



Whole School Provision Map – SEND Support

At Powerstock CE VA Primary School, our SEND provision is designed to ensure that every pupil can flourish, regardless of their starting point. In line with our curriculum intent - unrivalled pupil achievement, unparalleled self-confidence, and meaningful coherence and relevance - we provide tailored support that enables pupils with SEND to access learning, develop independence, and thrive socially and emotionally. Our provision is rooted in the belief that all children are capable of becoming successful, confident, knowledgeable, passionate, limitless, and flourishing learners. We measure the impact of our provision through the strands of independence, creativity, curiosity, and collaboration, ensuring that pupils with SEND are fully included in the life and learning of the school.

Provision is reviewed termly through the Assess–Plan–Do–Review (APDR) cycle, with pupil support grids (PSGs) updated to reflect progress, adaptations, and impact. Pupil voice is central to this process: children contribute to their APDR targets, share what helps them learn, and reflect on their progress. Strategic oversight is provided by the SEND Governor, who meets termly with the SENDCo to monitor provision, challenge effectiveness, and ensure statutory compliance.

- **Communication and Interaction**

- Support includes visual timetables, social stories, communication passports, and input from Speech and Language Therapists.
- Delivered by class teachers, teaching assistants, and external specialists.
- Frequency: daily or weekly depending on individual need.
- Impact: improved expressive and receptive language, increased engagement, and greater confidence in social settings.

- **Cognition and Learning**

- Support includes phonics boosters, precision teaching, memory aids, and adapted tasks.
- Delivered by class teachers and support staff.
- Frequency: embedded in daily teaching and targeted interventions.
- Impact: measurable progress in literacy and numeracy, increased confidence, and development of effective learning strategies.

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

- Support includes Hamish & Milo sessions, Zones of Regulation, nurture groups, Forest School, and play partner activities.
- Delivered by trained support staff, and the SENDCo.
- Frequency: daily regulation strategies and weekly sessions.
- Impact: improved emotional regulation, increased attendance, enhanced wellbeing, and stronger relationships.

- **Sensory and/or Physical**

- Support includes access to the sensory room, movement breaks, adapted equipment, ear defenders, and seating adjustments.
- Delivered by teaching assistants, the SENDCo, and external therapists.
- Frequency: available as needed and integrated into the school day.
- Impact: improved access to learning, reduced anxiety, and full participation in school life.