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At Ravenscote Junior School, we place a great emphasis on inclusion being child centered and provision focusing on early identification of barriers to learning. Interventions we put into place alleviate these barriers and careful recording of the impact of provision made for each child is carefully monitored. All interventions are carefully monitored for impact and adjusted based on individual progress. We use termly assessments and pupil progress meetings to ensure provision remains effective. Resources are carefully allocated based on individual needs. All interventions are monitored for value and impact to ensure the best outcomes for children.

This provision map shows the different types of support available at Ravenscote Junior School for children with special educational needs and disabilities (SEND). It helps you understand what support your child might receive and how we adapt our teaching to meet different needs.

We use a graduated approach to support, which means we provide the right level of help based on your child's individual needs. Support can move between stages as your child's needs change.

There are three school-based stages of support:

Universal provision – all children

At Ravenscote, every child benefits from our universal provision, which forms the foundation of our inclusive approach to teaching and learning. This consists of high-quality, adaptive teaching that takes account of the needs of all children and ensures every child can access the curriculum effectively. Where appropriate, your child may receive small adaptations to teaching and additional monitoring to support their progress. Your child's class teacher is responsible for adapting learning to meet individual needs and progress is closely monitored through our regular assessment processes. You will be kept informed about your child's development through parents' evenings and written school reports.

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Additional/enhanced provision – some children

If your child requires additional support to achieve their best outcomes, they may take part in targeted interventions alongside their usual classroom learning. These interventions are carefully planned, time-limited programmes with clear aims and are often delivered in small groups with children who have similar needs. The class teacher, in collaboration with the Inclusion AHT, will identify areas where extra support may be beneficial and set specific targets to help your child make progress. Depending on your child's needs, this support may include small group work focused on areas such as reading, mathematics, handwriting, communication or social skills, while they continue to access high-quality classroom teaching.

Personalised provision – a few children

If your child has more complex or significant needs, they may receive highly personalised support through our specialist level of provision. This is the highest level of support available within the school's graduated approach and is designed to address individual needs through carefully tailored strategies and interventions. Your child will have specific inclusion targets that are regularly reviewed and adapted to ensure they continue to make progress. We may work closely with a range of external professionals, such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists, to provide specialist advice and support. Some children receiving this level of provision may already have an Education, Health and Care Plan (EHCP), while others may be in the process of statutory assessment or working towards one.

Parents are involved at every stage through termly inclusion target reviews, regular communication with class teachers and our open-door policy. We work in partnership to support your child's learning both at school and at home.

All staff receive regular training in SEND, including precision teaching, colourful semantics, mental health and wellbeing and evidence-based interventions. Our Inclusion AHT holds the National SENCo Award.

Our school is committed to accessibility for all. We have disabled toilets and ramped access. If you have any concerns about provision, please speak to your child's class teacher or the Inclusion AHT. Our complaints procedure is available on the school website.

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	ALL children (Universal provision)	**SOME children** (Additional →Enhanced support)	**A FEW children** (Personalised support)
Communication and Interaction	• Adapted planning and teaching • Speaking and listening opportunities as part of adapted planning and teaching • PSHE work is high profile. • Objects of reference • Talk partners regularly used in class. • Structured school and class routines. • School Council and Eco Schools. • Visual timetables displayed in classrooms. • Sound charts in classrooms. • Chunking instructions • Outdoor learning opportunities • Positive verbal feedback • Wide range of clubs run before and after school. • Residential trips in year 4 and year 6. One evening/night stay at school for year 3 and year 5. • Opportunities for performance • Early Risers 'club' and Ravens Roost 'club' (with charge). • Buddies between year 6 and year 3 children. • Oracy skills are integrated into the curriculum across all subject areas ensuring that all children have regular opportunities to engage in speaking and listening activities. • Colourful Semantics embedded into the curriculum. • Widgets embedded into the curriculum. • Children's views are central to our approach. We involve children in setting and reviewing their targets and all children have opportunities to	• Use of individual visual timetables/desk reminders. • Extended processing time • Language for thinking group • Pre-teaching vocabulary group • Attention bucket small group • Communication group • Use of talking tiles • Lego Therapy group • Support from trained Communication Champions. • Social stories • Precision teaching • Personalised Colourful semantics programme • Lunch Club	• Speech and Language therapy group or individual work. • Liaison with Outreach services. • Liaison with Speech and Language services. • Use of symbols. • Reading to a 'Pets as Therapy' dog. • Home/school communication book • Adult support during unstructured play • Support from REMA translation services

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	contribute through our School Council and Wellbeing Ambassadors.		
Cognition and Learning	• High quality teaching is embedded. • Curriculum is adapted at planning, delivery and outcome stages. • Next steps to learning identified in feedback of work. • Adapted reading curriculum • Use of ICT to enhance teaching and learning. • Directed seating. • Dyslexia friendly classroom including Ace dictionaries. • Provision of supportive resources for English work • High expectations for all. • Specialist music, Spanish and outdoor PE teachers. • Child led learning • Effective questioning • Individual and group reading opportunities • Regular pupil progress meetings held. • Regular monitoring of teaching quality. • Feedback to parents at least termly. • Additional staff training as necessary. • Performance management for all staff • Visual timetables • Displays to support learning • Colourful Semantics embedded into the curriculum. • Widgets embedded into the curriculum. • Use of technology used across the curriculum.	• Additional support • Increased visual aids/task boards. • Reading scheme adhered to as a 'RWI' reader. • Reading support as a tracked reader. • Individual reading at least twice weekly. • Precision teaching. • Increased access to laptop or IT resources • Maths terminology group. • All interventions assessed for effectiveness. • Directed LSA support in classes. • Use of Clicker • Inclusion targets written and reviewed termly. • Use of task boards • RWI phonics • RWI Fresh Start • Literacy 4 all • Number sense • Pre-Teaching	• Advice from Outreach Team • Referral to EP/STIPs/SALT/OT • Intensive phonics/reading skills teaching • Regular meetings with parents. • Directed LSA support. • Liaison with specialist services. • Appropriate assessments by Inclusion AHT.
Social, Emotional and Mental Health	• School values identified, celebrated and discussed. • PSHE curriculum including focus on key values	• Optional Lunchtime Club support. • 6-week ELSA programme • Small ELSA group • Wellbeing adult chat time.	• Assessment by STIPs • Individual Behaviour Plan. • Circle of friends work. • Nurture group

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	• Class Dojo points related to school values • Whole school rules – ready, respectful and safe • Structured routines. • Restorative conversations • Nurture Principles embedded across the school • Individual Dojo rewards. • Celebration assemblies with teacher achievement awards, Head Teacher awards and termly governor awards. • Governor hot chocolate once a fortnight • Classroom responsibilities. • Buddy system. • Worry box provided. • Poor/ late attendance – phone call home and monitored over time. • Safeguarding concerns monitored. • Wellbeing adult for each child identified. • All staff trained in attachment. • Zones of regulation programme • Daily mile • Mental Health first aiders • Positive behavior policy • Responsibilities – well being ambassadors, school council, eco ambassadors • Transition planning • All staff First Aid Trained	• Involvement of Inclusion officer for attendance. • Lego Therapy group. • Directed LSA support including settling activities. • Directed use of calming strategies • Focused zones of regulation group • Positivity book to share with home • Use of social stories. • Use of comic strips • Use of the garden to look after plants • Language for Behaviour and Emotions Group	• Individual reward system with home involvement. • Home/school record. • Robust transition programmes, including visits to feeder schools, additional visits for vulnerable children, photos, social stories and transition books • Individual lunchtime programme. • Referral to MindWorks (School Based Needs Team). • Freemantles outreach support • 1:1 emotional support with reading and hot chocolate for PLAC/LAC children • Work with FLW • Person centered meetings • Solution Circles • Surrey Young Carers Referral • Surrey Heath Family Centre Support • Drawing and Talking Sessions
Sensory and Physical	• Medical needs policy • Flexible teaching arrangements. • School day experiences are fully inclusive of children with additional needs. • Disabled toilets • Writing slopes/pencil grips etc. as necessary.	• Fine motor skills activities. • Handwriting practice groups. • Use of specialised resources (grips, slopes/raised line paper, coloured filters etc.). • Use of enlarged text/recorded materials. • Directed LSA support.	• Motor skills as directed by Occupational Therapy. • Specialist ICT assessment. • Risk assessments for residential trips and relevant day visits. • Opportunity to follow physiotherapy recommendations and use specific equipment.

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	• Appropriate seating for all. • Motor development promoted through active PE. • All staff receive basic first aid training. • Additional staff training provided for hearing, visual impairments, and physical needs. • Movement breaks • Outdoor learning opportunities • Babble guards in all classrooms	• Use of sensory activities / sensory circuits • Reduced volume of handwriting • Gross motor skills activities	• Specialist seating • School nurse referrals • Scribed work • Personal HCP

*Provision is correct at September 2026 but may be adjusted to cater for changing needs. For more information about how we support children with SEND, please see our SEN Information Report and SEND Policy on the school website.