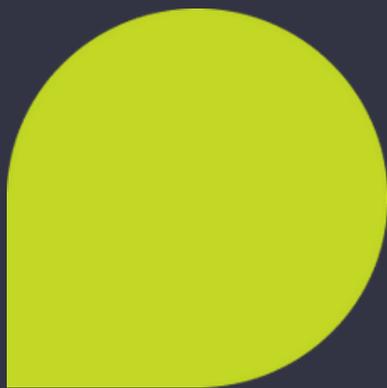




Provision Check Up

Your personalised report



Welcome!

Understanding Your Report

This report summarises the findings from your recent 30-minute consultation with a Mable education specialist.

It provides a high-level snapshot of your current provision in two key areas; **General Provision**, and **Speech and Language Therapy (SALT)**.

Each area has been RAG (**Red/Amber/Green**) - rated to help you quickly identify strengths, highlight gaps, and prioritise next steps.

Report Key:

Green

Fully Met / Embedded Practice

- Clear, consistent processes in place
- Impact is monitored and visible
- Practice is aligned with current Ofsted expectations

Amber

Partially Met / Emerging Practice

- Some elements in place but not consistent
- Limited impact evidence
- Plans to improve or develop further

Red

Not Met / Underdeveloped

- No clear strategy or provision in this area
- Staff unsure or untrained
- Not currently addressing this need



Result: **General Provision**

This section provides a review of the foundations of your SEND provision – including the systems, leadership, and classroom practices that shape the ways in which pupils with additional needs are identified, supported, and included.



Strategic Leadership & Planning

SEND is included in the school development plan, but strategic oversight is not consistently reviewed at SLT level. Improvement priorities could be more clearly defined and regularly monitored.



Identification & Intervention

Needs are identified through teacher concern rather than universal tools. Early years screening is inconsistent.



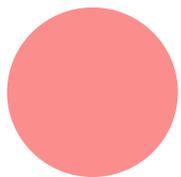
Teaching & Curriculum Adaptation

Adaptation varies widely across classes. No whole-school framework for inclusive teaching is in place.



Monitoring, Review & Pupil Voice

Progress tracking is in place, but pupil voice is not routinely gathered to inform support plans.



Staff Training & Capacity

SEND training is infrequent and staff confidence is low when supporting pupils with complex needs.



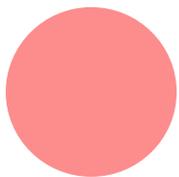
Parent & Carer Involvement

Parents are engaged early and regularly, with strong communication around reviews and next steps.

Result: **Speech and Language Therapy (SALT)**

This section focuses on how your school identifies, supports, and tracks pupils with speech, language and communication needs (SLCN) – from whole-class strategies to targeted intervention.

We've assessed your provision across four core areas based on national guidance and Ofsted's emphasis on communication as a key component of inclusion.



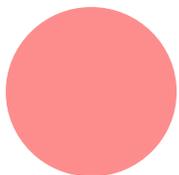
Identification & Screening

There is no structured screening process in place. Identification relies solely on informal teacher observations.



Classroom Strategies & Environment

Some classrooms use visual aids and language scaffolding, but this is not consistent or coordinated.



Intervention & Partnerships

Access to external SALT support is limited. No clear referral pathway or consistent intervention model exists.



Parent Engagement

Parents of pupils receiving SALT are regularly updated and encouraged to support at home.

Recommendations

Following on from your review, we've highlighted priority areas where further development could strengthen your whole-school provision.

These suggestions are designed to be practical and achievable, with the potential for significant impact on pupil outcomes and readiness for future inspection.

Structured screening

Early, consistent identification is the foundation of effective intervention. By spotting communication needs before they escalate, you can unlock support at the right time — helping children access learning, build confidence, and avoid long-term barriers that can affect wellbeing and achievement.

Whole-school approach

Provide practical CPD and tools for teachers to adapt lessons consistently for SEND pupils. Embedding a shared framework will support consistency across classrooms and year groups. This also helps reduce teacher workload by giving staff clarity and confidence around inclusive strategies.

Strengthen SALT provision

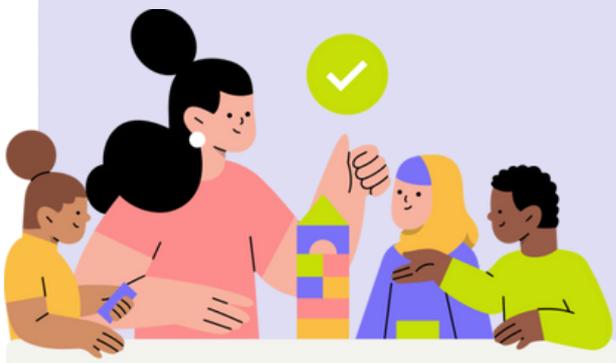
With limited access to local services, many schools use remote therapy for timely support. Look for providers with qualified therapists, progress tracking, and family communication. Services like Mable Therapy help close gaps and reduce pressure on staff and SENCOs.

Next Steps

We're Here to Help

If you'd like further support interpreting the report or action planning around any of the identified areas, our team is happy to help.

Whether you need additional guidance on specific recommendations, support in prioritising your next steps, or expert advice on how to address gaps in provision, we're committed to helping you achieve the best outcomes for your pupils.



At Mable, we're more than just a therapy provider, we're a partner in helping your students thrive emotionally, socially, and academically. Together, we can ensure that every pupil receives the support they need to succeed.

Turn Insights into Action



We're passionate about helping children and young people find their voice. If you have any questions about whether our service could work for your school please give us a call. We'd love to talk to you!

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