



Crich Junior School Provision Map



Broad Area of Need	Cognition and Learning			Social/emotional mental health	Sensory/physical	Communication & Interaction
Graduated Response/Wave	Literacy	Maths	Wider Curriculum			
Universal – Wave 1	Flexible Grouping	Flexible Grouping	Flexible Grouping	Access/support for pupils and staff from an in school highly trained mental health lead	Just dance/JSJ after transition	Bother box
	Chunking/small steps	Chunking/small steps	Chunking/small steps		Clutter free, neutral classroom	Mood tracker
	Scaffolding	Scaffolding	Scaffolding	Trauma-informed practitioners within the staff team	Minimise background noise	Widgit
	Access to word banks, writing frames including visuals etc.	Access to word banks, number lines etc.	Access to word banks, writing frames including visuals etc.	Five point scale	Seating arranged for best view/hearing of teacher and spoken information	Pupil Voice general and subject specific.
	Modelling	Modelling	Modelling	Follow a relational plan where needed	Use of clear and precise instruction, with visual or voice cues if needed.	Whole class PHSE lessons to develop social skills and expectations
	Clear language supported with visuals (where needed)	Clear language supported with visuals (where needed)	Clear language supported with visuals (where needed)	Check ins	Use of appropriate cues to deliver instructions/ information	Develop an awareness of autism and other neurodevelopmental differences as part of PSHE curriculum and school ethos.
	Access to alternative recording methods including:	Access to alternative recording methods including:	Access to alternative recording methods including:	Bother box	Use of technology to support e.g., instructions visually on iPad or recorded verbally.	Support to develop friendships, e.g. buddies reading and friendship.
	Scribe	Scribe	Scribe	Mood tracker	Staff to follow guidance of hearing, sight or MSI maintenance and/or use of equipment.	Explicit teaching of emotional understanding and regulation via Zones of Regulation
	Microsoft Lens	Microsoft Lens	Microsoft Lens	Widgit to identify emotions/feelings	Sensory audits carried out.	Use of clear expectations using positive language, e.g., what to do rather than what not to do
	Text to Speech	Text to Speech	Text to Speech	Dragonfly club		Avoid the use of sarcasm, metaphors or idioms.
	Dyslexia friendly font, pastel background	Dyslexia friendly font, pastel background	Dyslexia friendly font, pastel background	Buddy system		
	Use of technology	Use of technology	Use of technology	Pupil Voice general and subject specific.		
	Word Processing	Use of concrete/pictorial resources	Word Processing	Anti-bullying strategy and restorative approach for unsafe behaviours		
	Daily Reading with an adult		Use of concrete/pictorial resources	Reward system that promotes appropriate behaviours and applied fairly		
	Knowledge organisers	Knowledge organisers	Knowledge organisers			



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	WAGOLL's Systematic Synthetic Phonics Programme Multi-sensory approach	Multi-sensory approach	Multi-sensory approach	Explicit teaching of clear rules and routines which are followed consistently. Whole class PHSE lessons to develop social skills Develop an awareness of autism and other neurodevelopmental differences as part of PSHE curriculum and school ethos. Support to develop friendships, e.g. buddies reading and friendship. Whole school approach to wellbeing Promotion of positive relationships modelled by adults Explicitly teach SEMH needs and strategies via our Personal, Social, Health Education curriculum After school extra-curricular activities to encourage personal development Attendance monitored and EBSA trained staff available to support pupils and families. Clear language supported with visuals (where needed)	Keep instructions simple e.g., provide instructions one step at a time Pre-warn about change both verbally and visually. Clearly taught routines Model good listening and attention skills Clear visual timetables Use of 'Now' and Next' boards Promote a positive communication friendly environment including use of gesture, signs and objects for reference. Using visual cues such as objects, photographs or pictures to show the routine of the setting Equipment labelled with pictures or symbols throughout the school. Alleviate time pressure when waiting for a response or allow pupil to know you will come back for a response or give them the questions beforehand Communicate lesson objectives before teaching.
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				Visual timetable and inform of changes where possible.		Flexible grouping to promote communication. Use of considered language clear and concise Consistent use of language by all adults Clear steps, clear and in order. Use of visual cues to support verbal information. Flexible use of staffing and resources Adults model good communication e.g., wait and give time, maintain eye contact, speak in a calm manner, don't guess or fill in/speak for pupils Allow processing time. Alternative methods to record work including technology Explicitly teach key vocabulary especially new or unfamiliar vocab. Display subject specific and new vocabulary in words and pictures Partner talk so children can rehearse oral. Use of pupil's name before instructions
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Targeted Support -Wave 2	Small group work area/1:1 support	Small group work area/1:1 support	Small group work area/1:1 support	Enhanced communication with parents/carers e.g., daily conversations/email or home school diary	Sensory breaks	Use of a personalised visual timetable and/or now and next board.
	Pre/post teach	Pre/post teach	Pre/post teach		Personalised sensory audit	Use of task or instruction planner to encourage independence
	Regular check ins	Regular check ins	Regular check ins	Small group and 1:1 support	Consultation with external agencies	Use of technology to record instruction and can slow down the speed etc
	Literacy interventions including:	Maths's interventions including:	Extra time	Interventions to teach strategies such as Starving the Anxiety Gremlin, Anger Gremlin or Five-point scale etc	Access to the curriculum which has been adapted to meet vision needs e.g. electronic, enlarged or tactile resources	Use both visual and verbal instructions.
	Handwriting Harts for Learning Island Adventures Phonics catch up Spelling Reading fluency and/or comprehension Dance Mat Typing Minute a day Whole word reading Dictation Envelopes Colourful Semantics Alphabet Arc SNIP Precision teach	Number formation Number bonds Precision teach TTRS Hit the Button Minute a day	Classroom adaptation as required such as: Wobble cushions Chair bands Manipulatives Coloured overlay Use of pen Pencil grips Ear defenders	Access to safe space	Seek and use advice and strategies from the appropriate qualified specialists.	Personalised key vocabulary with visuals
			Brain breaks	Time out card		
				Lunchtime club	Access to a quiet area	Interventions delivered by trained staff to encourage communication.
		Extra time	Wigit	Early Help Assessment (if needed)	Extra time to carry out some classroom tasks and access to regular rest breaks, to avoid fatigue	Social Stories, Lego Therapy adult to model positive behaviours and explicitly teach positive interactions.
		Classroom adaptation as required such as: Wobble cushions Chair bands Manipulatives Coloured overlay		Key person appointed to check in/provide support	Involvement of a Teacher of the Deaf for one-off or occasional assessment advice, training	Interventions to teach strategies such as Starving the Anxiety Gremlin, Anger Gremlin or Zones of Regulation.
	Extra time	Chair bands Manipulatives Coloured overlay		Provide alternative workspace.	Intervention for the development of listening, language or communication skills	Encourage physical feelings to emotions via visual aids to teach an emotional vocabulary using emotional thermometers
	Classroom adaptation as required such as: Wobble cushions Chair bands Manipulatives Coloured overlay Use of pen Pencil grips Ear defenders	Use of pen Pencil grips Ear defenders		Life skills intervention (inc. safety awareness)	Small group or 1:1 teaching	
		Brain breaks			Access to a quiet area	
	Brain breaks	Minute a day			Additional time for processing information or responding to a question	Allow pupils to share their views



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					Listening breaks Cueing a pupil in to who is talking or if there is a change in topic Access to additional written resource materials to support visual presentations, e.g., summaries or transcripts of DVDs; use of subtitles, own copy of PowerPoint presentation Pre-teaching of subject-based concepts/vocabulary Support to join access extracurricular activities and the wider school community Access arrangements for exams where necessary Learning materials presented in an accessible format.	
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Specialist Support – Wave 3 <i>highly structured and individualised learning programme. Advice sought from specialist services where expected progress is not made – parental consent must be given before involving outside agencies.</i>	Referral to Targeted and Specialist Support Outside agencies SALT, OT etc. Highly personalised learning programme delivered by trained staff for example Whole word approach e.g action words Wigit SNIP Precision teach of HFW Rosser Speedo SOS Hi-lo books Tracking Activities Alternative recording of work e.g book creator, wigit writer, touch typing etc Promote independent learning skills (establishing a routine, teaching organisation, use of checklists and task-board problem solving) Consider EHC referral	Referral to Targeted and Specialist Support Outside agencies SALT, OT etc. Highly personalised learning programme delivered by trained staff for example Number recognition Rosser Speedo Number formation Number bonds intervention Times table intervention Promote independent learning skills (establishing a routine, teaching organisation, use of checklists and task-board problem solving) Consider EHC referral	Referral to Targeted and Specialist Support Outside agencies SALT, OT etc. Highly personalised learning programme delivered by trained staff Promote independent learning skills (establishing a routine, teaching organisation, use of checklists and task-board problem solving) Consider EHC referral	Referral to Targeted and Specialist Support Outside agencies CAMHS etc. Key adult to build a trusting relationship which is planned into timetable to spend with key adult Timetabled daily support with a key adult focused on the particular needs of the child e.g., to explore feelings of anger/worry Adapt the social environment to avoid triggers and reduce stress Emphasis on social emotional learning as a priority Regular observations of displayed behaviour to look for patterns and triggers, considering environmental factors such as time of day, lesson, staff, peers, room etc Measure effectiveness of interventions (e.g., through Boxall Profile, AET progression framework etc) Personalised provision, small group and/or 1:1 Access to alternative workspaces, e.g., nurture	Referral to Targeted and Specialist Support Outside agencies VI, HI, OT, MSI, OT etc. Access to curriculum which has been significantly adapted to meet need Access to a communication approach highly tailored to individual need Frequent access to a quiet area for specialist teaching and rest breaks Additional time to carry out normal classroom tasks and activities with adult support Significant additional support to ensure safe movement around school. Specialised Support Strategies in Vision Impairment and Hearing Impairment. Higher level of adult support/intervention in order to follow classroom routines and learning. Highly personalised approach with personalised	Referral to Targeted and Specialist Support Outside agencies SALT, OT etc. Highly personalised learning programme delivered by trained staff Further access to technologies and specialist equipment. Access to alternative strategies such as Makaton, electronic aides and communication books. Support during free time e.g., adult modelling and/or leading playground games. Targeted teaching in small groups or 1:1 by school staff, such as specific individualised and explicit vocabulary teaching, specific individualised language structure teaching e.g., colourful semantics Attention Autism sessions Use of a distraction free work area either in class or outside of the classroom Provide access to a safe space.
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				base and individual workstation Risk assessment Consider EHC referral	interventions and support. Regular input from a hearing impairment teacher Individualised programmes and interventions to support learning Sign support (BSL, SSE) from a qualified signer TA support, e.g., notetaker Pre- and post- teaching support Additional access arrangements for recorded materials, AV, homework and online resources (whiteboard, MFL, music, film, etc) Resources adapted to meet vision needs such as Braille, tactile, enlarged resources Additional pre- and post-teaching support Visits from the QTVI Additional support to ensure safe movement around school. Inclusive PE activities to ensure the safe inclusion of the young person.	Sensory audit of the space and adapt areas of school according to the pupil's needs Flexible approach to the curriculum and/or creation of an individualised curriculum where appropriate tailored to child's need Consider EHC referral
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