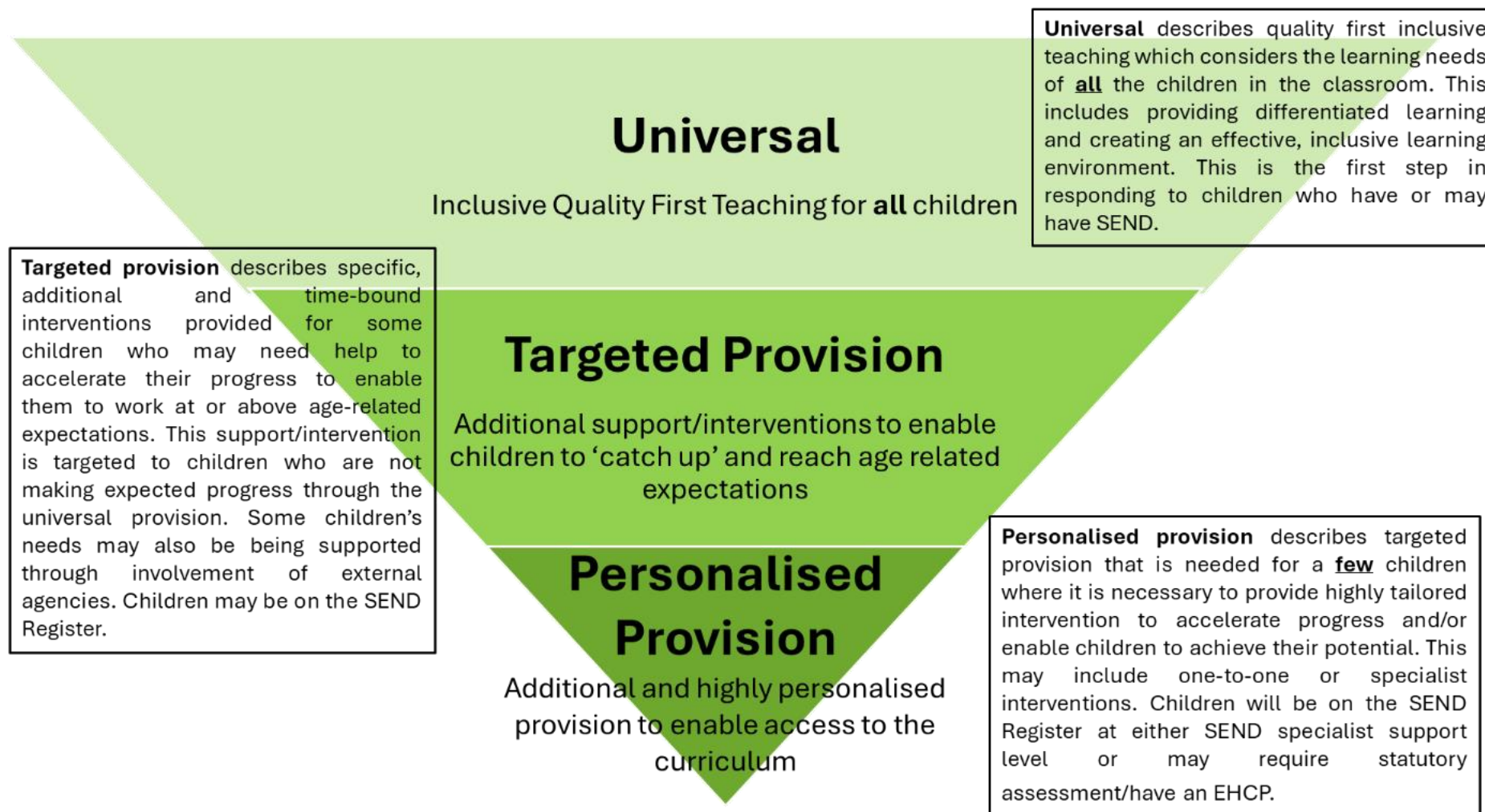




Langford Provision Map 2026-2027

Through this provision map we have outlined a range of support that some of the children in our school may require during the school year, though this may be adjusted to changing needs and is provided subject to budgetary constraints. The provision map is split into four categories of need as outlined in the Code of Practice 2024 – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs. It follows a graduated response approach, in line with Oxfordshire's Ordinarily Available SEND Provision.



Communication and Interaction		
Universal Quality First Teaching for ALL children	Targeted Provision Additional provision for SOME children	Personalised Provision High level personalised provision for FEW children
• Open door policy – regular contact with parents am/pm • Monitoring of attendance/patterns • Weekly PSHE Jigsaw lessons • Assemblies promote positive behaviour and wellbeing • School council – children elect • Wellbeing Warriors (elected) • Class and celebration assemblies • STARS – clearly identified school values • STARS reward systems • Class visual timetables • Task management boards • Structure of class and established routines • Pastoral support – responsive • Woodlands • Behaviour/incident logs • Risk assessments/action plans • School trips and residentials • Social stories • Safeguarding policy followed by all staff rigorously • Up to date safeguarding training for all staff • CPOMS – online safeguarding logs • Brain breaks/movement breaks • Talk partners • Worry box • Behaviour policy • Relational schools programme • Restorative Practice • Trauma Informed Practice • Zones of Regulation – whole school • WIDGIT – Communication Visuals • A Total Communication Environment • Adaptive teaching	• Magical mornings – supporting transitions • Pupil Information documents • Personalised timetables • Personalised social stories • Movement/brain breaks • Fidget toys • Ear defenders • SDQ and QCA – assessments • SWIFT course (SENDISS) • Referral to CAMHS/MHST • Graduated approach – Pupil Profiles • SEND Review Meetings 3x a year • CWCF PEP • LCSS Early Help – Strengths & Needs • Zones of Regulation - Personalised • RAW – Rhythm and Wellbeing sml grps • WIDGIT visuals – personalised • May I Join You? (SALT) • MHST Parent Workshops (CAMHS) • MHST Whole School Approach (CAMHS) • Emotional Literacy Support Assistant sml grp • Lego Therapy • Word Wizards • Lunch time club • WellComm • Enhanced Transitions • Wait 10 Language Support (SALT) • Plus 1 Language Support (SALT) • Colourful Semantics (SALT) • Zones of Regulation – personalised	• Personalised meet and greet • Personalised timetable • Reduced timetable – reviewed every two wks • Alternative Provision • CAMHS/MHST family support • SENDISS Advisory Team • LCSS Early Help - TAF • ASD strategies – personalised workstation • Individual behaviour plan • Individual reward system • Targeted work from outside agencies – EP, ATTACH, Social Care, Children's Services • Behaviour and Inclusion Team (BIO) • SEND Outreach support (OXSiT) • Music for Wellbeing 1:1 (Oxfordshire Music Service) • Play Therapy 1:1 • CAHBS • EHCNA/EHCP • Aided Communication Boards • Emotional Literacy Support Assistant 1:1 • Sensory circuits • AET Sensory checklist • ND Friendly Workbook – 1:1 support • Risk Reduction Plan

Cognition and Learning		
Universal Quality First Teaching for ALL children	Targeted Provision Additional provision for SOME children	Personalised Provision High level personalised provision for FEW children
• A broad and balanced curriculum with carefully differentiated learning • Resources to support learning • Challenging learning opportunities • Classrooms are well organised supporting independence for children • On-going CPD for staff • Coloured overlays / slanted slopes • Dictionaries and word mats • Effective feedback and marking • Parent meetings 2x a year • Parent drop-in 1x a year • Guided learning • Guided reading 1:1 / sml group • Learning displays • Modelling of skills • FFT Phonics for All • Math's Mastery • Peer and self-assessment • Pitched questioning • Real-life context to learning • Homework grids and year grp expectations • Regular opportunities to edit learning • Regular planned and unplanned monitoring of learning • Rigorous tracking and analysis of data • Strategies for ASD, ADHD, SpLD, SALT • Targeted additional adult support • Pupil Progress meetings • Class visual timetables • Task management boards - environmental • Talk partners • A Total Communication Environment • Writing frames and mind mapping • Adaptive teaching	• Pupil Information documents • Personalised timetables • Graduated approach – Pupil Profiles • SEND Review Meetings 3x a year • WIDGIT visuals – personalised • Task management boards - personalised • Enhanced transition • Targeted adult support in lessons • Dyslexia friendly classrooms • Daily reading in class choosing appropriate texts • WellComm • Pre-teaching • ICT used to enhance learning • Paper hand-outs of on-screen text • Colourful semantics	• SENDISS Advisory Team • Individual reward system • Targeted work from outside agencies – EP, ATTACH, Social Care, Children's Services • EHCNA/EHCP • Additional equipment as identified for specific needs • Directed additional adult support time to access curriculum • Aided Language Boards • Touch typing programme • Interventions – Reading Quest, Lightening Squad • Specialist reading books • Specialist resources – reading pen • Personal use of a laptop/Chromebook

Social, Emotional and Mental Health

Universal Quality First Teaching for ALL children	Targeted Provision Additional provision for SOME children	Personalised Provision High level personalised provision for FEW children
• Open door policy – regular contact with parents am/pm • Monitoring of attendance/patterns • Weekly PSHE Jigsaw lessons • Assemblies promote positive behaviour and wellbeing • School council – children elect • Wellbeing Ambassadors (elected) • Class and celebration assemblies • STARS – clearly identified school values • STARS reward systems • Class visual timetables • Task management boards - environmental • Structure of class and established routines • Pastoral support – responsive • Woodlands • Behaviour/incident logs • Risk assessments/action plans • School trips and residentials • Social stories • Safeguarding policy followed by all staff rigorously • Up to date safeguarding training for all staff • CPOMS – online safeguarding logs • Brain breaks/movement breaks • Talk partners • Worry box • Behaviour policy • Relational schools programme • Restorative Practice • Trauma Informed Practice • Zones of Regulation • WIDGIT – Communication Visuals • A Total Communication Environment • MHST Whole School Approach (CAMHS) • PACE • Adaptive teaching	• Magical mornings – supporting transitions • Emotional Literacy Support Assistant sml grp • Pupil Information documents • Personalised timetables • Personalised social stories • Movement/brain breaks - personalised • Fidget toys – provided by school • Ear defenders • Sensory circuits • SDQ and QCA – assessment • SWIFT course (SENDISS) • Referral to CAMHS/MHST • Graduated approach – Pupil Profiles • SEND Review Meetings 3x a year • CWCF PEP • LCSS Early Help Strengths and Needs • Personalised Zones of Regulation • RAW – rhythm and wellbeing sml grps • WIDGIT visuals – personalised • May I Join You? (SALT) • Enhanced transition package • MHST Parent Workshops (CAMHS) • Zones of Regulation – personalised	• Personalised meet and greet • Personalised timetable • Reduced timetable – reviewed every two wks • Alternative Provision • CAMHS/MHST family support • SENDISS • Alternative Learning Pathways Team • Early Help Team Around the Family (TAF) • ASD strategies – personalised workstation • Individual behaviour plan • Individual reward system • Risk Reduction Plan • Targeted work from outside agencies – EP, ATTACH, Social Care, GP, CAMHS • Behaviour and Inclusion Team (BIO) • Outreach support • Music for Wellbeing 1:1 • Play Therapy 1:1 • Emotional Literacy Support Assistant 1:1 • CAHBS • EHCNA/EHCP • ND Friendly Workbook – 1:1 support

Sensory and Physical		
Universal Quality First Teaching for ALL children	Targeted Provision Additional provision for SOME children	Personalised Provision High level personalised provision for FEW children
- Adapted resources – large font, coloured paper, overlays. - Adaption to the classroom when appropriate - Additional training for staff to meet individual needs as appropriate - Appropriate seating for all - Carpet spaces - Accessible environment – ramps if needed - Disabled toilet facilities - Educational visits away from school are carefully planned to ensure all children can access them - Fine motor skills activities – peg boards, cutting etc - Gross motor skill development promoted in EYFS through to PE curriculum - Medical support - Clubs to promote physical skills - Suitable equipment such as pencils, scissors etc - Staff are trained – Paediatric First Aid, Basic First Aid - Total Communication Environment	- Additional handwriting support - Additional movement/sensory breaks - Carpet spaces/cushions/wobble cushions - Enlarged texts - Fidget toys – provided by school - Sensory circuits - Fine motor sml group support - Gross motor sml group support - Sloping boards for desks - Targeted adult support - Specialist resources - Graduated Approach - Pupil Profiles - ICT used to enhance learning	- Personalised timetable - SENDISS Advisory Team - EHCNA/EHCP - Directed adult support time to enable access to the curriculum - Individual support with lunch times / break times - External agencies – OT, School Nurse, Physiotherapy - Risk assessment and reasonable adjustments made to learning environment (including day and residential trips) - Sensory diet activities - Specialist ICT equipment in home/school - Targeted programmes and interventions from outside agencies