



EWELL GROVE PRIMARY AND NURSERY SCHOOL SEND PROVISION MAP

Ewell Grove is a mainstream Primary and Nursery School where all children are valued equally, regardless of their abilities, aptitudes, interests and behaviours. Each child is entitled to a broad and balanced curriculum which is relevant to their developmental stage and which is appropriately adapted to ensure access. Many parents worry about the progress and achievement of their children and we aim to keep parents informed about their child's learning and development through informal meetings, open evenings and end of year reports. Teachers are available at the start and end of each day and mutually convenient times can be arranged to talk in greater detail about their child. We are an inclusive school and have successfully included children with a range of additional needs including, speech and language, learning, behaviour and emotional, genetic conditions and physical disabilities. The development and progress of all children within our school is of paramount importance. Within each class there will be a range of abilities and aptitudes; some children will be exceeding the age expectations for their year group, some will be meeting them and some will be working below. Working below the age expectation is not an indication in itself that a child has SEND. We acknowledge, however, that some children have additional needs and may require provision that is additional to or different from the provision others require in order to make progress in their learning from their baseline

SEND (Special Educational Needs and Disability) relates to the *Children and Families Act 2014* under which schools are required to publish/share information with parents regarding their provision for children with SEN (Special Educational Needs).

Ewell Grove follows the Surrey guidance for the admission of children; this includes specific guidance for a child with an EHCP www.surreycc.gov.uk/schools-and-learning. If you are the parent of a child with SEND making contact with the school and the SENCo at the earliest possible time would be advised/useful.

Contact details for the school SENCo are:

Miss J Moore

Contact details: office.ewellgrove@lumenlearningtrust.co.uk or telephone 0208 393 4393.

Data from GOV.UK: published June 2025

	National data	Ewell Grove
% of children with SEN	18.4%	22%
% of children with an EHCP	5.3%	2.3%

What is Surrey's Local Offer?

Local Offer refers to the provision and services that are available within the local area. Surrey's Local Offer is available at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Ewell Grove's "local offer" relates to what we as a school do to promote equality of learning opportunity for all children within our school. We provide a graduated response to children with additional needs. There is an expectation that all children can make progress in their learning and development but there are times when the progress can reach a plateau or when the steps seen are very small. A Provision Map outlines what we can do within school to support your child.

We utilise the Ordinarily Available Provision document and the Surrey Inclusion and Additional Needs Service school offer document as outlined on the Surrey Local Offer website. Surrey maintains responsibility for SEND regardless of whether the school is a Surrey maintained school or part of a Multi Academy Trust.

The Ordinarily Available Provision document is available on the Surrey Local Offer website and has recently been updated (July 2025). The guidance document sets out expectations, strategies and support available to schools to support children with additional needs.

All children will have access to Ordinarily Available Provision, but not all the provision all of the time, this includes High Quality Teaching and when needed additional provision known as SEN Support.

Response levels of support for children can be described as:

- Universal – this remains the core offer that all children will receive to support their learning,
- School SEND Support – this is for children identified as requiring support that is “additional to or different from” other children as identified in the SEND Code of Practice 1-25 (January 2015),
- Specialist SEND Support – where a child continues to make less than expected progress, despite evidence-based support and interventions previously highlighted in School SEND Support. Consideration will be made for referrals to specialist support from multi-agency professionals.
- Statutory Assessment – where despite relevant and purposeful action being taken to identify, assess and meet the SEND of the child; the child does not make the expected progress with the involvement of multi-agency professionals. Parents and school consider making a request for a Statutory Assessment (an Education Health Care Needs Assessment), which may or may not result in the Local Authority issuing the child with an Education Health Care Plan.

A Provision Map outlines what we can do within school to support your child. The SEND Code of Practice recognises four main areas of need they are:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health,
- Physical and sensory.

**Universal Provision Map
(part of Ordinarily Available Provision)**

Cognition and Learning	<ul style="list-style-type: none"> • High quality teaching and adaptation to individual needs. • Small group teaching; balanced against whole class teaching. • Effective feedback for learning. • Well-resourced and stimulating learning environments. • Whole school curriculum planning matching developmental levels of learners across the school. • Whole school planning enabling all classes to benefit from areas of expertise from subject leaders. • Synthetic phonics taught. • Structured reading schemes used. • Emphasis upon model, practise, apply approach to learning. • Activity based learning across the school. • Varied teaching styles used to accommodate different learning styles. • Balance between teacher led and child initiated activities. • Consistency in practice across the school. • Effective communication with parents about children’s learning and development. 	Communication and interaction	<ul style="list-style-type: none"> • Role-play and drama used to enhance learning. • Emphasis upon vocabulary development across curriculum subjects. • Emphasis upon oral rehearsal for writing. • Visual timetables used to share sequence of the day. • Visual prompts used to support instructions and task descriptions. • Opportunities to practise talk within different group sizes. • Effective use of IT to support learning. • Opportunities to perform to different audiences. • Reading to and with children daily. • Adult modelling to develop and support social skills work. • Focus on turn taking in games and activities. • Clear expectations for manners and appropriate interactions.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Positive school ethos • Structure of school day supports routines and independence. • Modifications to playtimes to accommodate specific challenges for children. • Consistent approach by all staff to behaviour and emotional needs. • Clear system of behavioural expectations through the Golden Rules. • Recognition of effort and positive approach to learning through Gold Book, intrinsic and extrinsic rewards. 	Physical and Sensory	<ul style="list-style-type: none"> • Use of adaptations to physical environment and resources such as self-opening scissors, writing slopes, IT for recording work, reduction in distractions, noise level and lighting. • Awareness of children who need more/less stimulation to be receptive to learning and to be in “calm alert” state. • Pattern of the day to reflect need for movement and activity. • Opportunities to practise and develop gross and fine motor skills. • Opportunities for structured, well-planned and resourced P.E sessions with Sports Coach.

**School SEND Support Provision Map
(part of Ordinarily Available Provision)**

Cognition and Learning	<ul style="list-style-type: none"> • Additional small group teaching to address specific gaps in learning or to provide additional practise and consolidation of skills. • Identification of specific targets for children (Individual Education Plan – IEP to be written if needed and shared with parents). • Instructions and steps in learning to be broken down into small chunks with opportunities to revisit and over learn key skills and concepts. • Additional training for staff to develop and update skills for addressing range of needs. 	Communication and Interaction	<ul style="list-style-type: none"> • Individual targets from SALT built into classroom activities. • Programmes for vocabulary development and interaction skills used within group settings. • Social skills group work in class. • Specific focus on listening skills and comprehension using pictures and books. • Use of Colourful Semantics for supporting sentence construction and usage. • Pre-teaching of key vocabulary, pre-exposure to stories and main concepts. • Individualised arrangements for playtimes, e.g. adult to support playing games with group, quiet time spent away from others when child is overloaded
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Specialist Teachers for Inclusive Practice (STiPs). • Multisensory delivery of aspects of the curriculum. • Reasonable adjustments made to routines and structures to support participation and inclusion in activities and learning, including modifications to learning environment, • Fidget toys and Emotion First Aid boxes available. • Focussed work on recognising, naming and self-regulation of emotions. • Support for transitions within and outside the classroom. 	Physical and Sensory	<ul style="list-style-type: none"> • Additional support and practise time for developing specific skills, e.g. fine motor control, core body strength. • OT programmes followed for targeted children. • Alternative means of recording learning explored. • Use of IT to support and enhance learning opportunities and access. • Sensory diet activities build into day-to-day activities. • Use of wobble cushions, chewellery, weighted blankets and objects.

**Specialist SEND Support Provision Map
(part of Ordinarily Available Provision)**

Cognition and Learning	<ul style="list-style-type: none"> • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Specialist Teachers for Inclusive Practice STiPs, autism outreach. • Additional differentiation provided through resources, outcome and level of support provided. • Alternative means for accessing and recording learning, e.g. enhanced use of technology, adult as scribe, use of overlays 	Communication and Interaction	<ul style="list-style-type: none"> • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Speech and Language Therapy (SALT), paediatrician / Mindworks (consideration of Autistic Spectrum Disorder) • Implementation of structured language intervention as recommended by SALT. • Adaptations made to expectations for behaviour and supporting/modifying behaviour. • Modifications made to learning environment, e.g. workstation. • Use of visual organisers to support the development of ideas, concept and interconnections.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Specific tailored instruction and modelling for the use of Zones of Regulation. • Use of now/next and task boards to break activities into small manageable chunks. • Further adaptations to less structured times e.g. provision of quiet space/structured activities for playtimes. • Consider with parents referral to Mindworks. • Support from the school ELSA to explore and regulate emotions. 	Physical and Sensory	<ul style="list-style-type: none"> • Referrals made to outside agencies for guidance and support if strategies within place have resulted in no progress, e.g. Physical and Sensory Support, Occupational Therapy. • Strategies and techniques implemented following advice from multi-professional support. • Adaptations made to learning resources to meet visual/hearing impairment needs.

Statutory Assessment Provision Map

Individualised support for children who may or may not have an Education Health Care Plan

Cognition and Learning	<ul style="list-style-type: none"> • Additional small group or individual teaching focussing on specific needs. • Individual targets set and monitored by SENCo and outside agencies. • Advice and support programmes from STiPs, Educational Psychology implemented. • Annual Review meetings held for reviewing and monitoring Education Health Care Plans. • Information shared with parents regularly. • Modified curriculum delivered to develop access and inclusion. • Small steps teaching with an emphasis on recognition of achievements. • Enhanced levels of adult support. • Additional training for staff to develop and update skills for addressing range of needs. 	Communication and Interaction	<ul style="list-style-type: none"> • Advice and support programmes from Speech and Language Therapy Implemented. • Enhanced levels of adult support. • Access to a personalised learning environment to be considered, reduced noise levels, visual prompts for activities. • Specific staff training undertaken to support specified needs of the individual.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Advice and support programmes from Behaviour Support, ASD Outreach, and Educational Psychology implemented. • Enhanced levels of adult support. • Access to a personalised learning environment to be considered, sensory stimulation from environment to be minimised. • Additional support and training for staff in supporting extremely challenging behaviours. 	Physical and Sensory	<ul style="list-style-type: none"> • Advice and support programmes from Physical and Sensory Support, Occupational Therapy and Physiotherapy implemented. • Specialist training or equipment accessed through specialist services. • Enhanced levels of adult support. • Access to a personalised learning environment to be considered, use of writing slopes, specialist seating, enhanced lighting, large print text.