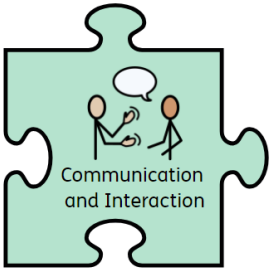
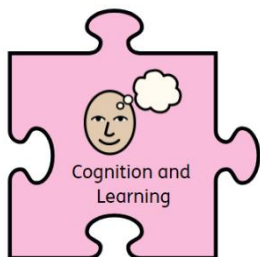


Harnham Infant School Whole School Provision Map – 2025/26

This document has been created in consultation with all members of teaching staff at Harnham Infant School to ensure consistency of provision throughout the school. There will certainly be some overlap between strategies to support different areas of need and between universal, targeted or specialist sources of support. This list is not exhaustive, it is intended to give a general overview.

Area of need	Universal	Targeted	Specialist
 <p style="text-align: center;">Communication and Interaction</p> <p style="font-size: 24pt; font-weight: bold; margin-top: 20px;">Communication and Interaction</p>	<ul style="list-style-type: none"> HEEL provision in the classroom Positive reinforcement Friendship bench at playtime Trips and first-hand experiences P4C lessons Opportunities to work in mixed year groups Chatting chums / learning partners Widget online Visual word banks STEM sentence starters Facial expressions and discussing them 'Read and Feed' sessions Waiting 8 seconds thinking time Visual timetables Modelling through role play Story boards for writing Visual aids Talk for Writing Song time / Singing opportunities Word of the day Affirmation mirror in every class Stop, pause, insist Segment 3 times and blend (repetition) Peer Modelling Parents evenings and meetings Seesaw Special helpers / jobs Time to talk Circle time Forest School SEN toolkits in the classrooms 	<ul style="list-style-type: none"> Lanyards with visuals Timetables Pre-teaching vocabulary Now and Next Boards TAs targeting support at carpet time Meet and greet Talking tins Friendly Faces bulletin TA carpet support Widgit resources My Support Plan Reviews Win, win choices Photographs / objects of reference 	<ul style="list-style-type: none"> NELI Solution Surgery for Individuals 1:1 Speech and Language support ELSA Makaton Talk Boost Annual reviews One Page Profiles



Cognition and Learning

Long term planning of sticky knowledge
Progressive curriculum
Sound mats – all ages and all stages
Challenge for all
Flashbacks in learning
Expert walls in the classroom
Celebration assembly and Sports Award
Monday assemblies to talk to TAs
Working walls
Scaffolding support
WAGOLLS
Support for parents at home – resources, ideas
Segment 3 times and blend
Pupil Progress Meetings
Peer modelling
Think / pair / share
SEN toolkits in the classrooms
Parents evenings
Reports
HEEL Provision in the classroom
Postcards home
Dojo points
Stickers
Classroom resources and organisation of resources
Areas of learning
Classroom displays
Stay and... events for parents
Trips to enhance learning
Writing frames
Visualiser
Word mats
Feedback
Coloured background on boards
Seating plans
Whiteboards
Flexible grouping

Independent Learning Trays
Keep up / Catch up groups
TAs targeting support at carpet time
SEN Surgeries with SSENS team
Widgit online
Small group work interventions
My Support Plan reviews
Extra flashcards
Pre-teaching
Post-teaching
iPad apps
Task Board
Five step writing process
Talking tins
Extra time
1:1 explanation
Chunked instructions
Use of laptops for typing
Rhymes and Mnemonics

NELI
20% readers
1:1 support as needed
Precision Teaching
Paired Reading
Learning Plans
Whole word reading
Annual reviews
Writing slopes



Social, Emotional and Mental Health

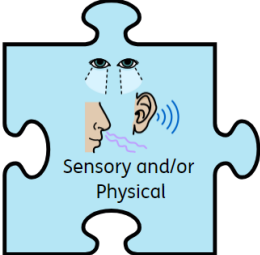
Dojo points
 School values and assemblies
 Visual timetables
 Class mascots
 Ear defenders
 School dog – Murphy
 Forest school
 Read and Feed
 Social stories
 P4C lessons
 No Outsiders lessons
 Whole class regulation breaks e.g. Cosmic Yoga, Go Noodle
 Flyers in the school newsletters
 Liaising with parents
 Opportunities to chat to trusted staff members
 Safe / quiet space e.g. book corner
 Regulation boxes
 School breathing techniques – finger breathing, bunny breathing
 Fiddle toys
 Restorative practice strategies – reflect and reset sheet
 HEEL provision
 Friendly Faces Bulletin
 Relax Kids sessions in EYFS
 SEN toolkits in the classrooms
 Extra uniform, coats etc to borrow
 Washing machine for clothes
 Food parcels available
 Breakfast bars
 Quiet area in the playground
 ‘Family’ tables at lunchtime – mixed year groups
 Buddy System
 Growth Mindset Display
 Colour monster display in classrooms – front of class

Personalised Dojo points
 SEN /SEMH / BST Solution Surgeries
 Reward charts – template on Widgit
 ELSA
 THRIVE
 Relax Kids
 Sensory / Movement breaks
 Rise and Shine club (needs-led)
 Stop, think, choose, do
 Social stories
 Concept cartoons
 Little Heroes club
 1:1 support when needed
 My Support Plan Reviews
 Worry Boxes/monster*
 Targeted check ins with a key adult at start/end of day
 Break/help cards for children to signal when overwhelmed*
 Gratitude or sparkle journals (kept with adult support)* e.g. in resource kit.
 Social scenario cards* – friendship kit
 I feel / I need resource
 Something is wrong board
 Pre teaching new routines or upcoming changes

**See Mental Health Resources Box in staffroom for supporting resources*

Educational Psychologist
 Play therapy
 Art therapy
 CAMHS
 Mental Health Support Team
 Supporting with medication
 Parent Support Advisor
 Team Teach
 Annual reviews
 Thrive
 Personalised Regulation Toolkit

	<p>Whole class feelings check ins – blob tree, register metaphors etc</p> <p>THRIVE relational skills – Validate, attune, contain, regulate</p> <p>End of day reflection (What went well/What I’m proud of/kind act today)</p> <p>Weekly affirmations – character strengths</p> <p>Wellbeing Warriors</p> <p>Parent Workshops</p> <p>THRIVE Online</p>		
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 <p>Sensory and/or Physical Needs</p>	<p>PE lessons</p> <p>Forest School – digging, lifting, balancing, dragging</p> <p>Go Noodle</p> <p>Disco Dough</p> <p>Fiddly Fingers areas in the classrooms</p> <p>School dog – Murphy</p> <p>Squiggle while you wiggle</p> <p>Play equipment at lunchtime</p> <p>Rainbow class – gross motor focus sessions</p> <p>Cosmic Yoga</p> <p>School trips</p> <p>Fiddle toys</p> <p>Gardening club</p> <p>Water and Sand Play</p> <p>SEN toolkits in the classrooms</p>	<p>ELSA</p> <p>Sensory resources / boxes</p> <p>Regular brain breaks</p> <p>Adaptations to PE lessons</p> <p>Pencil grips</p> <p>Additional physical play</p> <p>Laptops – typing skills</p> <p>Lunch bunch</p> <p>Rise and Shine</p> <p>Wobble cushions</p> <p>Chair bands</p> <p>My Support Plan Reviews</p> <p>Scribe</p>	<p>PEEP plans</p> <p>Specialist equipment – ramps, toilet steps and seats, chewlry</p> <p>Weighted blanket</p> <p>Adaptations to clothing and uniform</p> <p>Learning plans</p> <p>Physical and Sensory specialist teacher</p> <p>Physio programmes</p> <p>Annual reviews</p> <p>Leaving 2 mins early, arrive 2 mins late</p>
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For any support or questions about any aspect of this document, please contact the SENDCo – Laura Pike

[Wiltshire’s Local Offer](#) provides further information and guidance to parents and educational professionals.

[Wiltshire’s OPAL](#) may provide further guidance and should be a familiar tool for teaching staff.

For further information about universal, targeted and specialist support, see the [EEF SEND in Mainstream Schools Report](#).