



### New Milton Infant School Provision mapping 2026-2027

| IDENTIFIED AREA OF NEED                                                                                                                                                                                                                                 | HIGH-QUALITY INCLUSIVE TEACHING FOR ALL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ADDITIONAL INTERVENTIONS TO ACCELERATE PROGRESS AND SECURE AGE-RELATED EXPECTATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TARGETED AND PERSONALISED INTERVENTIONS FOR CHILDREN AT SEN SUPPORT OR WITH EHCPs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b></p> <p>Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder, Anxiety, Depression, Self-harming, substance misuse, Eating disorders, Physical symptoms</p> | <ul style="list-style-type: none"> <li>• QFT with differentiation</li> <li>• Dedicated and caring staff, trained in ACEs and positive behaviour support who value all children</li> <li>• Visual aids to support routines and expectations</li> <li>• Access to assessment for identification of significant needs</li> <li>• Home school links</li> <li>• Two meetings per year with parents plus formal report</li> <li>• Termly pupil progress meetings with SLT</li> <li>• School Aspirations</li> <li>• Whole school relationships and behaviour policy</li> <li>• Half termly attendance reports</li> <li>• Access to FACE workshops online funded by the school</li> </ul> | <ul style="list-style-type: none"> <li>• In class support for meeting behaviour goals</li> <li>• Primary Behaviour Support (PBS) anonymous consultation</li> <li>• Lunchtime support</li> <li>• ELSA</li> <li>• Pastoral support sessions</li> <li>• Family Support Worker support and intervention provided for parents and referrals made (Care for the Family, Parenting Puzzle, Early Help, NVR, School Nurse etc.)</li> <li>• RSP (Relationship Support Plan)</li> <li>• Sensory Circuits</li> <li>• Thrive assessments and sessions</li> <li>• Support received via the SEN helpline and recommendations followed</li> </ul> | <ul style="list-style-type: none"> <li>• Educational Psychologist referrals and consultations</li> <li>• On-going monitoring and regular feedback to parents and children (at least termly and including the Annual Review)</li> <li>• Individually targeted LSA support within class</li> <li>• Outreach support from PBS</li> <li>• In reach support from PBS</li> <li>• CAMHS/Owl Centre referral</li> <li>• School Nurse referral</li> <li>• Additional planning and arrangements for transition (TPAs)</li> <li>• Opportunities to have own learning space (bay) if appropriate</li> <li>• 'Now and Next' boards or other visuals</li> <li>• Individual timetables with personalised reward systems</li> <li>• ABCC charts implemented</li> <li>• Individual RSPs which are regularly reviewed</li> <li>• Personalised timetable</li> <li>• Nurture group</li> <li>• TALA (Therapeutic Active listening Assistant)</li> <li>• Boxall profiles</li> <li>• Personal daily Meet and Greet</li> <li>• Team around the child / family meetings</li> <li>• Thrive assessments and sessions</li> <li>• Access to learning in 'The Roost'</li> </ul> |
| Other:                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |