



Whole School Provision Map 2026-27

This Provision Map outlines the range of support, as needed by the pupils in our school. It is critical to ensure that pupils with additional needs, whether that be Special Educational Needs (SEN), English as an Additional Language (EAL) or disadvantaged students (PP), are supported effectively to make expected, and in some cases, accelerated progress. This Provision Map is correct as of September 2026 and may be subject to change.

- Wave One** is *Quality First Teaching*. All pupils are entitled to high-quality, personalised teaching and learning delivered by a teacher in the classroom. The majority of students needs will be met through this provision.
- Wave Two** are *additional short-term interventions* that are delivered by teachers or learning support assistants. Some pupils need additional, targeted support to remove barriers to learning and make progress. This is normally small-group interventions carried out for a specific length of time.
- Wave Three** are *long-term needs*. A few pupils in school have an Educational Health Care Plan (EHCP) or may need a high level of personalised support to make progress. Interventions are delivered by trained staff supported by the SENCo and outside agencies.

Cognition and Learning

Universal Provision <i>All</i>	Additional Provision <i>Some</i>	Personalised Provision <i>Few</i>
A broad and balanced curriculum that provides challenge and high aspirations for all through differentiated planning, activities and delivery. Varied, engaging and multi-sensory teaching styles to suit the needs of all learners. Classrooms are well organised; resources are clearly labelled; increasing children's independence. Clear learning focus - learning objective and success criteria are shared and revisited throughout the lesson.	Booster groups - smaller group teaching for English and Maths in some year groups. Increased visual aids, prompts and task boards to support learning. Learning Support Assistant in class for Maths and Literacy when children require additional support to access the curriculum. Additional 1:1 reading with an adult. Little Wandle keep up sessions – additional multi-sensory activities focusing on developing phonics knowledge.	Directed Learning Support Assistant time on 1:1 basis for children with EHCP's (Educational Health Care Plans) or high need SEN support to access the curriculum. Advice from local Outreach teams. Referrals and interventions from outside agencies such as EP/STIPS/OT/SALT. Specialised training for some adults to deliver specific interventions e.g. intensive Speech and Language support. Regular meetings with parents to monitor progress.



Regular opportunities for retrieval at the beginning of each lesson to activate prior knowledge. Children know their individual targets and next steps for learning in Maths and English. Effective verbal and written feedback showing next steps in learning. Open-ended questions are used to encourage pupils to think, reason and speculate. EYFS offers free flow access to indoor and outdoor learning. Investigative, open-ended Mastery approach in Maths. There is a culture of self-help, cooperation and interdependency. A range of strategies are used to promote peer support. Book corners in every classroom to promote a love of reading. Effective use of Chromebooks to enhance lessons for the needs of all learners. Working walls in classrooms are used effectively to support learning. There are opportunities for mixed ability grouping, paired and individual work. There is a clear home/school partnership and daily reading is expected at home.	Precision teaching and pre-teaching of high frequency words, curriculum vocabulary, times tables and number bonds. Specialised training for some adults to provide support in designated areas. Race to English is used as an intervention to support EAL children when learning English. Intervention groups - both same day and timetabled according to needs which are regularly monitored for effectiveness. SNIP literacy - a spelling intervention focusing on high frequency words. Mastering Number provides support for children finding Maths challenging.	Additional equipment to enable learning. Tailored individual work for spelling/ reading and handwriting. If appropriate, personalised arrangements made to access KS2 examinations.
--	--	--



Rigorous tracking and analysis of data, relating to the impact of teaching and needs of individual children.

Learning Support Assistants are planned for and used effectively to maximise learning and progress.

Communication and Interaction

Universal Provision <i>All</i>	Additional Provision <i>Some</i>	Personalised Provision <i>Few</i>
There is a calm and purposeful climate for learning where learners feel they belong and their contributions are valued. Each classroom has a visual timetable displayed to support all learners. Language used in the classroom demonstrates unconditional positive regards for learners using restorative approaches. Staff are aware of children with speech and language difficulties and use a range of strategies including repeating instructions, modelling and allowing thinking time. Pupils are encouraged to seek clarification if they have not understood or they need help. Pupils are encouraged to use visual feedback e.g. thumbs up/down. Pupils are aware of pre-arranged cues for active listening e.g. symbols, prompt cards, verbal cues.	Nurture support. Emotional Literacy Support Assistant (ELSA) available to work with some children. Lego Therapy - an intervention to support speaking and listening skills. Use of social stories. Personalised verbal and visual cues. Careful arrangement of learning partners. Personalised regulation resources. Attention Bucket - an intervention to help focus and improve attention. These skills are developed through adult-led activities. Colourful Semantics - a speech and language therapy intervention that focuses on developing grammar through the use of spoken sentences and visuals.	Directed Learning Support Assistant support on 1:1 basis for children with EHCP's (Educational Health Care Plans) or high need SEN support to access the curriculum. Liaison with specialist paediatricians and consultants. Regular Speech and Language therapy via school's linked therapist and Speech and Language Assistants. Regular interventions with Outreach services from specialist schools. Family Help Assessment. Support from Specialist Teachers in Inclusive Practice, Hearing Impairment, etc.



Manorcroft works in partnership with families and carers to ensure an 'open door' communication policy. Breakfast, XT and teacher-led clubs are provided for extra social opportunities (at low costs). OPAL play at lunchtimes gives children a variety of spaces to use if they want a quieter area to access. Overnight experiences in Y3 and Y5, along with residential trips in Y4 and Y6. Internal transitions are carefully considered at the end of an academic year including staffing and mixing classes etc.		
--	--	--

Emotional, Behavioural and Social Needs

Universal Provision <i>All</i>	Additional Provision <i>Some</i>	Personalised Provision <i>Few</i>
The whole-school approach to regulation, using TGMC, enables children to communicate their feelings. Growth mindset is promoted in all classrooms and displayed interactively around the school. A clear set of school values - <i>respect, responsibility and resilience</i> that are celebrated regularly and embedded across the curriculum. Encouragement and praise are used effectively to engage and motivate pupils.	Home School Link Worker available to support families. Regular, allocated ELSA time to discuss concerns and worries. 1:1 session with a member of staff to discuss emotions TGMC resources. Direct Inclusion Officer involvement. Behaviour patterns tracked and analysed via CPOMS.	Directed Learning Support Assistant time on 1:1 basis for children with EHCP's (Educational Health Care Plans) or high need SEN support to access the curriculum. Option of flexible and reduced timetables, if appropriate. Interventions, support and guidance from outside agencies, including involvement with parents and STIPS referral and assessment.



A clear, thought-out behaviour policy which is transparent to both pupils and parents and is implemented across the school. Children's achievements are recognised and celebrated. Each class has a 'Star of the Week' awarded in a weekly celebration assembly. Safeguarding training is up to date for all staff. Safeguarding concerns are monitored and procedures are strictly followed. Poor attendance and punctuality is followed up by phone calls and are monitored regularly by Inclusion Officer visits. PSHE lessons are used to develop wellbeing and resilience. Positions of responsibility held by pupils e.g. School Council, Class Ambassadors, House Captains. Regular movement breaks and sensory circuits to promote listening and attention. Worry boxes in every classroom, allowing children time to talk and feel safe and secure. Relevant training for school staff including Positive Touch, behaviour strategies, Team Teach etc. Members of staff outside school at the beginning and end of the day to greet parents and children.	Circle of Friends intervention available. Individual reward systems created in partnership with the child. Extra support for transitions into a new class/school. Transitions between year groups are supported well with children able to create one-page profiles in partnership with home and school.	1:1 Lunchtime support to ensure appropriate interactions with peers and help develop social skills. CAMHS referral. Family help assessment. Personalised risk assessment for individual pupils.
--	--	---



Physical and Sensory Needs

Universal Provision <i>All</i>	Additional Provision <i>Some</i>	Personalised Provision <i>Few</i>
All staff are made aware of a child's medical history or any difficulties. Accessibility Policy in place and is regularly reviewed to improve access arrangements. Curriculum and internal school themed days are fully inclusive for all abilities and needs. Educational visits are carefully planned with inclusiveness in mind. Suitable furniture and space according to pupil need and accessibility. Access to quiet, safe spaces if appropriate. All staff are trained at the appropriate level of First Aid. Staff are aware of the implications of physical challenges. Additional training is provided for staff to support physical needs if necessary. Gross motor development is supported throughout the year via the PE curriculum across a range of sports including swimming lessons at the local leisure centre.	Occupational Therapy groups to develop gross and fine motor skills. LWL&S additional handwriting resources - to develop fine motor and perceptual skills. Handwriting groups. Sensory circuits. Easy access to resources including 'wobble' cushions, coloured overlays, easy grip or left-handed scissors, sound buttons etc. Wide variety of different writing materials including left-handed pens, pencils grips and writing available if appropriate. Directed Learning Support Assistant support in classes to enhance and promote learning.	Directed Learning Support Assistant time on 1:1 basis for children with EHCP's (Educational Health Care Plans) or high need SEN support to access the curriculum. Interventions from outside agencies e.g. Physiotherapy, Occupational Therapy. Pupils are supported to work on their individual targets with school staff. 1:1 Lunchtime support to ensure appropriate interactions with peers and help develop social skills. Access to specialist ICT support to reduce physical discomfort of writing.