

Hoylake Holy Trinity CE Primary

Key Stage 1 School Provision Map 2026–27

Cognition and Learning

Quality First Teaching	Targeted Provision	Personalised Provision / Specialist Advice
• Clear learning objectives • Scaffolding as needed • Use of visual aids, models and concrete resources to support understanding • Chunked instructions (Now and Next) and tasks to reduce cognitive load • Opportunities for overlearning • Explicit teaching of vocabulary and subject-specific language • Regular formative assessment • Differentiated tasks and outcomes matched to learners' needs • Use of metacognitive strategies, such as thinking aloud and reflection • Time for processing and thinking • Adapted materials and resources • Effective classroom routines that support working memory and independence	• Precision teaching • Small-group support for phonics • Small-group or 1:1 intervention in reading, writing and maths • Tutoring – reading, writing and SPAG • IDL computer programme – 3 × 20 minutes per week • Reading Recovery	• School Outcome Plan focused on identifying needs, setting clear targets, and detailing how support and resources will be used to achieve positive educational, social and emotional outcomes • Referral and advice from Educational Psychology Team • Referral and advice from Wirral Inclusion Team • Referral and advice from SENAAT • Adapted/personalised curriculum

Communication and Interaction

Quality First Teaching	Targeted Provision	Personalised Provision / Specialist Advice
• Use of clear, simple and consistent language • Visual supports such as pictures, symbols and signing to aid understanding • Structured and predictable classroom routines to support communication • Opportunities for pupils to practise speaking and listening skills in a supportive environment • Modelling of effective communication including tone, vocabulary and social language • Extra processing time • Scaffolded peer interaction and cooperative learning • Breaking down instructions into small, manageable steps • Visual timetables and Now and Next	• Social Stories / Comic Strip Cartoons – 1:1 intervention • Time to Talk • LEGO Therapy • Targeted Speech & Language Therapy intervention • Sensory Room	• School Outcome Plan • One Page Profile • Behaviour Support Plan where communication needs are specifically identified • 1:1 Speech & Language Therapy sessions • Referral to Speech & Language Therapy service and implementation of intervention programme • Speech & Language intervention programme delivered by TAs following specialist advice • Krystina Eneh KAM Children's Speech and Language Therapist • NHS Communication Clinic • 1:1 classroom support for social communication needs • Aided Language Communication Boards

• Teaching of social communication skills • Zones of Regulation • Storytelling and role-play		• Bucket Therapy • Referral and advice from Educational Psychology Team • Referral and advice from Wirral Inclusion Team • School Outcome Plan outlining personalised strategies from advice • Enhanced transition to next year group
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Social, Emotional and Mental Health

Quality First Teaching	Targeted Provision	Personalised Provision / Specialist Advice
• Safe, supportive and predictable classroom environment • Positive, respectful relationships between staff and children • Clear routines and consistent expectations • Teaching and modelling emotional regulation and coping strategies • Regular movement or sensory breaks to support regulation and focus • Wobble cushions • Chair fidget bands • Fidget toys • Circle time/PSHE • Positive behaviour management and use of restorative approach • Zones of Regulation • Celebration worship certificates and notes home • Hot Chocolate Friday • Quiet, safe spaces for self-regulation • HeartSmart • Attendance monitored to identify emerging issues early	• Nurture groups / ELSA • Quiet space – The Chat Room • Peer mentor support • Sensory circuits where used as a targeted intervention • Workshops delivered by School Mental Health Support Team • Sensory Room	• School Outcome Plan • One Page Profile • Individual reward system • Individual Behaviour Plan • 1:1 support from a key adult • 1:1 nurture – ELSA or key adult • 1:1 CBT therapy – KidsDotCalm • Referral and advice from School Mental Health Support Team • 1:1 support from School Mental Health Support Team • Referral and advice from Wirral Inclusion Team • Referral and advice from Educational Psychology Team • CAMHS • Enhanced transition to next year group / school

Physical and Sensory

Quality First Teaching	Targeted Provision	Personalised Provision / Specialist Advice
• Accessible classroom layout with adapted seating and clear movement paths • Use of appropriate physical aids and resources (e.g. writing tools, technology) • Minimised sensory distractions (e.g. reduced noise and clutter)	• Play-Doh intervention / Dough Disco where delivered as targeted provision • Fine motor skills provision • Fine motor skills and letter formation support groups • Gross motor skills support group • Handwriting intervention • Sensory circuits where used as a targeted intervention	• School Outcome Plan • One Page Profile • School Outcome Plan outlining personalised strategies based on advice from external agencies • Individual Health Care Plan • Referral and advice from Vision Support Service • Hearing Support Service

• Use of visual supports and timetables to aid understanding and routine • Regular movement or sensory breaks to support regulation and focus • Multi-sensory teaching approaches to enhance engagement • Extra time and adapted tasks to match physical or sensory needs • Wobble cushions • Chair fidget bands • Tanglers / chewable tanglers / fidget toys	• Sensory Room	• Referral and advice from Educational Psychology Team • Referral and advice from Occupational Therapy (including sensory circuits) • Enhanced transition to next year group / school
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