

Birchwood Avenue Primary School

Overview of Provision 2025-2026



What are the areas of need?

Special Educational Needs and Disabilities (SEND) is divided into four areas of need:

- • Cognition and Learning
- • Communication and Interaction
- • Social Emotional and Mental Health
- • Sensory and / or Physical

Pupils with SEND will have a primary need i.e. the most prominent area of need, but may also have additional needs in another area(s).

A Few children–
Individual
intervention(s)
providing specialist
support for a pupil.



Some children – Targeted
interventions delivered individually or
in a small group setting to provide
support to enable pupils to secure
age-related expectations

All children – High quality teaching
is vital in order to create inclusive
environments. Pupils are challenged
in areas of the curriculum

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Area of Need	All children	Some Children	A Few Children
<p>Social, Emotional and Mental Health</p> 	<ul style="list-style-type: none"> • Therapeutic Thinking • Visual timetables <ul style="list-style-type: none"> • Jigsaw PSHE • Playground buddies • Whole school assemblies <ul style="list-style-type: none"> • House points • Whole school behaviour script to de-escalate behaviour <ul style="list-style-type: none"> • Transition supported <ul style="list-style-type: none"> • Marvelous Me • High levels of challenge and expectation • Lunch time club (Nurture Group) • Development of metacognition skills <ul style="list-style-type: none"> • Worry boxes • Reflection and restoration support <ul style="list-style-type: none"> • Time to talk post its • Whole school Zones of Regulation 	<ul style="list-style-type: none"> • ELSA support • Home school communication <ul style="list-style-type: none"> • In class support for supporting behaviour • Protective behaviours • Self-esteem and confidence building <ul style="list-style-type: none"> • Talkabout • Zones of Regulation <ul style="list-style-type: none"> • Walking Bus • Protective behaviours 	<ul style="list-style-type: none"> • Targeted transition support • Regular check ins with key adults • Individual strategies outlined in pupil passports and EHCPs <ul style="list-style-type: none"> • Therapeutic plans • Advice from EP/ specialist teacher <ul style="list-style-type: none"> • Family support groups <ul style="list-style-type: none"> • Counselling • Circle of Friends <ul style="list-style-type: none"> • Art Therapy • Play Therapy • Music Therapy • Boxall Profile • ELSA Support • EMHP Support
<p>Cognition and Learning</p> 	<ul style="list-style-type: none"> • Scaffolded learning activities • Child led learning in EYFS <ul style="list-style-type: none"> • Daily Reading • Learning objectives and success criteria 	<ul style="list-style-type: none"> • Rapid interventions in maths and English <ul style="list-style-type: none"> • Phonics booster 	<ul style="list-style-type: none"> • Targeted 1:1 support • Individual strategies outlined in pupil passports and EHCPs • Small group or 1:1 literacy/ numeracy support e.g. use of

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	<ul style="list-style-type: none"> • Links to previous learning <ul style="list-style-type: none"> • Guided writing • Clear chunked instructions <ul style="list-style-type: none"> • Scaffolding • Working walls • Visual aids • Opportunities to practice retrieve and revise skills • High levels of challenge and expectation • Equipment and concrete resources • Questioning techniques • Picture at Punctuation • Visual vocabulary support • Formative assessment and effective feedback <ul style="list-style-type: none"> • In class TA support • Visual aids • Development of metacognitive skills • Encouraging independence 	<ul style="list-style-type: none"> • Pre teaching and over learning of teaching sequences (word wizard) • In class TA support <ul style="list-style-type: none"> • Booster sessions • Reading Fluency Project <ul style="list-style-type: none"> • Synthetic phonics • Alternative methods to record work <ul style="list-style-type: none"> • Memory Matters • Literacy toolbox • Additional targeted phonics <ul style="list-style-type: none"> • Tuition • Touch typing • Blanks level questions 	<p>Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programs</p> <ul style="list-style-type: none"> • Advice from specialist teacher <ul style="list-style-type: none"> • 1:1 English • 1:1 maths • Stareway to Spelling • Reading Revival • Shape Coding
<p>Communication and interaction</p> 	<ul style="list-style-type: none"> • Talk partners • High quality vocabulary <ul style="list-style-type: none"> • Modelled interaction • Key words and word banks <ul style="list-style-type: none"> • Targeted questions • Thinking time 	<ul style="list-style-type: none"> • Social stories and comic strip cartoons • Use of colourful semantics <ul style="list-style-type: none"> • Social skills support <ul style="list-style-type: none"> • ELSA support • Lego Therapy 	<ul style="list-style-type: none"> • Individual strategies outlined in pupil passports and EHCPs • Speech and Language therapy commissioned SaLT • Speech and Language therapy (NHS)

Birchwood Avenue Primary School

Overview of Provision 2025-2026



	<ul style="list-style-type: none"> • Group work • Speaking and listening opportunities in all lessons • Quiet communication rich communal areas. • Specific area focused communication prompts <ul style="list-style-type: none"> • Use of symbols • Encouraging independence • Access to visual coding strategies 	<ul style="list-style-type: none"> • Talkabout intervention • Visual coding intervention • Early Language Intervention <ul style="list-style-type: none"> • Colourful Semantics • Alternative methods of recording • Visual aids for communication <ul style="list-style-type: none"> • Word Aware • NELI • Makaton Support 	<ul style="list-style-type: none"> • Individual visual timetable • Personalised Now and Next boards <ul style="list-style-type: none"> • 1:1 LSA support • Talkabout Learning interventions • Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes • Wellcomm Language Support <ul style="list-style-type: none"> • SCERTS • Targeted speech and language support from Learning and Pastoral Mentors
<p>Physical and/or Sensory</p> 	<ul style="list-style-type: none"> • Dyslexia friendly background • Range of equipment available at playtime <ul style="list-style-type: none"> • Flexible teaching • Motor skills development • Sufficient building access • Development of metacognition skills • Motor skills development in EYFS 	<ul style="list-style-type: none"> • Handwriting and fine motor skills development • Additional use of keyboards • In class support for accessing resources <ul style="list-style-type: none"> • Busy Fingers • Handwriting support <ul style="list-style-type: none"> • Sensory Circuits 	<ul style="list-style-type: none"> • Individual strategies outlined in pupil passports and EHCPs • Adapted equipment – pencil grips, wobble cushions, visualisers, <ul style="list-style-type: none"> • Enlarged text • Writing slopes • Rulers with handles • Specialist OT advice • Movement breaks <ul style="list-style-type: none"> • Writing slopes • Fiddle toys