



Merry Hill Infant School Provision Map

One of the main benefits of **inclusive** education is the recognition and nurture of diversity in communities. **Inclusion** brings different children together in a classroom, and through carefully planned and adapted provision, allows everyone the opportunity to grow and learn. We have dedicated time to training our staff and developing our practice here at Merry Hill and we believe that inclusion is a strength of our school.

We aim to provide an inclusive learning environment where all children receive the support they need to thrive and early intervention is prioritised for all children who need support that is different or additional to that which is offered to all.

The SEND Code of Practice (2015) states,

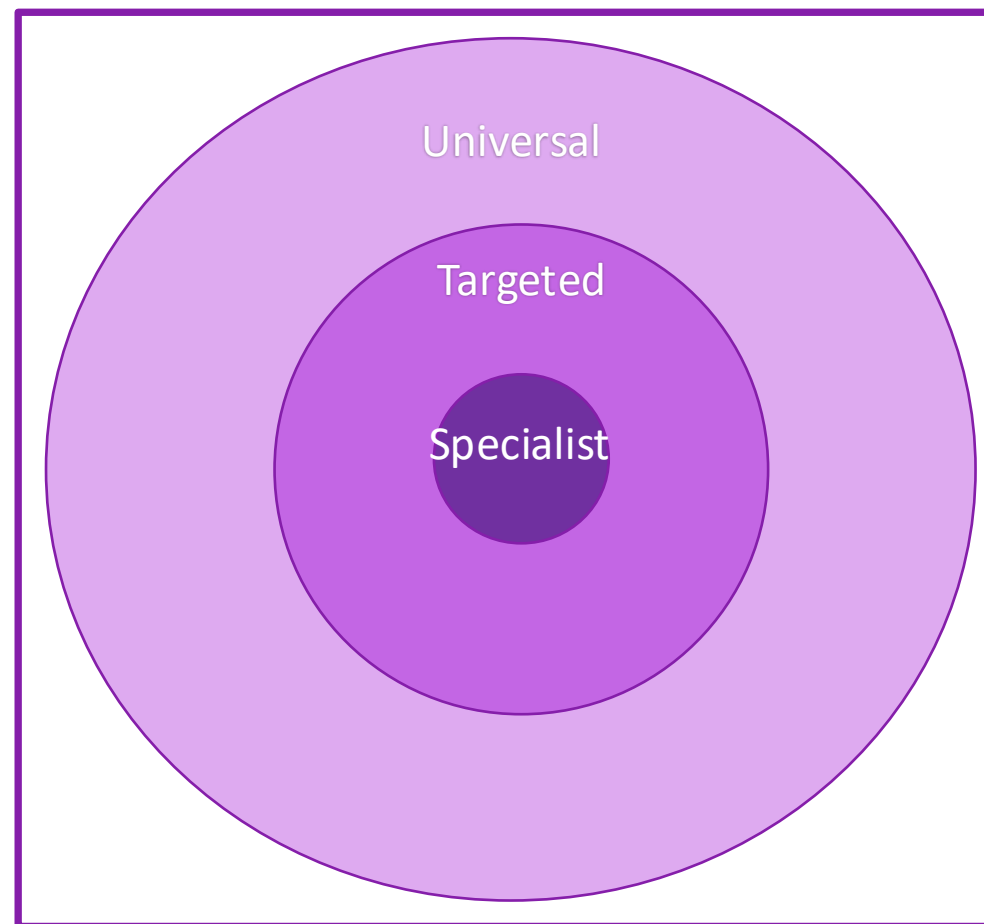
‘high-quality teaching that is differentiated and personalised will cater to the individual needs of the majority of children and young people’.

With this at the core of our curriculum offer we have created a provision map to illustrate what we provide at Merry Hill School.

Our provision map is organised into three ‘circles’ of teaching, as depicted in the diagram (on the left):

- Universal Provision for All – Quality First Teaching,
- Targeted – adjustments for **some** children including those with SEND,
- Specialist – additional adjustments for a **few** children usually those with an EHCP.

We always recommend that parents make an appointment to visit our site to make their own assessment of suitability and discuss any specific requirements. We will also liaise with external professionals involved with your child to gain further advice on how we can make the learning environment accessible to all children.



Ordinarily Available Provision

Universal Provision for all – Quality First Teaching



Class teachers prepare lessons which are carefully planned to meet the needs of all children in their class. They may organise a class into small groups of learners with similar attainment to match teaching support to the groups' needs to maximise learning potential. Groups will be supported by a key adult, either the class teacher or learning support assistant (LSA), where appropriate, to foster effective, independent learning. Examples of Universal provision (including reasonable adjustments) are split into the 4 broad areas of need below.

Communication and Interaction	Cognition and learning	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> Well planned lessons – involving and engaging pupils Regular opportunities to share information between staff and -parents Talk partners. Contributing to class discussions. Peer to peer feedback. Individual and small group talking opportunities. Sentence modelling, explaining, questioning, recounting. Encouragement and authentic praise to engage and motivate pupils Expectation that pupils accept responsibility for their own learning and work independently Actively teach listening skills Visual timetables on display in every room Parents as partners through informal and formal meetings Extra curricular activities offered to all Breakfast club offered to all 	<ul style="list-style-type: none"> Clearly designed lesson plans Plenty of opportunities to involve and engage with pupils Providing pupils with the chance to discuss learning individually and in groups Sentence modelling, explaining and questioning Encouragement and authentic and explicit praise to engage and motivate pupils Expectation that pupils accept responsibility for their own learning and work independently Encouragement and information and feedback to build intrinsic motivation Opportunities for open ended, child-initiated tasks Materials presented in a variety of contexts Lessons delivered using visual, audial and kinaesthetic approaches Development of metacognitive skills so children think about their thinking processes and learn to learn best as they can. 	<ul style="list-style-type: none"> Clearly designed lesson plans Plenty of opportunities to involve and engage with pupils Providing pupils with the chance to work individually and in groups Encouragement and authentic praise to engage and motivate pupils Expectation that pupils accept responsibility for their own learning and work independently Trips planned well in advance and consider the needs of all pupils Clear expectations of behaviour for school community Behaviour policy is consistently and equitably applied by all staff Inclusion promoted by all staff Effective teamwork between Teachers and LSAs in all classes. Zones of Emotions in all classes Pupil work displayed around the school Mindfulness areas in all classrooms and on playground 	<ul style="list-style-type: none"> Clearly designed lesson plans Plenty of opportunities to involve and engage with pupils Providing pupils with the chance to work individually and in groups Encouragement and authentic praise to engage and motivate pupils Expectation that pupils accept responsibility for their own learning and work independently Trips planned well in advance and consider the needs of all pupils Environment organised to promote independence Provision of physically stimulating play ground equipment, PE equipment and outside learning.

(Suggestions taken from Hertfordshire's Descriptors of Need and Ordinarily Available Provision document.)

Ordinarily Available Provision

Targeted Provision for some – adjustments and adaptations made



“Whilst high quality inclusive teaching... will meet the needs of most children and young people, some, including those with SEND may require a more deliberate and targeted approach.” (Hertfordshire Ordinarily Available Provision Document September 2025) For a child who has been assessed as in need of SEND support, we follow the Graduated Approach - a cycle of ‘Assess, Plan, Do, Review.’

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children’s needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. ICT and visual support are regularly used. Examples of Targeted provision are split into the 4 broad areas of need below.

Communication and Interaction	Cognition and learning	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> Advanced warnings of transitions seating arrangements taken into account stimuli lighting, smells, proximity of others sensory and movement breaks adaptations to uniform now and next scaffolded social skills activities use of simplified language and clear chunked verbal instructions consistent use of familiar words clearly established routines off site activities and changes to routine well planned in advance meet and greet peer mentoring extra time to respond/ complete a task Processing time Photos or symbols Objects of reference Scaffolding Systematically teaching vocabulary Social stories Targeted language group Attention Autism Intervention Comic strip conversations 	<p>Additional time given before being asked to respond</p> <ul style="list-style-type: none"> Tasks broken into clear manageable steps Key vocabulary displayed with visuals Number of instructions support individual level of working memory Individual feedback provided as part of a whole class approach Concrete resources to support understanding Explicit teaching of attentional skills LSAs to model how to listen and attend to teacher Movement breaks, fiddle toys, Short focused tasks Explicitly teach strategies to support working memory – repeat, use memory aids, reduce processing demands Establish a routine Provide visual prompts Remove distractions – clear working space Multi sensory learning experiences Give clear timings – use a timer or watch Step by step approach to problem solving Visual timetable Scaffolded tasks Processing time Pre-teaching Use of widget symbols 	<ul style="list-style-type: none"> Pupil passport with strategies to use Home/school link book Behaviour Chart Targeted Turn taking games PALS Talkabout Series Emotions cards Brilliance/ Positivity Book Forced alternatives – do you want ____ or ____? Verbal scripts Visual prompts Personalised calming box Taught breathing techniques Use of trauma informed approaches Social stories 	<ul style="list-style-type: none"> Adapt the environment by reducing the number of objects on a surface to help the child locate what they want. Scaffolded worksheets are not too busy Provide multi-sensory learning experiences for example, write a new letter; look at the letter; trace the shape with your finger; copy the letter saying its name / sound aloud; write the letter from memory. Advanced warnings of transitions Use of technology to assist with recording work Height adjustable tables Adequate space for equipment Pre or post teaching Extra processing time Rest breaks due to fatigue Regular check ins Adapted cutlery Real objects/larger/tactile materials Writing slopes Bold lined or squared paper Bell balls Adapted lunch tray Free choice of food at lunch time

(Suggestions taken from Hertfordshire’s Descriptors of Need and Ordinarily Available Provision document.)

Specialist Provision for a few – EHCP



Following intervention and additional support, if a child is found to continue to be making less than expected progress and is attaining significantly below age-related expectations, specialist support will be sought and an Education Health and Care Plan will be considered. Specialist provision is split into the 4 broad areas of need below.

Communication and Interaction	Cognition and learning	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> Personalised timetable Teaching sessions broken into smaller chunks Social communication curriculum focus throughout the day Individual workstation to develop independent learning skills Alternative visual aids eg PECs, Makaton used by support staff Curriculum to include life skills Simple, individualized language supported visually and used consistently One to one support (Not same adult) SCERTS or equivalent episode of care Precision teaching approaches Intensive interactions 	<ul style="list-style-type: none"> Promoting participation and engagement through collaboration Adapted pace of teaching Alternative methods to record promote independence such as sound recording/IT Developing interaction and communication skills across the curriculum Curiosity Approach Use of technology to provide multi sensory learning Development of functional skills - eating, drinking, changing One to one support (Not same adult) Personalised curriculum 	<ul style="list-style-type: none"> Adult support to engage in whole class learning for short periods of time Structured social interactions with peers to develop social skills Supports to develop emotional regulation to manage emotions prior to escalation Opportunities to work on modified holistic curriculum tasks (eg. Personal organisation) Outreach support from Chessbrook/Acorns 	<ul style="list-style-type: none"> Awareness across all teachers/support staff that tiredness, both physical and mental, will drastically affect performance. Consider the level of physical exertion throughout the day to reduce the effects of tiredness. Extra time to get to dining hall Support to carry lunch tray Awareness that child will perform better in the morning Provide opportunities for over learning

(Suggestions taken from Hertfordshire's Descriptors of Need and Ordinarily Available Provision document.)



Barriers and Solutions

As a school we recognise that a pupil with a specific need or disability may be presented with barriers to their learning. As a school we have considered potential barriers and suggested solutions to overcome these. In some cases subject specific adaptations are made.

	Hearing impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASC (Autism Spectrum Condition)	ADHD (Attention Deficit and Hyperactivity Disorder)	Cognition	SEMH (Social, Emotional, Mental, Health)
Barriers identified	<ul style="list-style-type: none"> Difficulty in hearing instructions from adults/children Not understanding key vocab. Watching and listening at the same time – follow step by step. Miss incidental learning. 	<ul style="list-style-type: none"> Difficulty seeing: <ul style="list-style-type: none"> -types of media used -whiteboard resources -resources to support learning. Being safe in the environment Impact socially -Next steps <ul style="list-style-type: none"> Following a watch and do lesson. 	<ul style="list-style-type: none"> Holding a tool Collecting resources. Holding resources carefully. Working on small pieces work. 	<ul style="list-style-type: none"> Recall of instructions Memorising processes Use of specific language Processing issues and forgetfulness Retaining, recalling and generalising learning 	<ul style="list-style-type: none"> Noise and movement – overstimulating Sharing space and equipment with others Too many rules/instructions Unsure of new language or vocab. 	<ul style="list-style-type: none"> Signs of frustration when waiting for turn. Lack of understanding of fairness Missing steps in maths processes. Reliant on resources. Waiting for resources 	<ul style="list-style-type: none"> Recall of prior learning Recall of instructions Difficulty understanding rules Not understanding maths concepts. 	<ul style="list-style-type: none"> Difficulty in taking turns and sharing Difficulty not winning/succeeding Difficulty with boundaries. Lack of interaction when answering questions.
Solutions	<ul style="list-style-type: none"> Positioning and size of learning space Colourful visuals Pre-teach – show area, discuss learning etc. Use of Communication in print/Makaton 	<ul style="list-style-type: none"> Label pens, pencils, paints with the colour name. More tactile resources Positioning out of direct sunlight. Use of retrieval practice activity to build on and remind children. 	<ul style="list-style-type: none"> Malleable and larger resources. Support when recording. Video the children sharing their ideas. Hold the subject objects carefully – especially others work Use of computer to create work. 	<ul style="list-style-type: none"> Pictorial representation of instructions Reduce number of instructions and language Use of iPads to film and record to help recall stories. 	<ul style="list-style-type: none"> Minimal periods of inactivity Clarity of instructions Careful partnerships Carefully thought out lessons to keep engagement. 	<ul style="list-style-type: none"> Pre-teaching of rules and expectations Careful partnerships Ensure resources are available to use. 	<ul style="list-style-type: none"> Pre-teaching of skills/processes Pictorial representations Use of iPads to film and record to help recall 	<ul style="list-style-type: none"> Careful groupings Specific rules Work on resilience Have next steps support with math processes easy to read and use.