching and a child/children that need any of the following would not need a support plan in place to evidence these.</p> | <p><u>Additional to/different from the whole class (SEND Support)</u> For many of these children, this support will be short term and reviewed after a set period of time (usually termly.) A child will have a School Support Plan if these are all internally organised and reviewed.</p> | <p><u>Pupils with a My Support Plan/EHCP and or on the EHCP pathway</u></p> |
| <p><u>Cognition and learning</u> Access to Nessy screening and program Word banks QFT Whole class visual time tables Adaptive teaching Flexible/adjusted seating Scaffolding tasks e.g. writing frames, sentence starters Pre and post learning Targeted questioning Positive praise Use of ICT and assistive technology e.g. ipads Brain breaks Coloured whiteboards/paper and reading rulers - although this would then be considered targeted support and further medical investigation recommended to parents Nessy - support for children with identified dyslexic tendencies Pencil grips Physical/concrete resources Changing the colour of the interactive whiteboard so reduce visual stress Personal spelling dictionaries with targeted words Doodle Maths Times Tables Rock Stars Poplet for brainstorming ideas</p> | <p><u>Cognition and learning</u> Specialist resources e.g. Colourful Semantics Individual time tables Individual learning areas/work stations if appropriate Nessy dyslexia support for reading and spelling Touch typing sessions ELSA support Individual visual time table Adapted resources e.g. specialist rulers etc. Now and Next Boards Support from SSENS Regular staff CPD Meeting with parents at least 3 times a year to review and adjust targets</p> | <p><u>Cognition and learning</u> Additional 1:1 time with teachers/TAs Alternative Provision if recommended Working with external professionals to support individual needs Specific recommended interventions Annual reviews Meeting with parents at least 3 times a year to review and adjust targets</p> |

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| <p>Enlarged lines/squares in books or books without lines or squares to support need - further medical/visual investigation recommended to parents Clear, simple visuals for marking - orange and green highlighters Talk to text software Word banks in books Pre and post learning Resources easily accessible Water bottles on tables or accessible throughout the day Focus toys/objects to help focus Brain breaks</p> | | |
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| <p><u>Social/Emotional/Mental health difficulties</u></p> <p>ELSA Support, although this would then become targeted support Thrive assessments, although this would then become targeted support</p> <p>Orchard Room - sensory tent, quiet space, emotional support resources</p> <p>School nurse available to all, although this would then become targeted support</p> <p>Social stories</p> <p>Enrichment opportunities and after school clubs available to all</p> <p>Weekly sports coach for all</p> <p>Celebrating achievements - Light of the Week</p> <p>Music group with peripatetic teacher</p> <p>Rock Steady music groups and concerts</p> <p>Transitional objects</p> <p>Zones of Regulation</p> <p>Use of mental health resources e.g. Class Dojo videos</p> <p>Whole school Mental Health Week</p> <p>Whole School Mind Month</p> | <p><u>Social/Emotional/Mental health difficulties</u></p> <p>Play Therapist Targeted additional sports sessions for children with identified needs ELSA Support Precision teaching Support from SSENS Regular staff CPD Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits</p> | <p><u>Social/Emotional/Mental health difficulties</u></p> <p>Morning meet and greet Additional 1:1 time with teachers/TAs Alternative Provision if recommended Working with external professionals to support individual needs Discussions at solution surgeries with external professionals such as an Educational Psychologist of behaviour support Specific recommended interventions Annual reviews Meeting with parents at least 3 times a year to review and adjust targets Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits</p> |

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| <p>Gardening club and chicken feeding time</p> <p>Water bottles on tables or accessible throughout the day</p> <p>Strong focus on Growth Mindset</p> <p>Worry Monsters</p> <p>A wide range of school councils and monitor roles done by children</p> <p>Well being books and resources readily available to all</p> <p>Movement breaks</p> <p>Toys/objects to help focus</p> <p>Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits</p> | | |
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Sensory and/or physical

Wobble Cushions/exercise bands on chairs to aid comfortable sitting

Orchard Room - sensory tent, quiet space, emotional support resources

School nurse available to all, although this would then become targeted support

Fidget/sensory tools/focus objects

Weekly sports coach

Whole class movement breaks

Pencil grips

Ear defenders

Changing the colour of the interactive whiteboard so reduce visual stress

Coloured glue sticks

Enlarged text on worksheets

Fine and gross motor skills groups

Writing slopes

Water bottles on tables or accessible throughout the day

Marshmallow clapping

Sound clouds in dining hall to absorb sound

Left handed writing pens and adapted pens/pencil grips

Adapted scissors

Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits

Sensory and/or physical

Targeted additional sports sessions for children with identified needs

Accessible toilets

Ramps to classrooms

Ear defenders

Support from SSENS

Adapted scissors

Writing slopes

Access to laptops to type

Readers/quiet rooms for assessments

Highlighting texts/lines for children with visual of physical difficulties

Regular staff CPD

Support from Sensory and Physical Support Teachers

Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits

Sensory and/or physical

Specialist physical equipment e.g. chairs, toilet frames etc

Sensory Support Teacher visits e.g. for hearing, sight

Additional 1:1 time with teachers/TAs

Alternative Provision if recommended

Working with external professionals to support individual needs

Specific recommended interventions

Annual reviews

Meeting with parents at least 3 times a year to review and adjust targets

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Communication and interaction

Orchard Room - sensory tent, quiet space, emotional support resources
Visual resources and prompts
Language rich environment
Strong focus on oracy
Talk partners
Modeling of speech and oracy skills
Wordbanks in books
Visual time table for whole class
Movement breaks
Ensuring environments aren't too over stimulating
Staff CPD
Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits

Communication and interaction

Support from SSENS
Speech and Language support
Behaviour Support input
Regular staff CPD
Use of TEACCH approach
Individual visual time table
Meet and greet if appropriate
Meeting with parents at least 3 times a year to review and discuss targets
Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits

Communication and interaction

Speech and language support
Specialist Speech and Language teachers visiting to support children
Additional 1:1 time with teachers/TAs
Alternative Provision if recommended
Working with external professionals to support individual needs
Specific recommended interventions
Annual reviews
Meeting with parents at least 3 times a year to review and discuss targets
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