

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
<p><b><u>(OAP – Ordinarily Available Provision)</u></b> 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><b><u>Additional to/different from the whole class (SEND Support)</u></b> 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><b><u>Pupils with a My Support Plan/EHCP and or on the EHCP pathway</u></b></p>
<p><b><u>Cognition and learning</u></b> 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><b><u>Cognition and learning</u></b> 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><b><u>Cognition and learning</u></b> 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>

<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><b><u>Social/Emotional/Mental health difficulties</u></b></p> <p>ELSA Support, although this would then become targeted support  Thrive assessments, although this would then become targeted support  Orchard Room - sensory tent, quiet space, emotional support resources  School nurse available to all, although this would then become targeted support  Social stories  Enrichment opportunities and after school clubs available to all  Weekly sports coach for all  Celebrating achievements - Light of the Week  Music group with peripatetic teacher  Rock Steady music groups and concerts  Transitional objects  Zones of Regulation  Use of mental health resources e.g. Class Dojo videos  Whole school Mental Health Week  Whole School Mind Month  Gardening club and chicken feeding time  Water bottles on tables or accessible throughout the day  Strong focus on Growth Mindset  Worry Monsters  A wide range of school councils and monitor roles done by children  Well being books and resources readily available to all  Movement breaks  Toys/objects to help focus  Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits</p>	<p><b><u>Social/Emotional/Mental health difficulties</u></b></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><b><u>Social/Emotional/Mental health difficulties</u></b></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><b><u>Sensory and/or physical</u></b></p> <p>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</p>	<p><b><u>Sensory and/or physical</u></b></p> <p>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</p>	<p><b><u>Sensory and/or physical</u></b></p> <p>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 Support from Sensory and Physical Support Teachers 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><b><u>Communication and interaction</u></b>            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            Word banks 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</p>	<p><b><u>Communication and interaction</u></b>            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</p>	<p><b><u>Communication and interaction</u></b>            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            Additional transition visits/sessions to our school or to a new setting e.g. year 6 secondary visits</p>