Overview of Provision for SEND 2025/2026

Year	Transition support for all pupils	Additional transition support for pupils with SEND	Individual transition support for pupils with complex/specific needs
Pre-admission, this includes children entering Nursery.	• Home visits • New parents intake meeting • Transition Day organised by the borough • Pre-school staff and teacher meting • Parent and teacher meetings	• Liaison with new teacher about pupils with SEND. • SENCo lead to request paperwork from any previous setting	• Additional SENCo support as necessary. • SENCo to attend home visits
Year to Year Transition	• Teacher to teacher preparation meetings. • Visit to new class and teacher for a lesson.	• Transition book produced (social story)	• Additional SENCo support as necessary.
In year admissions.	• Visit/tour of the school. • Chn to come in early on their first day so be shown around and matched up with a buddy	• Call to previous school • Records sent to new school. • Parent and SENCo meeting prior to start date.	• Additional SENCo support as necessary.
Transition from primary to secondary school.	• Secondary school visit.	• SENCo to SENCo transition day, where records are passed over to secondary school SENCo.	• Additional SENCo support as necessary. • SENCo to visit school with family on request of the family

Overview of Provision for SEND 2025/2026

Key Stage: EYFS	Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and/or Physical
Wave 1 Provision (for whole school/class)	Adapted tasks according to ability in Literacy and numeracy. Phonics intervention- Phonics Shed Access to ICT Access to inside and outside provision Sensory equipment Visual, audio and kinaesthetic strategies used Reading according to ability	PSHE sessions address SEMH issues School ethos linked to school values behaviour policy relating to sanctions and rewards Prompt feedback given about how children are behaving Daily contact with parents Home/School books Playground buddies' at lunchtime	Visual timetable Staff model appropriate language and interaction with children Speech and Language Link screening Group work Speaking and listening sessions Role-play Daily snack time	Visual timetable Sand and water tray play Free independent learning Active toys- bikes etc Construction toys Equipment suited to all level of motor skills e.g. special scissors, grips, writing slopes etc
Wave 2 Provision (for groups)	Adapted tasks Speech Link groups Additional adult support, as required Phonic intervention Pretend Play	Thrive groups School ethos	Speech and language support groups using information from Speech and Language Link materials and Words First assessment Intensive Interaction	As above plus any additional resources necessary Dough Disco
Wave 3 Provision (for individuals)	Additional adult support, as required Phonic intervention Pops sight reading intervention Workstation and communication table activities Professional intervention, if needed Amended timetables	School ethos Behaviour charts with sticker/tickss for progress Workstation and communication table activities Professional intervention, if needed	1:1 Speech and language targeted sessions with SLSA or SaLT Professional intervention, if needed Workstation and communication table activities	As above plus any additional resources necessary Workstation and communication table activities Sensory room sessions Professional intervention, if needed Communication boards Tac Pac

Overview of Provision for SEND 2025/2026

Key Stage: One	Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and/or Physical
Wave 1 Provision (for whole school/class)	LSA support across the curriculum Adapted tasks according to ability in Literacy and numeracy. Phonics Access to ICT Access to inside and outside provision Visual, audio and kinaesthetic strategies used Reading according to ability	PSHE sessions address SEMH issues Circle Time School ethos linked to school value behaviour policy relating to sanctions and rewards Prompt feedback given about how children are behaving Daily contact with parents Home/School books where appropriate Playground buddies at lunctimes	Visual timetable Staff model appropriate language and interaction with children Speech and Language Link screening Group work Speaking and listening sessions Role-play area	Visual timetable Construction toys Equipment suited to all level of motor skills e.g. special scissors, grips, writing slopes etc
Wave 2 Provision (for groups)	Adapted tasks Small group support for numeracy and Literacy Additional adult support, as required Phonic intervention, supported by LSA	Circle time School ethos	Now/Next board Visuals Engagement with Language	As above plus Attention Autism Dough Disco Skilled Hands Tac Pac Movement breaks Letter/number formation 1:1 Clever Fingers
Wave 3 Provision (for individuals)	Additional adult support, as required Additional phonic intervention, supported by LSA Professional intervention, if needed Precision Teaching (repetitive learning)	Circle time School ethos Behaviour charts with stickers for progress Professional intervention, if needed Behaviour contracts Play time supervision as required	1:1 Speech and language targeted sessions with SLSA. Professional intervention, if needed with SaLT Colourful Semantics Workstation and communication table activities	As above plus Workstation and communication table activities Sensory room sessions Professional intervention, if needed Attention Autism daily Guesting in ARP or Rainbow Room Sensory Circuits

Overview of Provision for SEND 2025/2026

Key Stage: Two	Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and/or Physical
Wave 1 Provision (for whole school/class)	Adapted tasks according to ability in Literacy and numeracy. Access to ICT Access to inside and outside provision Visual, audio and kinaesthetic strategies used Reading according to ability	PSHE sessions address SEMH issues School ethos linked to school values behaviour policy relating to sanctions and rewards Prompt feedback given about how children are behaving Daily contact with parents where appropriate	Visual timetable Staff model appropriate language and interaction with children Group work Speaking and listening sessions	Visual timetable Equipment suited to all level of motor skills e.g. special scissors, grips, writing slopes etc
Wave 2 Provision (for groups)	Adapted tasks Small group adult support for Numeracy and Literacy Phonics intervention	School ethos Behaviour charts Talkabout sessions Thrive groups Lunchtime Chill Club	Now/Next board Visuals	As above plus any additional resources necessary Movement breaks Letter/number formation 1:1 Tac Pac / HandyPack Clever fingers
Wave 3 Provision (for individuals)	Additional adult support, as required Professional intervention, if needed Precision Teaching	Behaviour plans Professional intervention, if needed Councillor 1:1 Thrive sessions Play time supervision as required	1:1 Speech and language targeted sessions with SLSA. 1:1 sessions with SaLT Professional intervention, if needed Visuals	As above plus any additional resources necessary Sensory room sessions Professional intervention, if needed Guesting in ARP Attention Autism Sensory Circuits