



Preston School

A Business & Enterprise Academy

**Bringing Learning to Life
& Life to Learning.**

SEND Provision Map

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Table of Contents

Introduction..... 3

Provision Map.....4

Introduction

At Preston School, we are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have access to the support they need to succeed. Our Provision Map outlines the range of support, interventions, and strategies available to students who have been identified as having additional needs, in line with the SEND Code of Practice. This provision is designed to ensure equitable access to learning, personal development, and well-being, enabling every student to reach their full potential.

The Provision Map is structured around the four key areas of SEND:

- Social, Emotional and Mental Health (SEMH)
- Communication and Interaction Needs (CIN)
- Cognition and Learning Needs (CLN)
- Sensory and Physical Needs (SPN)

For each area, the map details the universal, targeted, and specialist support that students are entitled to receive, depending on their individual needs. This includes classroom-based adaptations, bespoke interventions, and access to external agencies where appropriate.

The implementation and ongoing development of the Provision Map is overseen by the Special Educational Needs Coordinator (SENCO), who works closely with teaching staff, support teams, parents/carers, and external professionals to ensure that the support provided is effective, up to date, and responsive to the evolving needs of our students.

Through this structured and inclusive approach, Preston School aims to create a learning environment where all students feel valued, supported, and empowered to thrive.

Provision Map

Need	Universal All students can access these provisions	Targeted Some students who also access universal provisions may also access these provisions	Specialist A few students who also access both universal and targeted provisions may also access these provisions
SEMH Social Emotional Mental Health Needs	<ul style="list-style-type: none"> • Behaviour and rewards Policy • C board in classrooms • Seating plan • Merits/rewards system • Tutor programme • Access to Behaviour Intervention Officers • Homework clubs (subject-specific and generic) • Consideration for Exams Access Arrangements • PSHE programme • In-class TA support in classes where support is in place • Wellbeing group and lunchtime club. 	<ul style="list-style-type: none"> • Attainment and Achievement report card • Positive report card • Weekly 1:1 with key worker • Targeted in-class TA support • ELSA: small groups • Study Centre support • 'What Helps Me As A Learner?' Preston's version of a pupil passport containing SEND information. • Team Around the Family meeting • Career guidance • PP/SEND self-esteem sessions • School nurse team • Welfare Officer • MHST support: 1:1 and/or small group. • PFSA • SENCo Briefings to staff 	<ul style="list-style-type: none"> • Weekly 1:1 with key worker • Interim reviews as needed • Annual Review • Targeted 1:1 In class TA support • 1:1 monitoring • PLIMS • ELSA 1:1 • Daily SEMH review • CAMHS support • MHST support • Adolescent Support Worker • Modified timetable • 1:1 Sessions with school Counsellor • Educational Psychologist support • Family Intervention Service • Police Liaison officer

CLN

Cognitive and Learning Needs

- Adapted curriculum resources as needed.
- Visually supported resources
- Learning buddies
- Homework club (subject-specific and generic)
- Consideration for Exams Access Arrangements
- Adapted teaching strategies
- Dyslexia-friendly teaching strategies
- In-class TA support in classes where support is in place

- Colour overlays & cream-coloured books
- Desk top copies of board work
- Use of Technology to support in-class work.
- Writing frames
- Literacy Groups
- Numeracy Groups
- Adapted teaching
- Targeted in-class TA support
- Touch typing
- Study Centre support
- 'What Helps Me As A Learner?' Preston's version of a pupil passport containing SEND information.
- Team Around the Family meeting / Team Around the Child meetings.
- IXL log on for additional Math and English learning.
- SENCo Briefings to staff

- 1:1 Literacy support e.g. RWInc, Toe by Toe, ILI, targeted reading support
- Precision teaching
- 1:1 academic progress support
- Targeted 1:1 in-class TA support
- PLIMS
- Weekly 1:1 with key worker
- Modified Curriculum
- Interim review as needed
- Annual Review
- Inclusion Team support
- Occupational Therapy support
- Educational Psychologist support
- Learning support service advice and guidance reports.

<p>CIN</p> <p>Communication and Interaction Needs</p>	<ul style="list-style-type: none"> • Adapted curriculum and resources as needed. • Visually supported resources • Learning buddies • Homework club (subject specific and generic) • Consideration for Exams Access Arrangements • In class TA support where TA support is in place. • Seating plan placement in consideration of need/support • Verbal and written instructions in place. • Clear routines • Keywords with visual clues • Paired talk • Good modelling of language 	<ul style="list-style-type: none"> • Literacy groups • Targeted in class TA support • Reading Buddies <p>What Helps Me As A Learner?' Preston's version of a pupil passport containing SEND information.</p> <ul style="list-style-type: none"> • Social Skills group • Communication group • Team Around the Family meeting • Lego Therapy • Practise scripts to help with new social situations. • Now and next instructions • Use of technology to support learning. • Visual timetable • Reading support • Colourful semantics 	<ul style="list-style-type: none"> • Targeted 1:1 in class TA support • PLIMS • Talkabout • Behaviour of learning • Speech and Language support (small group or 1:1) • Social Stories • Weekly 1:1 with key worker • 1:1 withdrawal work • Annual Review • Speech, language and communication therapist support • Autism and Communication Team support • Educational Psychologist support
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<p>SPN</p> <p>Sensory or Physical Needs</p>	<ul style="list-style-type: none"> • Access to student welfare officer • Access to medication as prescribed and handed into school • Medical Health Care Plan • Accessibility policy • Consideration for Exams Access Arrangements • In class TA support • SPN related seating plans 	<ul style="list-style-type: none"> • Weekly review meetings with student welfare officer • Medication held in school for when needed • Group Medical Care Plan as appropriate • Multi-Professional care plan • Personal Evacuation Plans • Targeted TA support • Keyworker meeting • Life skills work 	<ul style="list-style-type: none"> • Daily review / communication meetings with student welfare officer • PLIMS • Medication taken in school daily • Support over personal care and feeding • Supervised rest periods • Supervised sleep periods • Personalised Risk Assessments • Personal Evacuation Plans • Medical support needed for trips • Personalised Medical Care plan • Access to specialised equipment e.g., therapy suite • Weekly 1:1 with key worker • Annual Review • Access to external agencies for the support of the Physical and Sensory needs of pupils • SENTAS support • Physiotherapy support • Occupational Therapy support
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