

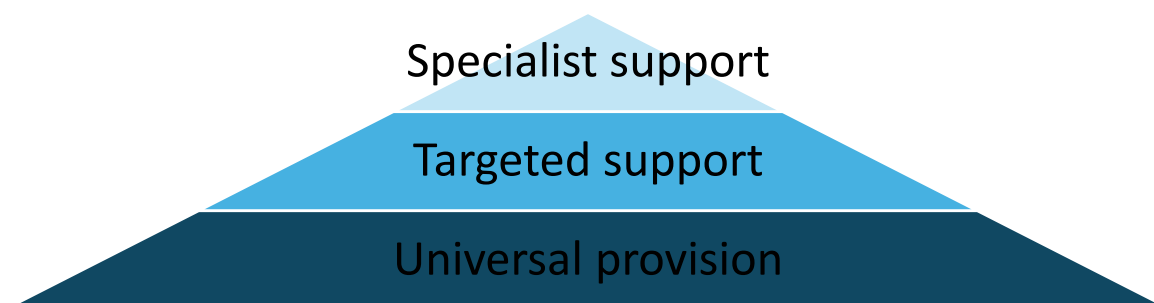


Holly Lodge Primary Academy

Provision Map 2025-26

Our SEND Policy sets out our vision, values and aims for pupils with additional needs. It clearly states how we identify need and our graduated approach through [curriculum design](#), High Quality Teaching and SEND pathway processes.

The SEND Policy is supported by our [SEN Information Report](#) which explains our implementation of the SEND policy.



Through this Provision Map we have outlined examples of support that some of the children in our academy may require during the school year, though this may be adjusted to cater for changing needs.

Our universal provision adopts strategies in line with guidance from [Surrey Ordinarily Available Provision](#).

Some examples of our Universal provision include

Structured school and class routines Use of Think, Pair, Share Step by step instructions. Explicit teaching of vocabulary Modelled teaching using metacognitive talk. Making explicit links with prior learning. Additional processing time Simplified language Cold calling Working walls Error tracking, live feedback and marking	Pre-teaching Same day interventions Visual class timetable/aids in classrooms Visual clarity of slides Visual cues and prompts Use concrete and pictorial strategies Structured school and class routines Adapted resources – large font etc Appropriate seating for all Suitable equipment such as pencil grips, scissors etc
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The Provision Map is split into the four categories of need as outlined in the Code of Practice 2014 (Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, Sensory & Physical).

	Targeted support Catch up/additional provision for some children	Specialist support High level of personalised provision for few children
	<i>In addition to all support offered within Universal provision</i>	<i>In addition to all support offered within Universal provision & Targeted support.</i>
Communication and Interaction	Emotional Literacy Support, ELSA Personalised visual timetable/resources Pre-teaching Social skills group Interventions such as Time to talk, Precision Teaching, Morning Booster Groups, Colourful Semantics, Communication boards, Language for thinking	Regular speech and language therapy Specialist ICT programmes Targeted intervention and consultation with outside agencies including: - Speech and Language Therapy - Specialist Teacher Support (STIPs) - Freemantles outreach support
Cognition and Learning	Additional access to ICT resources Additional visual aids/resources Daily ECHO and NIM reading in school ELS Interventions Precision teaching Coloured overlays/reading rulers Colourful Semantics	Additional training for staff to be able to deliver specific programmes. Targeted intervention and consultation with outside agencies including: - Specialist Teacher Support (STIPs)
Social, Emotional and Mental Health	Additional support at playtime Individual reward system Individual social stories ELSA Transition support Friendship groups EBSNA discovery conversation Individual Timetable Lunch club Soft starts	1:1 Emotional Literacy Programme Workstation & TEACCH, Attention Bucket Individualised timetables Individual behaviour plan Targeted intervention and consultation with outside agencies including: - Specialist Teacher Support (STIPs) - Freemantles outreach support - Primary Mental Health Worker - Play therapist Talkabout intervention

Sensory and Physical Needs	Additional movement breaks Enlarged texts Fine motor groups/1:1 support using OT resources and specific programmes Sensory Circuits Specialist resources (e.g lap weights, wobble cushions & focus tools, writing slopes, ear defenders)	Individual support with self-care/lunchtimes Risk assessment and reasonable adjustments made to the learning environment (including trips) Reasonable adjustments made to uniform Sensory diet Specialist ICT equipment Specialist equipment as advised Targeted interventions and consultation with outside agencies including: -Physical and Sensory Support Service/specialist teacher advisory service, -Physiotherapy -Occupational therapy
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