

Thomas A Becket Junior School- Provision Map 2026-27



This provision map outlines our school's commitment to inclusive practice and details our **graduated response** to meeting the needs of all learners during the 2026-27 academic year. We structure our support across three distinct levels: **Universal**, **Targeted** and **Specialist**.

Universal Provision (High-Quality Inclusive Teaching)

Universal provision forms the foundation of our educational offering and is accessible to **all** pupils. The majority of pupils' learning, social, and emotional needs are fully met through this core tier. It encompasses high-quality, adaptive teaching, rich learning environments and inclusive classroom practices designed to help every child thrive.

Targeted Provision (Group Interventions)

Targeted provision offers additional, time-limited support for pupils who require specific help to accelerate their progress or reach age-related expectations. Delivered primarily through structured small-group interventions, these provisions are put in place following robust analysis of pupil progress data, ongoing classroom assessments and teacher recommendations.

Specialist Provision (Personalised Support)

Specialist provision provides highly specific, individualized interventions tailored to pupils with Special Educational Needs and/or Disabilities (SEND) or those facing significant learning barriers. This level of support is introduced when Universal and Targeted approaches alone are not enabling the pupil to make appropriate progress. Interventions are informed by detailed internal assessments and, where appropriate, guidance from external specialists and professional agencies.

Area of Concern	Universal provision	Targeted provision	Specialist provision
Cognition and Learning	• Adaptations to tasks at the correct level, task chunking and scaffolded tasks with clear, concise instructions • Active learning and dual coding approaches • Retrieval practice, frequent recaps, and the use of knowledge organisers • Differentiated reading instruction including guided reading, fluency groups, paired reading, and 1:1 reading • Sentence starters, writing frames, word banks for spelling support, and explicit key vocabulary displayed in the classroom • Concrete, Pictorial, and Abstract (CPA) approach in maths • Needs-based and flexible grouping strategies for maths • Individual targets across reading, writing, and maths	• In-class targeted support from a teacher or LSA, targeted questioning and supported participation • Targeted small-group support, Precision Teaching and Touch Type intervention • Pre-teaching vocabulary and concepts, use of Colourful Semantics, and literacy circles • Additional phonics support, guided comprehension groups and handwriting interventions • Use of mastery folders to consolidate learning and track progress • Targeted maths interventions for specific skill gaps and concept reinforcement	• In-class targeted support from an LSA, individual workstations, and specialized advice from an Educational Psychologist or LBAT • Assistive technology including talk-to-text tools and laptop access • Visual and sensory adaptations such as coloured overlays, coloured bookmarks, and worksheets printed on coloured paper • 1:1 Precision Teaching, Working Memory interventions, and 1:1 targeted support for specific focus areas (e.g., times tables or high-frequency words) • Phonics support groups, targeted reading groups, fluency interventions, and spelling groups • Targeted 1:1 support for specific mathematical concepts and skills (e.g., times tables mastery)

Social Emotional and Mental Health	• School Good Behaviour Policy, TAB Way, recognition boards and rewards including Vision and Values certificates and Community Stars • Emotional regulation and sensory support via Zones of Regulation, Sensory Trail and access to The Haven • Animal-assisted interventions including access to the school dog (Maisie), Theo the tortoise and the school guinea pigs (Wilma & Wendy) • Peer mental health ambassadors, 6 Ways to Wellbeing assemblies, dedicated Google Classroom resources, tailored toolkit and tailored PSHE lessons • Teacher modelling of reflective practice, restorative conversations and structured learning journeys to build resilience • Classroom movement break cards, Fiddle/focus tools including visual timetables and whole-class brain breaks	• SEMH Assistant support, Therapeutic Support Plans and regular check-ins with a trusted adult • Targeted small-group social and emotional interventions including social skills groups, self-esteem groups and social stories • Emotional regulation and transition tools such as Calm Start/SOft start to the day,, planned time-out cards, individual recognition charts and the Sensory Trail • Routine and transition support via transitional support booklets, Breakfast Club access and daily school-home communication books	• SEMH Assistant support tailored to specific emotional needs, including self-esteem, bereavement, divorce, or separation • Specialist therapeutic and mental health interventions, including Thought-Full EMHP support, Play Therapy and formal Therapeutic Support Plans • External specialist guidance and oversight via advice from the LBAT/ASCT teams and personalised risk assessments • Structured sensory regulation strategies, including planned sensory breaks and access to the Sensory Trail
Communication and Interaction	• In class reinforcing good speaking and listening • Instructions broken down into small manageable chunks • Adult modelling of age-appropriate language and social communication • Active listening strategies • Modelling high standard of speech and language • Talk Partners & Talk Phrases • Differentiated questioning • Visual Timetable • Circle time • Extra processing time given to answer questions • Preparations for changes and transitions	• Targeted speech, language, and communication groups, including narrative groups and explicit instruction in turn-taking and conversational skills • Structural communication frameworks using Colourful Semantics, shape coding, dual coding and pre-teaching of vocabulary and concepts • Structured social interaction interventions, including Lego Therapy, social skills groups, and organised opportunities for positive peer play • Instructional and classroom adaptations, including breaking down instructions into small manageable chunks and using visual timetables	• 1:1 Speech and Language intervention following a personalised program with specific targets, including dedicated sound production support • EAL support, including referrals to external services such as EMTAS (Ethnic Minority Achievement Team) • Individualised visual and structural support tools, including individual visual timetables, Now and Next boards, personal workstations and individual task checklists • Tailored social-communication tools, including personalised Social Stories
Physical/Sensory	• Environmental and seating adaptations, including seating responsive to sensory needs, individual workspaces and optimal positioning for hearing- or visually-impaired pupils • Classroom regulation strategies, including whole-class movement/regulation breaks, dedicated sensory processing time and the Zones of Regulation framework • Access to specialised spaces, including The Haven/quiet area and the Sensory Trail	• Targeted physical and motor skill interventions, including Jump Ahead, handwriting and fine motor skills interventions and touch typing interventions • Environmental and sensory regulation strategies, including Calm Start routines and the Sensory Trail • Specialist training and awareness, including Deaf Awareness training for staff and peers • Sensory and processing aids, including fidget tools, sloped writing boards, and loop earplugs	• Specialist seating and positioning tools, including specialist chairs, wobble cushions, TheraBand on chair legs, sloping boards, and individual workstations • Specialised writing and cutting aids, including specialist pens, pencils and scissors, along with enlarged print materials • Sensory regulation and focus tools, including fidget objects, weighted blankets, planned sensory breaks and the Sensory Trail

	• Fine motor and practical adaptations, including access to fine motor aids (e.g., pencil grips, hand-hugger pens) and adapted PE equipment		• Assistive technology and digital access tools, including tablets, laptops, talk-to-text tools. • Implementation of direct targets and recommendations from Occupational Therapy (OT) reports.
--	---	--	---