



St Alban's Catholic Voluntary Academy



Whole school provision Map 2026-2027

Wave 1: Universal

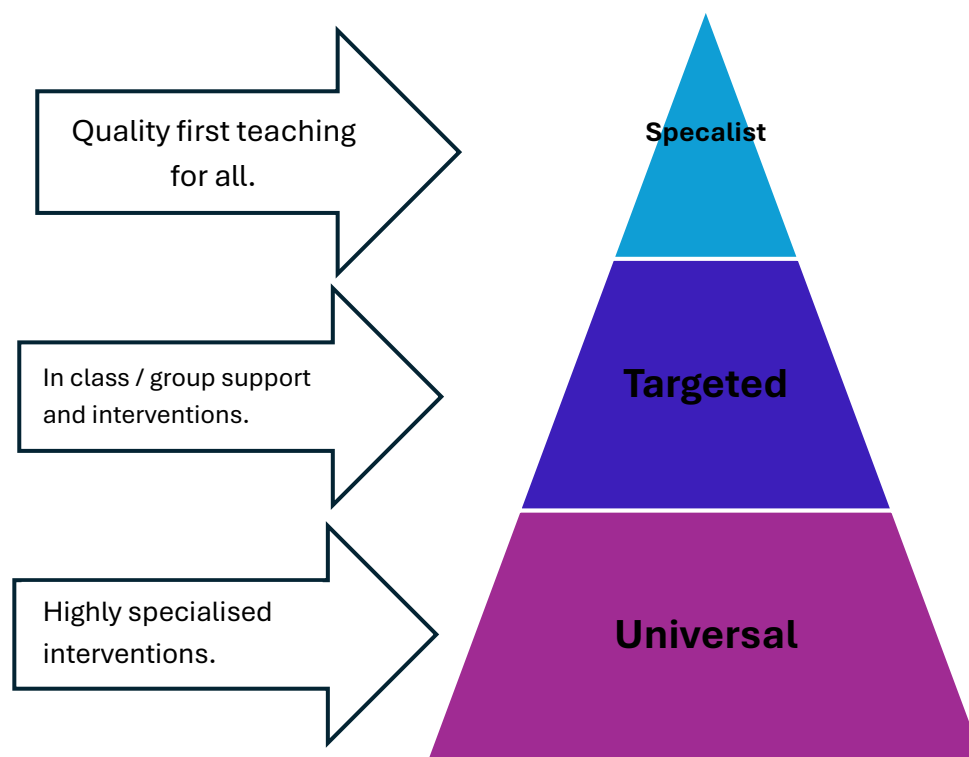
Most children at St Alban's will have their needs met through high-quality classroom teaching. We believe that every child should be able to access an engaging, broad and balanced curriculum that builds their knowledge, skills, confidence and independence. Teachers know their children well and adapt their teaching, resources and classroom environment to meet the different needs of the children in their class. This may include the use of visual supports, additional processing time, adapted resources, different ways of recording work, movement breaks or additional opportunities to practise and revisit learning. We aim to make our classrooms inclusive and welcoming places where all children can learn, participate and feel that they belong, including children with SEND.

Wave 2: Targeted support

Some children may need additional support alongside the high-quality teaching they receive in the classroom. At St Alban's, this may include individual or small-group interventions delivered by members of our school staff. Targeted support is based on the individual needs of the child and may focus on areas such as reading and phonics, communication and language, emotional wellbeing, sensory regulation or physical development. Our targeted provision includes interventions such as Sounds-Write, daily reading, ELSA, emotional check-ins, daily sensory circuits and physical skills sessions with our PE specialist. We also work with services such as Speech and Language Therapy and Bridge the Gap where appropriate. We monitor the impact of additional support carefully and adapt it when needed so that children are given the best opportunity to make progress and become increasingly independent.

Wave 3: Specialist SEND Support

Some children have more complex or significant needs and require a more personalised approach. At St Alban's, we work closely with parents, carers and other professionals to understand these needs and identify the right support. This may include advice or assessment from specialist services such as Speech and Language Therapy, Educational Psychology or other relevant professionals. Support may involve more individualised teaching, specialist interventions, significant adaptations to the curriculum or environment, or a high level of adult support. For some children, this support may be set out within an Education, Health and Care Plan (EHCP). We carefully review the provision for these children and work with families and professionals to ensure that support remains appropriate, meets their individual needs and helps them to achieve their outcomes.



The aim at every wave is the same: to understand each child as an individual, build on their strengths and provide the right support to help them feel safe, included and successful at St Alban's.

Communication and Interaction

Universal - All Pupils	SEN support – Targeted support	Specialist SEND support – highly specialist
A child may: • Need a little longer to process what an adult has said before responding. • Need instructions to be repeated, simplified or supported with a visual prompt. • Find it difficult to follow several instructions at once. • Need support to join in with conversations, discussions or group activities. • Have a smaller vocabulary than their peers or find some new or unfamiliar words difficult to understand. • Find abstract language, jokes, idioms or non-literal language difficult to understand. • Need support to learn and use new vocabulary, including topic-specific words. • Have differences in their speech sounds or speech patterns. • Find it difficult to pronounce some sounds clearly. • Have some difficulty with fluency of speech, such as stammering. • Find it difficult to organise or explain their ideas verbally. • Have difficulty finding the right word when speaking.	A child may: • Make slower progress in areas of the curriculum, particularly where learning relies heavily on language. • Have a noticeable difference between their general ability and their progress in areas such as reading, writing or mathematics. • Find it particularly difficult to concentrate during language-based activities. • Find it difficult to listen to, follow or contribute to conversations and group discussions. • Have difficulty understanding more complex or abstract ideas and language. • Have difficulty remembering and retaining information that has been given verbally. • Need spoken information to be reinforced with visuals, gestures, modelling or routines. • Have language difficulties that affect their confidence in learning or everyday interactions. • Have difficulty developing, organising or explaining ideas. • Find it difficult to structure sentences when speaking or writing. • Experience ongoing difficulties with speech sounds or pronunciation.	A child may: • Have significant and persistent difficulties with understanding or using language despite targeted support. • Have significantly slower progress where communication and language are a barrier to learning. • Have very limited spoken language or may not use spoken language as their main way of communicating. • Need an alternative or augmentative communication system (AAC), such as symbols, signs, communication books or electronic communication aids. • Rely heavily on gestures, pointing, leading an adult or other non-verbal ways of communicating. • Find it very difficult to communicate their needs, choices, thoughts or feelings. • Experience significant difficulties with social communication and understanding social situations. • Find it very difficult to interact with peers and may remain on the periphery of social interactions. • Avoid or become extremely anxious in situations involving speaking or communication.

- Find it difficult to listen and attend during longer conversations or group discussions.
- Find it difficult to remember and retain verbal information.
- Need additional support to develop their speaking and listening skills.
- Find social communication with other children more difficult than expected for their age.
- Find it difficult to understand what is expected of them in different social situations.

How we assess at this stage:

- Observations in the classroom and playground.
- Discussions with the child, parents/carers and class teacher.
- Monitoring of progress and attainment across the curriculum.
- Consideration of the child's ability to understand and use language in different situations.
- Consideration of how communication difficulties may be affecting learning, friendships and confidence.
- Use of normal classroom assessment and teacher assessment to identify areas requiring further support.

Provision we offer:

All children benefit from a communication-friendly classroom environment. This may include:

- Experience word-finding difficulties.
- Find it difficult to understand or use non-literal language, such as idioms, sarcasm or figurative language.
- Find social interaction and making or maintaining friendships difficult.
- Become anxious, frustrated or overwhelmed during conversations, group discussions or activities involving lots of spoken language.
- Sometimes avoid joining in with conversations or social situations.
- Need additional support to communicate their wants, needs, ideas or feelings.
- Make limited use of spoken language and/or rely on gestures or other ways of communicating.

How we assess at this stage:

- More detailed observations of the child's communication across different environments.
- Review of progress following targeted classroom support.
- Assessment of receptive language – what the child understands.
- Assessment of expressive language – what the child can communicate.
- Consideration of vocabulary, sentence structure, speech sounds and social communication.
- Monitoring how communication difficulties are affecting access to the curriculum and relationships.

- Experience difficulties with speech that significantly affect their ability to communicate with others.
- Have persistent difficulties with speech sounds, fluency or their voice.
- Experience difficulties understanding or using language which significantly affect their learning, independence, wellbeing or relationships.
- Experience significant difficulty managing situations because they cannot effectively communicate their needs or understand what is happening.
- Require a highly personalised communication approach across the school day.

How we assess at this stage:

- A detailed assessment of the child's communication profile and individual needs.
- Review of previous assessments and the impact of support already provided.
- Detailed observations across different environments and with different communication partners.
- Assessment of how communication affects learning, social interaction, independence and emotional wellbeing.
- Speech and Language Therapy (SALT) referral and assessment, where appropriate.
- Specialist assessment and advice from Speech and Language Therapy.

- Adults using clear, simple language and checking that children have understood.
- Giving children additional processing time before expecting an answer.
- Breaking instructions into small, manageable steps.
- Using visuals, gestures, modelling and demonstrations alongside spoken language.
- Pre-teaching and revisiting new and topic-specific vocabulary.
- Adults modelling good language and extending children's vocabulary and sentences.
- Regular opportunities for children to talk, listen, ask questions and share ideas.
- Using stories, books and discussion to develop vocabulary, comprehension and communication.
- Adults modelling appropriate social communication and turn-taking.
- Providing opportunities for paired and small-group talk.
- Using questioning to encourage children to explain their thinking.
- Checking children's understanding rather than assuming that they have understood spoken instructions.
- Providing appropriate opportunities for children to communicate in different ways, including speaking, drawing, gesture and visuals.
- Adapting the classroom environment and adult communication where

- Use of appropriate school-based assessment tools, such as Speech Link, where appropriate.
- Advice from the SENCO and/or other professionals where required.
- Discussion with parents/carers and the child to build a fuller picture of their communication needs.

Provision we offer:

- Small-group or individual communication interventions.
- Additional opportunities to develop vocabulary and language skills.
- Pre-teaching key vocabulary before a new topic, lesson or activity.
- Revisiting and reinforcing vocabulary regularly.
- Individualised visual supports, including visual timetables, now/next boards, symbols and visual instructions.
- Breaking learning and language into smaller, manageable steps.
- Structured opportunities to develop listening and attention skills.
- Support to develop conversation and turn-taking.
- Structured activities to develop social communication and interaction.
- Targeted support with speech sounds and pronunciation, where appropriate.

- Consideration of specialist communication approaches, including AAC, where appropriate.
- Consideration of referral to other relevant professionals/services where there are wider developmental needs, for example paediatrics or an autism assessment pathway, where appropriate.
- Where appropriate, information from a range of professionals is brought together to develop a holistic understanding of the child's needs.

Provision we offer:

- A highly personalised communication plan based on the child's individual profile.
- Consistent use of an individual's preferred communication system across the school day.
- Alternative and Augmentative Communication (AAC), where appropriate, such as symbols, communication books, signing or electronic communication aids.
- Individualised visual communication systems.
- Intensive adult modelling and support to develop functional communication.
- A carefully adapted approach to understanding and expressing language.
- Individual or very small-group specialist communication work.

children find noise, group discussions or busy environments difficult. • Encouraging children to develop confidence in communicating their needs, ideas and feelings.	• Support to develop confidence in communicating with adults and peers. • Adaptation of language-heavy tasks so that children can demonstrate their understanding in different ways. • Use of specific interventions or programmes identified through assessment. • Liaison with parents/carers to share strategies that can be used consistently at home and school. • Support from the SENCO to identify appropriate strategies and monitor their impact. • Where appropriate, advice or involvement from Speech and Language Therapy (SALT).	• Highly structured opportunities to develop social communication and interaction. • Support to understand and respond to social situations. • Explicit teaching of skills such as turn-taking, initiating interaction, maintaining conversations and understanding social cues. • Adapted teaching and curriculum access where language is a significant barrier to learning. • Alternative ways for children to demonstrate their knowledge and understanding. • Additional preparation and support for changes in routine, unfamiliar situations or communication demands. • A consistent team approach, with adults using the same communication strategies and language. • Advice, assessment and/or intervention from Speech and Language Therapy. • Liaison with other professionals where appropriate, depending on the child's individual needs. • Consideration of specialist assessment where there are wider developmental or communication concerns. • Where appropriate, support as part of an EHCP, with provision specified according to the child's individual needs.
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Cognition and Learning

Universal - All Pupils	SEN support – Targeted support	Specialist SEND support – highly specialist
A child may: • Need a little longer to process information or complete a task. • Find it difficult to remember new information or instructions. • Need information to be repeated or presented in different ways. • Find it difficult to organise their ideas or work independently. • Need additional support to develop early reading, writing or mathematical skills. • Find it difficult to apply a skill they have learned in a different situation. • Need support to develop their vocabulary and understanding of new concepts. • Find some aspects of learning more difficult than their peers. • Find it difficult to maintain attention or concentrate for extended periods. • Need additional modelling, examples or opportunities to practise a new skill. • Benefit from learning being broken down into smaller steps. • Need support to develop independence and confidence as learners. How we assess at this stage:	A child may: • Make slower progress despite appropriate classroom teaching and support. • Have significant gaps in their learning compared with their peers. • Find it particularly difficult to acquire or retain basic literacy or numeracy skills. • Have difficulties with phonics, spelling, reading fluency or comprehension. • Have difficulties with number sense, calculation or mathematical reasoning. • Find it difficult to remember and apply previously taught skills. • Need significantly more repetition and opportunities for overlearning. • Have difficulties with working memory, sequencing or processing information. • Need additional support to organise themselves and their learning. • Experience difficulties that affect their confidence or motivation to learn. • Continue to need significant adult support to access age-appropriate learning. How we assess at this stage: • Detailed analysis of progress and attainment over time.	A child may: • Have significant and persistent learning difficulties despite high-quality teaching and targeted intervention. • Work significantly below age-related expectations across one or more areas of learning. • Require a highly personalised curriculum or learning programme. • Have significant difficulties acquiring new skills. • Need substantial repetition and overlearning to retain learning. • Have significant difficulties with memory, processing, attention or sequencing. • Have severe or persistent difficulties with literacy or mathematics. • Need learning to be broken down into very small developmental steps. • Require alternative ways to demonstrate their knowledge and understanding. • Have learning needs that affect their independence and ability to access the wider curriculum. • Require a high level of adult support to access learning. How we assess at this stage:

- Ongoing teacher assessment and observation.
- Assessment of reading, writing and mathematics.
- Phonics assessment.
- Monitoring progress over time.
- Looking at how the child responds to different teaching approaches.
- Identifying strengths as well as areas where the child needs additional support.
- Discussions with the child and parents/carers.
- Reviewing whether classroom strategies and reasonable adjustments are having an impact.

Provision we offer:

- High-quality, inclusive teaching.
- Clear explanations and modelling.
- Learning broken down into manageable steps.
- Regular opportunities to practise and revisit learning.
- Concrete, practical and visual resources.
- Word banks, vocabulary mats, checklists and worked examples.
- Additional processing time where needed.
- Regular checking of understanding.
- Flexible grouping and opportunities for paired and small-group learning.
- Adapted resources where appropriate.
- Opportunities to develop independence.
- Regular assessment to identify gaps.

- Assessment of specific areas such as phonics, reading, spelling, writing and mathematics.
- Diagnostic assessment to identify particular gaps.
- Monitoring the impact of targeted interventions.
- Sounds-Write assessment to identify specific areas of phonics and reading need.
- Assessment of reading fluency and comprehension.
- SENCO involvement.
- Individual targets where appropriate.
- Discussions with parents/carers and the child.
- Consideration of whether further specialist advice is required.

Provision we offer:

- Sounds-Write interventions to develop phonics, reading and spelling.
- Daily reading to develop reading fluency, decoding, comprehension and confidence.
- Individual or small-group literacy and mathematics interventions.
- Pre-teaching and revisiting key concepts.
- Additional opportunities for overlearning and repetition.
- Targeted comprehension and vocabulary work.
- Personalised scaffolds, writing frames and visual prompts.

- Detailed assessment of the child's developmental and academic profile.
- Review of previous interventions and their impact.
- Assessment against appropriate small-step or developmental measures where appropriate.
- Detailed observation of how the child engages with learning.
- Advice from the SENCO and relevant specialist professionals.
- Where appropriate, involvement from Educational Psychology or other specialist services.
- Information from parents/carers and the child.

Provision we offer:

- A highly personalised curriculum based on the child's developmental level and individual needs.
- Individualised learning programmes.
- Very small-step teaching and assessment.
- Highly structured learning routines.
- Intensive opportunities for repetition, overlearning and generalisation.
- Specialist programmes or approaches recommended by professionals.
- Specialist equipment or technology where required.
- Significant adaptation of curriculum content and resources.
- Individual adult support where this is required to access learning.

• Appropriate differentiation and scaffolding.	• Adapted tasks and resources. • Additional supported practice before independent work. • Regular monitoring of intervention outcomes.	• Specialist assessment and advice. • Close multi-agency working where appropriate. • Provision linked directly to EHCP outcomes where an EHCP is in place.
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Social, Emotional and Mental Health

Universal - All Pupils	SEN support – Targeted support	Specialist SEND support – highly specialist
A child may: • Occasionally find it difficult to manage their emotions. • Become frustrated when something is difficult or does not go as expected. • Need reassurance from adults. • Find changes to routines or expectations difficult. • Need support to develop friendships and positive relationships. • Sometimes find it difficult to take turns, share or resolve disagreements. • Become distracted when feeling worried, upset or frustrated. • Occasionally withdraw from activities or social situations. • Need reminders to use strategies that help them to regulate. • Need support to recognise and name their emotions. • Benefit from opportunities to talk about worries and feelings.	A child may: • Have persistent difficulties managing emotions or regulating their responses. • Frequently become overwhelmed, anxious, frustrated or upset. • Have difficulties maintaining friendships or positive relationships. • Regularly withdraw from learning or social situations. • Have low self-esteem or reduced confidence. • Find it difficult to communicate their feelings or needs. • Frequently struggle to engage with learning. • Display behaviours that interfere with their own learning or the learning of others. • Need additional support during less structured times such as lunchtime or playtime.	A child may: • Experience significant and persistent difficulties with emotional regulation. • Have emotional wellbeing or mental health needs that significantly affect everyday life. • Experience significant anxiety, distress or emotional overwhelm. • Find it extremely difficult to engage with learning or school routines. • Experience significant difficulties developing or maintaining relationships. • Have very low self-esteem or confidence despite targeted support. • Frequently withdraw from others or become socially isolated. • Experience significant difficulties with attendance or accessing school. • Display behaviours that present a significant risk to themselves or others.

- Need support to develop confidence, resilience and independence.

How do we assess at this stage?

- Everyday observation of wellbeing, relationships and engagement.
- Discussions with the child and parents/carers.
- Monitoring patterns in behaviour, attendance and participation.
- Considering what happens before, during and after a difficulty occurs.
- Listening to the child's views about what helps them.
- Monitoring how the child responds to classroom strategies and adjustments.

Provision we offer:

- A safe, welcoming and emotionally supportive school environment.
- Clear and consistent routines and expectations.
- Explicit teaching of positive behaviour and relationships.
- PSHE provision supporting emotional literacy and relationships.
- Opportunities to learn about emotions and self-regulation.
- Whole-class emotional regulation strategies.
- Adults modelling positive relationships and emotional regulation.
- Opportunities to talk about worries and feelings.
- Positive recognition and praise.
- Calm spaces in all classrooms.

- Find transitions or changes particularly difficult.
- Regularly seek reassurance or adult support.
- Show increased difficulties with attendance or reluctance to come into school.
- Need additional support to understand and manage their emotions.

How we assess at this stage:

- Detailed observation across different parts of the school day.
- Analysis of patterns, triggers and environmental factors.
- Consideration of communication and sensory needs.
- Pupil voice and parent/carer views.
- Review of attendance and behaviour information where relevant.
- Assessment of emotional wellbeing and regulation needs.
- SENCO involvement.
- Review of the impact of targeted support.
- Consideration of Early Help or other services where appropriate.

Provision we offer:

- ELSA, Behaviour Box individual or small-group support to develop emotional literacy, relationships, confidence and emotional regulation.
- Regular emotional check-ins with a trusted adult.

- Require a highly personalised approach to their timetable, environment or curriculum.
- Need consistent support from a key adult.
- Require multi-agency support.

How we assess at this stage:

- Detailed assessment of emotional, social and mental health needs.
- Analysis of patterns, triggers and environmental factors.
- Review of previous interventions and their effectiveness.
- Detailed pupil and parent/carer voice.
- Individual support plans and risk assessments where required.
- Assessment and advice from appropriate specialist services.
- Early Help Assessment and multi-agency planning where appropriate.
- Consideration of referrals to appropriate health or specialist services such as Bridge the Gap, Compass Wellbeing, CAHMS.

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Provision we offer:

- A highly personalised emotional wellbeing and regulation plan.
- A consistent key adult and planned opportunities for relationship building.
- Individualised timetable or curriculum adaptations where required.
- Personalised regulation strategies and access to appropriate calming spaces.

• Preparation for changes to routines and expectations. • Supportive transition arrangements. • Opportunities to develop friendships and social skills. • Listening to and responding to children's views. • Reasonable adjustments where appropriate. • Strong home-school communication • Emotional check ins.	• Bridge the Gap support for children who require additional emotional wellbeing support. • Targeted work on emotional literacy and self-regulation. • Support to recognise and communicate feelings. • Individualised regulation strategies. • Support with friendships and social interaction. • Structured support during playtimes and lunchtimes where required. • Support with transitions. • Individual support plans where appropriate. • Increased communication with parents/carers. • Early Help Assessment where appropriate. • Liaison with relevant pastoral support in school and external services. • Increased emotional check ins with a key adult.	• Individual risk assessments where required. • Highly structured support during difficult times of the day. • Intensive support to develop emotional awareness and communication. • Specialist therapeutic or psychological interventions where appropriate. • Multi-agency planning and support. • Advice and training for staff from relevant specialist services. • Close liaison with parents/carers and professionals. • Support with transitions, attendance and reintegration where appropriate. • Individualised support linked to EHCP outcomes where an EHCP is in place.
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Sensory and/or Physical		
Universal - All Pupils	SEN support – Targeted support	Specialist SEND support – highly specialist
A child may: • Find some sounds, lights, smells, textures or busy environments distracting or uncomfortable.	A child may: • Have ongoing sensory processing differences that affect their learning or wellbeing.	• A child may: • Have significant sensory processing needs that substantially affect their ability to access school.

- Need opportunities to move during the school day.
- Find it difficult to sit still or maintain a comfortable position for extended periods.
- Need support with fine motor activities such as handwriting, cutting or using classroom equipment.
- Need additional opportunities to develop coordination and motor skills.
- Occasionally find busy or noisy environments overwhelming.
- Need resources or seating positioned so that they can access learning easily.
- Need information presented in an accessible format.
- Find it difficult to see, hear or access information in some situations.
- Need support to develop independence with self-care tasks.
- Benefit from movement or sensory opportunities as part of everyday classroom practice.

How we assess at this stage:

- Classroom and playground observations.
- Consideration of the child's ability to access the environment and curriculum.
- Teacher assessment of fine and gross motor skills where appropriate.
- Discussions with the child and parents/carers.
- Monitoring how environmental factors affect participation and learning.

- Become overwhelmed by particular sensory experiences.
- Need regular movement or sensory breaks to remain regulated and ready to learn.
- Have difficulties with fine motor skills or handwriting.
- Have difficulties with gross motor skills, balance or coordination.
- Need additional support to access PE or physical activities.
- Have difficulties with dressing, toileting, eating or other self-care tasks.
- Need adaptations to equipment, seating or the learning environment.
- Become fatigued more easily than their peers.
- Need additional preparation for unfamiliar environments or activities.
- Require additional adult support to access particular parts of the school day.

How do we assess at this stage?

- Detailed observation of sensory and physical needs across different environments.
- Consideration of patterns and triggers.
- Monitoring the impact of sensory or physical needs on learning and participation.
- Assessment of fine and gross motor development where appropriate.
- Review of access to the curriculum and school environment.
- Consultation with parents/carers.

- Have a significant hearing or visual impairment.
- Have a physical disability or significant motor difficulties.
- Require specialist equipment or adaptations.
- Need significant adaptations to the physical environment.
- Require support with mobility or safe movement around school.
- Require significant adult support with personal care or physical access.
- Experience significant fatigue or physical difficulties that affect learning.
- Require a highly personalised sensory or physical programme.
- Have medical or physical needs requiring individual care planning.
- Require specialist professional involvement.

How do we assess at this stage?

- Detailed assessment of the child's individual sensory and/or physical profile.
- Review of the impact on learning, independence, safety and wellbeing.
- Specialist assessment and advice where appropriate.
- Liaison with relevant health professionals.
- Consideration of specialist equipment and environmental adaptations.
- Individual care plans and risk assessments where required.

- Consideration of reasonable adjustments.

Provision we offer:

- Accessible and well-organised classrooms.
- Appropriate seating and positioning.
- Clear visual resources and accessible learning materials.
- Opportunities for movement throughout the school day.
- Sensory-friendly approaches within the classroom.
- Access to calm or quiet spaces in all classrooms.
- Regular opportunities for physical activity.
- Adaptation of resources where needed.
- Opportunities to develop fine and gross motor skills.
- Flexible ways of recording learning.
- Use of technology to support access where appropriate.
- Reasonable adjustments to the environment and teaching approaches.
- Consideration of lighting, noise, visual clutter and classroom layout.
- Clear routines and preparation for changes.
- Visual timetables in all classrooms.
- Use of now and next boards.

- SENCO involvement.
- Use of appropriate sensory or physical assessment tools.
- Referral for specialist advice where required.

Provision we offer:

- Daily sensory circuits to support regulation, attention and readiness to learn.
- Planned sensory and movement breaks.
- Access to sensory equipment and resources.
- Individual sensory strategies.
- Adapted seating or workstation arrangements.
- Fine motor and handwriting activities.
- Targeted gross motor activities.
- Physical skills sessions with a PE specialist, focusing on core strength, balance, coordination and gross motor development.
- Additional support in PE and physical activities.
- Adapted PE equipment where required.
- Additional support with personal care and independence skills.
- Access to quieter or lower-stimulation environments.
- Adaptations to the classroom environment.
- Individual support plans where appropriate.

- Regular review with parents/carers and relevant professionals.
- Where appropriate, provision and outcomes are incorporated into an EHCP.

Provision we offer:

- A highly personalised sensory or physical support plan.
- Specialist equipment or assistive technology.
- Specialist seating, mobility or access equipment.
- Individual sensory programmes informed by specialist advice.
- Specialist support for hearing or visual impairment, when involved.
- Specialist support for physical or motor needs.
- Individual care plans for personal or medical needs.
- Individual risk assessments where required.
- Increased adult support for mobility, personal care or safe access.
- Adapted curriculum and learning environment.
- Specialist advice and staff training.
- Close liaison with health and other professionals.
- Regular review of equipment, adaptations and provision.
- Provision linked to EHCP outcomes where appropriate.

We recognise that every child is different and that children may have strengths and needs across more than one area. The examples within this provision map are not a checklist or a diagnostic tool. They help us to identify when a child may need additional support and to consider the most appropriate provision.

All children have access to high-quality, inclusive teaching and reasonable adjustments. Where a child needs additional support, this may be provided through targeted intervention or personalised provision. Where needs are more complex or persistent, we may seek advice from specialist services.

We use an Assess, Plan, Do, Review approach to make sure that support is appropriate and having an impact. We work closely with children and their parents/carers and, where appropriate, with other professionals.

The level of support a child receives may change over time. A child may move between universal, targeted and specialist support depending on their individual needs, progress and circumstances.