



St Pauls' Whole School Provision Map 2025-2026 by Area of Need



Wave 1 provision - First Quality Teaching for all pupils (the responsibility of the class teacher)

Wave 2 - short term intervention. This is not exclusively for children with SEND

Wave 3 - longer, targeted intervention to support those with specific Special Educational Needs.

Universal/Core Provision/Wave 1	
<p>Cognition and Learning Wave 1 is quality first teaching whereby teachers are aware of the needs of all the children in their class and plan and address these through their teaching. Teaching is adapted to different learning styles and to match the needs of the children. Children are grouped flexibly in different subjects to provide challenge and support in areas where they most need it.</p>	<p>Speech, Language and Communication Children are given regular opportunities to develop their communication skills through the use of talk partners, class discussion, small group work and drama. Teachers are able to use different levels of questioning according to children's varying language needs (Blank Levels).</p>
<p>Social, Mental and Emotional Health The PSHE curriculum is designed to address social and emotional issues that children may face encourages participation in discussion and role play to explore any issues they may encounter. Teachers develop a rapport and understanding of the pupils in their care and are on hand to offer social and emotional support on a day to day basis. All children are able to access a daily drop in called 'Talk Time' to tell a Mental Health First Aid trained staff member about anything that is worrying them. Children complete a wellbeing survey twice a year to ascertain pupil voice about their emotional wellbeing and to enable early intervention to support needs. Teachers and SENDCO are able to use Leuven's Scales to assess children's wellbeing and involvement. These are measured on Learning Walks by the SENCO and day to day by class teachers.</p>	<p>Physical/sensory Our school offers disabled access including ramps and disabled toilets and a disabled shower. All classrooms are interactive and engaging. The learning environment supports visual learners by displaying things the children may need to call upon in their day to day learning e.g. key words, phonic sounds, tricky words, adverbs and adjectives. All classrooms display a visual timetable to inform children of the day's routine but also to support those on the autistic spectrum. In key stage one and lower key stage two, children often sit on the carpet in front of the teacher during a task input. This ensures all children are able to fully hear the task and what is expected of them.</p>
Targeted/Enhanced/Wave 2	
<p>Cognition and Learning We provide a range of Wave 2 interventions to help children 'catch up' and make expected progress.</p>	<p>Speech, Language and Communication If a child is known to have had a previous speech and language difficulty or has a mild speech difficulty e.g. pronunciation of one specific sound or word</p>

<p>These include:</p> <ul style="list-style-type: none"> • NESSY Reading and Spelling • Flashspell • Additional Reading and Paired Reading • Memory games (computer based) • Reading Comprehension groups • Keep Up (Little Wandle) • Handwriting groups • Maths Pre-Teach 	<p>then the class teacher and Learning Support Assistants address it in the classroom through correct modelling of the sound/word and asking child to repeat correctly.</p> <p>Early Years Practitioners use some Makaton signs in their day to day routine to support listening and understanding of instructions for visual and kinaesthetic learners.</p> <p>For children who might need additional support with Social Communication; Lego Therapy and Social Skills groups take place to support with turn taking and conversation skills. For older children this might involve role playing situations and looking at decision making in social situations through social stories.</p>
<p>Social, Mental and Emotional Health</p> <p>We are fortunate to have the services of a home school link worker, who works with both children and their families around social, mental and emotional issues. Children are identified as needing this additional support by their teachers; the SENDCo or the Senior Leadership Team. Our home school link worker works with children and/or their families once a week or on an ad hoc basis, and helps to address a wide variety of issues.</p> <p>We also have one dedicated Emotional Literacy Support Assistant to support children with self-esteem and emotional needs. We have five more are Youth Mental Health First Aiders offering Talktime.</p> <p>We have daily 'Quiet Club' and 'Garden Club' four lunchtimes per week where children with additional needs can come to take part in sensory and nature based activities. This space is an optional provision for children who can find the playground overwhelming; need support with communication; social skills and/or managing feelings and behaviour during unstructured times.</p> <p>It can also be offered to children who might be facing unsettling circumstances in their home lives and may need additional social and emotional support on an ad hoc basis.</p>	<p>Physical/sensory</p> <p>In cases where children are known to have a physical or sensory impairment that doesn't impact too greatly on their ability to access the classroom or curriculum, teachers undertake steps to ensure they minimise the impact e.g. sitting a child directly in front of the teacher on the carpet so that they can hear clearly and can lip read if necessary.</p> <p>For children with fine motor skills difficulties we follow a programme of Occupational Therapy activities (using the Surrey OT Resource pack for School Age or Early Years).</p> <p>We also seek guidance using the Occupational Therapy Helpline.</p>

<p>Our Deputy Head runs a weekly club for Young Carers to give them a space to play games and have fun as well as benefitting from additional social and emotional support from a Mental Health First Aider.</p>	
<p>Personalised/Specialist/Wave 3</p>	
<p>Cognition and Learning Depending on the type of need, children access 1:1 or small group provision. Interventions include small group maths and literacy sessions where children are taught by a highly skilled practitioner, working on the specific areas they are struggling with. For those children with specific phonic and/or reading issues we run the Little Wandle Rapid Catch Up programme to support phonological awareness and embeds phonics skills for reading. We also have staff trained to run: A First Class at Number maths programme, which supports the learning and consolidation of core areas of maths and develops mathematical skills. A Rapid Writing Programme to support those who are significantly behind in their writing. Precision Teaching to tackle specific areas of learning depending on the needs of the child e.g. sight vocabulary, spelling of high frequency words or learning of key maths facts. For those children who have an EHCP, in most cases we offer access to a Learning Support Assistant to support them in their learning and to help them develop independence as learners.</p>	<p>Speech, Language and Communication We have three Ekklan trained teaching assistants who work with those children identified as having speech and language difficulties by the speech and language team. They work with children several times a week for about 10-15minutes at a time, focusing on their individual targets. They are able to use assessment tools such as PORIC, TALC and Renfrew to assess vocabulary needs and language levels and use WordAware resources to support planning for children with language needs. We regularly seek resources, training and guidance from County Speech and Language Professionals and we have a Communications Champion who liaises directly with the Local Authority to keep us up to date with developments in SALT. We use resources such as Comic Strip Conversations to support children 1:1 with decision making in real world situations and to help support restorative conversations by representing different people’s points of view using visuals.</p>
<p>Social, Mental and Emotional Health Our Home School Link worker, works with children and their families to support social and emotional needs, particularly those that are experiencing challenges at home rather than school. She is highly trained and is able to provide direct advice and guidance as well as able to signpost families to additional local support services.</p>	<p>Physical/sensory For those children with specific sensory issues such as visual or hearing impairment, the school liaises with the Surrey physical sensory support team. Members of the team come in to school to assess the needs of individual children and to offer guidance and support to teachers about how best to meet a child’s needs. Special measures are taken, in line with the advice</p>

Our trained ELSA and Youth Mental Health First Aiders support children who have specific emotional needs and/or need support to develop self-esteem or social skills.

We have staff trained in the Educational Psychology-based programme 'Circle of Friends' for individuals identified as needing very specific and targeted support with social skills and making friends.

We work closely with parents/carers where Social, Emotional and Mental Health needs are high, to make bespoke support plans for issues such as separation anxiety and also managing feelings and behaviour in school.

given, to ensure that the impact of a child's impairment is minimised in the classroom.

Some children require a personalised plan of movement breaks and/or a Sensory Diet to meet their needs and staff use the Occupational Therapy Resource Pack and the OT Helpline to help plan a tailor-made programme of activities for specific children.

For those children who have been assessed and set targets by the Occupational Therapy team, they receive blocks of OT support, provided by the team as well as ongoing follow up activities in school provided by our Learning Support Assistant.