Provision Map – Codicote School – 2025-2026

(Updated annually)

Area of Need	All Pupils where appropriate	SEN Support	SEN Support- individual provision
Learning	• Differentiated curriculum planning • Varied teaching styles to match learning styles (VAK) • TA support for groups and individuals • Teacher support for groups in independent learning time • Displays/whole class resources • Learning outcomes shared with children • Individual, group or layered targets • Alternative methods of recording, such as mind maps, cloze passages • Layered targets • Individual targets • Use of ICT to support learning and recording	• Individual or 1:2 tuition • Additional guided reading time • Additional TA or teacher group or individual support • Phonics, handwriting or spelling support groups • Gifted and talented groups, allowing teacher to concentrate on remaining children • Structured intervention programmes • Individual reading in KS2 or additional individual reading in Foundation /KS1	• Pupil passport with learning based targets • 1:1 LSA support • Use of Clicker programme or other individualised ICT support - such as IPad apps. • Use of a scribe to record • Advice and input from SPLD Advisory Teacher • Individual programme for area of difficulty • Programme of reviewing and overlearning
Communication and Interaction	• Differentiated planning, activities, delivery and outcome • use of visual aids and practical activities • structured timetable • class visual timetable • planned opportunities for speaking and listening	• Additional use of ICT • Additional TA support in speaking and listening activities • Increased opportunities for a group to develop speaking and listening skills • Personal visual timetable	• Pupil passport with relevant targets • External input from Speech and Language Therapist, Communications Disorders Team, Educational Psychologist etc, with possible

Area of Need	All Pupils where appropriate	SEN Support	SEN Support- individual provision
			individual programme to be followed • SALT programme delivered 1:1 by an ELKLAN trained member of staff
Emotional, Behavioural and Social	• School code of conduct • Class rules • House system of reward • Class rewards/sanctions • Behaviour book • Worry box • PHSE/RE programme • Assemblies • Circle time	• group or individual reward system • home-school books • monitoring by staff/lunchtime staff with support as required • Social Skills group	• Pupil passport with BSE targets • Involvement from outside agencies including Hitchin Primary Behaviour Support Service • 1:1 support in the classroom and/or at unstructured times • Mentoring or counselling
Sensory and Physical	• Physical activities suitable for all abilities (e.g. in PE) • Outside play equipment and facilities • Use of brain gym/ handwriting activities • Activities to develop fine motor control • Wide range of extra curricula activities	• Handwriting programme • Minor special equipment such as pencil grips and sloping boards • Additional TA/teacher monitoring and focus • Staff training (e.g. use of epi-pens) • Additional use of special keyboard, I pad, laptop or other IT equipment	• Pupil passport with relevant targets • Individual programme from an occupational therapist or physiotherapist • 1:1 support in PE and/or at break times • Use of a scribe • Nappy changing/toilet training • Major specialist equipment