



Victoria CP School Provision Matrix 2026 - 2027



	Universal Provision (UP)	Targeted Universal Provision (TUP)	Additional Learning Provision (ALP)
Definition:	Provision available to <u>all</u> learners	Provision available to individuals or groups of learners who have been identified as needing additional targeted intervention	Learners have agreed additional learning provision (ALP)
ALN Code	Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education and is something which is generally made available in schools. Most children and young people will require a differentiated approach in some aspect of their education at some point (ALN Code 20.14).	All education settings are expected to put in place differentiated teaching or other <u>targeted interventions</u> designed to secure better progress where appropriate, for all learners. This is a fundamental element of high quality – but routine – teaching (ALN Code 20.14).	A person has additional learning needs if he or she has a <u>learning difficulty or disability</u> (whether the learning difficulty or disability arises from a medical condition or otherwise) <u>which calls for additional learning provision</u> (ALN Code 2.3).
Cognition and Learning	• Adaptations to the environment • Personalised and differentiated teaching • Visual aids and practical resources e.g., number lines, number squares, Numicon, cubes, sound mats, word banks, videos on Seesaw, key words display, multilink, visual timetables • Phonics whole class and group approaches RWI (Foundation only) etc • Scaffolds e.g., writing frame, sentence starters, task maps, concept maps • High expectation of learners and appropriate challenge for all • Clear learning intentions	• Small-step targets • Targeted literacy interventions individual / groups which include phonics awareness, reading, spelling and handwriting e.g. RWI, Narrative groups, Literacy Support Service, Repeated Reading • Targeted Language groups • Targeted numeracy interventions individual. • Targeted short-term memory interventions • Access to ICT to support recording and learning • Refer and consult with the relevant outside agencies	• Individual targeted sessions • Specialised curriculum • Individualised timetable • Specific individual literacy provision in line with severity and complexity of need • Specific individual numeracy provision in line with severity and complexity of need • Individualised curriculum based on individualised need and based around interests • Specific resources to support individual need e.g., ICT based recording • One-to-one support to access the curriculum

	• Success Criteria • Expected criteria for spelling, punctuation, and grammar • WAGOLLS / WABOLLS • Working Walls • Pit stops • Learning partners • Feedback and next steps in learning • All learners involved in the process • Access to ICT to support access to learning • Variety of teaching styles and approaches • Variety of questioning • Multi-sensory learning approaches • Learning tasks broken down into manageable chunks • Reasonable adjustments and adaptations e.g., pencil grips, wobble cushions, writing slope coloured overlays, dyslexia strategies e.g., coloured paper/ IWB background change • Additional thinking time • Boost groups for learning – Literacy / Numeracy / Reading • SAFMEDS • IDL • Various reading interventions TA led on 1:1	• Over learning • Nurture Group provision SUNFLOWERS Y3/4 • IDL • Small group for lit/num, SUNFLOWERS 3 days a week (Y3/4) EMMA's group (Y5/6) 4 days a week	• Individualised Nurture Group support • Small group provision (<5) in distraction free room (lit and numeracy 4 mornings a week) • Small class provision (*WOODPECKERS) • Individualised timetable to attend alternative year group for specific lessons to support acquisition of basic skills in Literacy and Numeracy
Communication and Interaction	• Clear learning intentions • Learning tasks broken down into manageable tasks • Reiteration of instructions • Simplified/reduced language used • Structured routines • Visual aids and practical resources including whole class Makaton in EYs • Differentiated curriculum planning	• Language rich environment/ core boards • Word banks • Speech and language group / individual support for ICP targets (Foundation) • Specific intervention and strategies following recommendations from Language Outreach • Social skills group • Social stories	• Individualised long-term interventions • Targeted individual sessions • AAC – alternative / augmentative communication systems, including visual resources, ICT and specialist equipment • Individual social stories • Individual social skills • One-to-one support to access the curriculum

	• Adaptations to the environment • Visual timetable	• Pre-teach vocabulary • Makaton for small groups (EYS) • Small group SUNFLOWERS 3 days a week (Y3/4) to develop social interaction and play skills • Preparations for changing in routine e.g. Now and Next boards • Working Towards boards	• Specific intervention and strategies from outside agencies e.g., SALT / Language Outreach • Core Communication boards • Lanyard communication symbols • Now and Next strategies • Individualised Nurture group support • Makaton with individual learners • Small class provision (*WOODPECKERS)
Behavioural, Social, Emotional and Mental Health	• Adaptations to the environment • Clear rules and expectations • Restorative practices • Rewards and consequences • Structured routines • Visual timetables • Positive reinforcement of 'good' behaviours • Fidget / fiddle toys • Risk Assessments • Preparations for changing in routine / transitions e.g. Now and Next boards, When and Then boards, social stories • Availability of sensory resources e.g. Fidget toys, weighted blankets, resistance bands etc. • Forest School / outdoor access • Home / School communication • Trauma Informed Practices - PACE, Emotion Coaching etc • ACE aware • ASD Aware practice • My Happy Mind • Check-in boards • Access to calm areas (within class) • Fun Friends/FRIENDS	• Social Skills small groups • Small group emotional literacy e.g., Fun Friends, Friends, SAP, Lego, Healing Together • Individualised emotional literacy support • Self-esteem individual (Unearthing)/ group sessions • Counselling (Outside In Schools Counselling Service) e.g., Strong Minds • Nurture support individual / group • Home / School communication • Safe space • Individual reward programme • Fidget toys • Availability of sensory resources e.g. Fidget toys, weighted blankets, resistance bands etc. • Social stories as required • Over learning • PSP • FSM music lessons • Nurture group • Trauma Informed Practices - PACE, WINE, Emotion Coaching etc • ACE aware • Enhanced transition support to High School	• Individual long-term interventions • Individualised social skills support • Individualised emotional literacy support • Individualised nurture support • One-to-one support • Trauma Informed Practices • ACE aware • PSP • Bespoke timetable • Targeted individual sessions • Individual support to access the curriculum • Home/School Communication • Small class provision (*WOODPECKERS) • Bespoke transition support for change in setting

	• Therapy Dogs • Counselling (*Outside In Schools Counselling Service) e.g., Strong Minds, Transition groups	• Access to outside agencies for further advice & support (Camhs In Reach, Behaviour Support Team etc)	
Physical, Sensory and Medical	• Adaptations to the environment • Appropriate placement within environment (Stage not Age) • Writing slopes / wobble cushions • Alternative ways of recording e.g., Seesaw • Adaptive technology • Dough-disco FOUNDATION • Low level medical needs and care – Communication with Health e.g., Health Care Plan • Reduction of over stimulations e.g., sensory/brain breaks, ear defenders, Pencil grips, hessian backing on boards, natural décor, clearly labelled resources • Larger print texts • Alternative lunchtime arrangements for any pupil with sensory differences	• Targeted intervention small group / individual for specific need • Larger print texts • ICT visual support • Specialist equipment and programmes provided by OT / sensory / physio • Gross and fine motor activities e.g., Thera putty, daily DCD group if required • Reduction of over stimulations e.g., sensory breaks, ear defenders, calm areas • Alternative changing facilities • Sensory breaks • Text printed on different coloured paper • Equipment to record work verbally	• Individualised programmes • One-to-one support where required to access curriculum • Bespoke timetable • Individualised programmes / strategies / resources to aid significant sight and hearing impaired • Individual access specialised equipment provided by OT / physio / sensory services etc • Individualised Nurture Group support • Small class provision (*WOODPECKERS) • One-to-one support for medical needs (eg epilepsy/ VI) • Braille lessons
General Consideration	• One Page Profiles for all children • Person-centred approaches involving child/parent • Attainment profile to establish a baseline and identify areas of need. BESSI Y-1 up to Y2 • Ongoing review and evaluation of progress in termly meetings • Refer and consult with the relevant outside agencies • Reasonable adjustments • *NB Outside In Schools Counselling Service is dependent on funding going forward into 26-27	• Small step targets • Termly SST and Progress meetings • One Page Profile Plus for identified children • Person centred approaches involving child/parent • Reasonable adjustments	• IDP • Small step targets • Continued long term access to outside agencies for further advice / support • Annual person-centred review meeting • *NB WOODPECKER class is a temporary provision and dependent on funding going forward into 26-27

