



New Milton Junior School Provision Mapping 2025-26



Area of Need	High Quality Inclusive Teaching for All	Additional interventions to secure age-related expectations	Targeted and personalised interventions for children at SEN support or with an EHC Plan
<p>Communication and Interaction (CI)</p> <p>Speech, language and communication needs (Autism Spectrum Condition, Receptive and/or Expressive language delay)</p>	<ul style="list-style-type: none"> ● Ordinarily Available Provision (OAP) ● Adapted curriculum delivery ● Key words ● Support Staff in every class ● Visual aids to support key vocabulary ● Visual timetable ● Access to assessment for identification of significant needs ● Dedicated and caring staff who value all students regardless of differences ● Three meetings a year with parents and pupils ● Termly progress review meetings with Senior Leadership Team and Class Teaching Team 	<ul style="list-style-type: none"> ● Individually targeted child friendly plans for pupils ● Playground monitoring ● Small group vocabulary pre-teach ‘chatty group’ ● Visual/auditory memory skills ● Small group games led by PlayLeaders ● Lunchtime TA supervised ‘Ketchup Club’ ● Social groups 	<ul style="list-style-type: none"> ● Advice from Speech and Language Therapist ● Educational Psychologist consultations ● Referrals and input from other agencies ● On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review) ● Individually targeted Teaching Assistant support in class ● Additional planning and arrangement for transition ● 1:1 support at playtime to promote good social interaction ● Black Sheep Press - oral to narrative intervention ● LEGO[®]-Based Therapy ● Communication and Language support for children with an EHCP ● Option to have bay learning

Cognition and Learning (CL)

Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties, Specific Learning Difficulties (SpLD), Dyslexia, Dyscalculia, Dyspraxia, ASC

- Ordinarily Available Provision and adaptive strategies
- Support staff in every class
- Visual aids to support key vocabulary.
- Visual timetables
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all students regardless of ability
- Three meetings a year with parents and pupils
- Termly progress review meetings with SLT and CT
- Adapted learning resources e.g. word mats, sentence starters, 'Say it Make it' in maths etc...
- Opportunities to practice/reinforce skills
- Use of formative assessment processes
- Levelled reading scheme
- Dyslexia friendly resources e.g. font/size/cream paper

- Small focused group work within classroom with teacher and/or TA
- Individually targeted child friendly plans for pupils
- Support from an external agency where appropriate
- Assessment and identification of learning need feedback to parents and staff
- Small group booster sessions in phonics
- Small group booster sessions in maths
- Small group booster sessions in writing
- Daily Paired Reading
- 5 minute maths box
- Big Maths x facts
- Century Online Learning Platform

- Educational Psychologist consultation
- Referrals and input from outside agencies
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review)
- Individually targeted Teaching Assistant support in class
- Assessment for Specific Learning Difficulty (DST-J Dyslexia Screening)
- Additional planning and arrangement for transition
- Pre-teaching
- Access to Clicker 6 writing programme
- Option to have bay learning
- Chunked learning 'Now and next'
- Precision Teaching
- RWI phonics

**Social,
Emotional and
Mental Health
(SEMH)**

Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder, Anxiety, Depression, Self-harming, substance misuse, Eating disorders, Physical symptoms

- Ordinarily Available Provision and adaptive strategies
- Support Staff in every class
- Visual aids to support routines and expectations
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all students regardless of ability
- Three meetings a year with parents and pupils
- School values
- Whole school behaviour policy
- Termly progress review meetings with SLT and CT
- Zones of Regulation Digital Curriculum

- In class support for meeting behaviour goals
- Primary Behaviour Service support anonymous consultations
- Close monitoring of behaviour with ABCC observations
- Behaviour checklists
- Lunchtime Ketchup club
- Emotional Literacy Support Assistants (ELSA)
- Zones of Regulation group
- Social skills group
- Thrive Approach
- Anxiety group

- Educational Psychologist consultations
- On-going monitoring and regular feedback to parents and students
- Individually targeted Teaching Assistant support in class
- Outreach Primary Behaviour Service support
- CAMHS/school nurse/counselling referral
- Additional planning and arrangement for transition
- Individual support plans
- Team around the child meetings
- Boxall assessment
- Personalised behaviour rewards/sanctions
- Task/choice learning frame
- Meet and greet
- Individual timetable
- Nurture group
- Framework for Enhanced Individual Pastoral Support (FEIPS)

<p>Sensory and/or Physical Health (SP)</p> <p>Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability</p>	<ul style="list-style-type: none"> ● High Quality Inclusive Teaching and adaptive strategies ● Support Staff in every class ● Visual aids to support routines and expectations ● Flexible teaching arrangement - seating/access ● Staff awareness of physical impairment ● Handwriting teaching ● Integration of exercises within PE lessons ● Access to assessment for identification of significant needs ● Dedicated and caring staff who value all students regardless of ability ● Three meetings a year with parents and pupils ● Termly progress review meetings with SLT and CT 	<ul style="list-style-type: none"> ● Individually targeted child friendly plans for pupils ● Support from an external agency where appropriate ● Assessment and identification of need feedback to parents and staff ● Specialist teacher advisors for Visual Impairment and Hearing Impairment ● Access to additional equipment- wobble cushions, writing slopes etc ● Fine motor skills group ● Handwriting group 	<ul style="list-style-type: none"> ● Occupational Therapy referral ● Referrals and input from other outside agencies ● On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review) ● Individually targeted Teaching Assistant support in class ● School nursing referrals ● Additional planning and arrangement for transition ● Sensory circuits ● Occupational Therapy exercises ● Specialist equipment ● Access to Assistive Technology resources ● Use of Clicker 6 computer programme
---	--	--	--