



The Ferns 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 ([SEND-Information-Report-The-Ferns](#)) 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 [Hampshire’s SEND Support in Schools](#).

Some examples of our Universal provision include

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	Personalised visual timetable/resources Pre-teaching SOLENT speech and Language program Emotional Literacy Support Social skills group – FRIENDS Talk About... social communication Interventions such as: Mr Tongue Communication boards Language for thinking Colourful Semantics Precision Teaching Morning Booster Groups	Makaton PECs Regular speech and language therapy Targeted intervention and consultation with outside agencies including: Speech and Language Therapy Specialist Teacher Advisory Service (STAS) Henry Tyndale specialist outreach support
Cognition and Learning	Additional visual aids/resources ELS Interventions Daily NIM reading in school Precision teaching Coloured overlays/reading rulers Colourful Semantics Additional access to ICT resources	Additional training for staff to be able to deliver specific programmes. Targeted intervention and consultation with outside agencies including: - Specialist Teacher Advisory Service (STAS)
Social, Emotional and Mental Health	Individual reward system – Catching the Good chart Zones of regulation Individual social stories Social skills group – FRIENDS Talk About... self esteem Individual Timetable Lunch club Additional support at playtime Soft starts Transition support EBSA resources including the Hampshire Good Practice guidance and The West Sussex 'Return to School' questionnaires	Individualised timetables Individual behaviour plan 1:1 Emotional Literacy Programme Attention Autism Bucket Time 1:1 Talk about... self esteem Workstation TEACCH tasks Targeted intervention and consultation with outside agencies including: - Primary Behaviour Service (PBS) - Specialist Teacher Advisory Service (STAS) - Primary Mental Health Worker (MHST) - PAWs animal therapy - Play therapist

<p style="text-align: center;">Sensory and Physical Needs</p>	<p>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)</p>	<p>Risk assessment and reasonable adjustments made to the learning environment (including trips) Individual support with self-care/lunchtimes Reasonable adjustments made to uniform Sensory diet Specialist ICT equipment Specialist equipment as advised Targeted interventions and consultation with outside agencies including: - Specialist Teacher Advisory Service (STAS) -Physiotherapy -Occupational therapy Mustard Seeds - Branches</p>
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