



Marlwood School
Working Together for Excellence
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Marlwood Provision Map

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health (SEMH)	Sensory & Physical
Universal	High-quality teaching with clear explanations, modelling and scaffolding. Retrieval practice, spaced practice and regular low-stakes assessment. Chunked instructions and worked examples. Vocabulary instruction embedded across subjects. Adaptive teaching: seating, pacing, scaffolded tasks, visual supports. Access to knowledge organisers and	Clear, concise instructions supported by visuals (dual coding). Use of visual timetables, task lists and step-by-step breakdowns. Structured classroom routines and predictable transitions. Opportunities for paired and structured group talk. Pre-teaching of key vocabulary and concepts. Staff using low-demand, supportive language.	Consistent routines, expectations and behaviour policy applied with relational practice. Emotionally literate classrooms: predictable structure, calm spaces, positive relationships. Staff using co-regulation strategies and low-arousal approaches. Regular check-ins and opportunities for student voice.	Awareness of sensory needs: seating adjustments, reduced glare, minimised clutter. Support to engage with movement / brain breaks (e.g. In-class breaks). Clear signage, accessible classrooms and safe movement around school. Inclusive PE and practical subjects with reasonable adjustments. Noise-reduction strategies (quiet spaces, predictable routines, visual cues).

	pre-teaching of key concepts. Clear routines and predictable lesson structures.		Anti-bullying and safeguarding systems understood by all staff. Tutor-time curriculum covering wellbeing, resilience and relationships.	
Targeted	Small-group literacy or numeracy intervention (e.g., phonics, reading fluency, comprehension). Targeted study skills or memory strategies sessions. Additional scaffolded resources (writing frames, sentence starters, guided notes). TA support focused on promoting independence, not task completion.	Social communication groups (e.g. You Can, structured conversation groups). Speech & Language interventions delivered 1:1 or in very small groups (e.g. Language for Behaviour & Emotions). 1:1 awareness intervention focusing on social communication and interaction differences (e.g. Neurodivergency Awareness Workshop). Individualised visual supports (e.g. RAG cards or equivalent to	1:1 or small-group wellbeing sessions (e.g. 1:1 wellbeing & behaviour check-ins with MIs or TMA, Community Councillors). Pastoral mentoring or key adult support (e.g. Keyworkers, Student Centre team, Tutors). Targeted attendance / EBSA support and structured daily check-ins with Tutor or Keyworker. Personalised regulation plans and access to safe spaces (e.g. Sensory Break room; key staff).	Personalised sensory strategies (ear defenders, concentration aids). Access to the Sensory Break room when appropriate. Adapted resources (coloured overlays, enlarged print, modified equipment). Shared in-class TA support for practical tasks, organisation and safe movement. Physiotherapy/OT advice shared through Pupil

	Short-term catch-up programmes (e.g., Lexia, IDL, Rapid Plus). Personalised feedback and check-ins to monitor progress.	communicate level of understanding, personalised task check lists). Supported transitions between lessons or key parts of the day (e.g. breakfast club). Shared in-class TA support to clarify language, chunk instructions and model communication. Access to quiet spaces for processing time (e.g. Sensory Break room). Speech and Language Therapy (SaLT) advice shared through Pupil Profiles and embedded into classroom practice.	Restorative conversations following incidents. Short-term behaviour or wellbeing interventions (e.g. ELSA, DNA-V, You Can; Krunch / Signature Sports through Cluster). Referral to School Nurse for short-term, specific support. Mental Health Support Team (MHST) intervention Signposting to mental health and wellbeing support to students and parents. Referral to Primary Mental Health Service (PMHS) for information and guidance / signposting.	Profiles and embedded into daily routines. Individual health care plans and staff awareness training.
Targeted Plus	Individualised learning plan with specific, measurable outcomes.	Individualised SaLT assessment and programme delivered 1:1 or in very small groups	Multi-agency involvement (CAMHS, Social Care, Educational Psychology).	Specialist OT or physiotherapy programmes delivered 1:1.

	1:1 tuition for literacy, numeracy or curriculum access. Highly personalised curriculum or reduced subject load. Specialist teacher involvement (e.g., Learning Support Service). Assistive technology (reader pens, speech-to-text, laptop with adaptations). Regular multi-agency review of progress and provision.	(delivered by a SaLT or trained TA). Highly structured communication with reduced language load. Personalised social stories, scripts and rehearsal opportunities. Specialist input (e.g. from South Gloucestershire Inclusion team, Sensory Support Service). Bespoke transition planning for high-demand situations (e.g. key stage transitions). Multi-agency review of communication needs and progress.	Individual risk assessments and personalised behaviour support plans (e.g. Pastoral Support Plan / Belonging Support Plan). Highly structured timetable or reduced sensory/social load. 1:1 SEMH intervention with specialist staff. Wraparound support including family liaison (Families Plus and Family Link) and Team Around the Child meetings. Alternative provision pathways (e.g. external mentoring / tutoring, Art Therapy) or Section 19 support where appropriate.	Highly adapted learning environment or timetable. Specialist equipment (e.g. height-adjustable desks, specialist seating). Personal evacuation plans (PIP) and risk assessments. Multi-agency coordination for complex medical or physical needs. Regular review of sensory regulation plans with specialist teams (e.g. Sensory Support Service).
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