

Harlands Primary School - Whole School Provision 2025-26

Specialist Support	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical	Specialist Involvement & External Agencies
Specialist Support in a primary school is highly individualised provision for pupils whose needs cannot be met through Universal Provision or Targeted Support. It is designed around the child's specific barriers to learning and is regularly reviewed for impact.	- Individual Support Plans (ISPs) with specific measurable targets - Curriculum adapted to match the pupil's cognitive profile and rate of progress where appropriate - The Assess–Plan–Do–Review cycle with regular evaluation - Personalised timetables, including reduced or flexible timetables if agreed as part of a wider support plan - Functional and life skills teaching where appropriate - Individual or very small group teaching for literacy or numeracy, or other areas of need. - Precision teaching or other highly structured approaches to develop specific skills - Additional processing time throughout learning	- Laptops or tablets with accessibility features - Speech-to-text and text-to-speech software - Individual Speech and Language Programmes following therapist recommendations. - Use of visual timetables, communication boards or symbols. - Social Stories or comic strip conversations to support understanding of conversations, classroom routines, break, lunch and school trips. - Structured opportunities to practise communication with peers. - Support to understand non-verbal communication, humour, figurative language and social rules - Alternative or augmentative communication (AAC)	- Individual SEMH support plan with personalised measurable targets - Individual programmes to develop emotional regulation and self-management skills - Individual sensory and emotional regulation plans where appropriate - Provision informed by specialist assessment and a thorough understanding of needs and triggers - Breakout safe spaces and/or check-ins during the day. - Access to counselling or therapeutic interventions - Support to develop resilience, self-esteem and emotional literacy - Personalised transition arrangements between activities. - De-escalation strategies - Risk assessments and safety plans where required.	- Individual sensory profile identifying sensory preferences, triggers and regulation strategies - Personalised sensory support plan integrated throughout the day - Programmes recommended by Occupational Therapist or other specialists - Individual sensory diet delivered by trained staff - Planned movement, proprioceptive, vestibular, tactile, interoception or calming activities as recommended by specialist - Access to designated low-arousal or sensory regulation space - Specialist sensory equipment to support regulation and participation - Height adjustable desks and adapted workstations	- Consideration of an Education, Health Care and Needs Assessment (EHCNA) if the pupil requires support beyond the school's ordinarily available provision. - Comprehensive assessment by specialists to identify strengths and barriers to learning - Direct teaching from specialist teachers (e.g., specialist SEND teacher or advisory teacher). - Specialist approaches for pupils with specific learning difficulties such as dyslexia or dyscalculia - Child and Adolescent Mental Health Services (CAMHS) - Educational Psychologists. - Speech and Language Therapists. - Occupational Therapists. - Physiotherapists.

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	• Overlearning and regular opportunities to consolidate learning	systems where appropriate. • Use of Makaton • Pupil Passports • Pupil Voices		• Fine and gross motor development • Personal care and independence	• Mental Health Practitioners. • Social care services where appropriate • Family support services • Regular review meetings to evaluate progress and amend provision
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