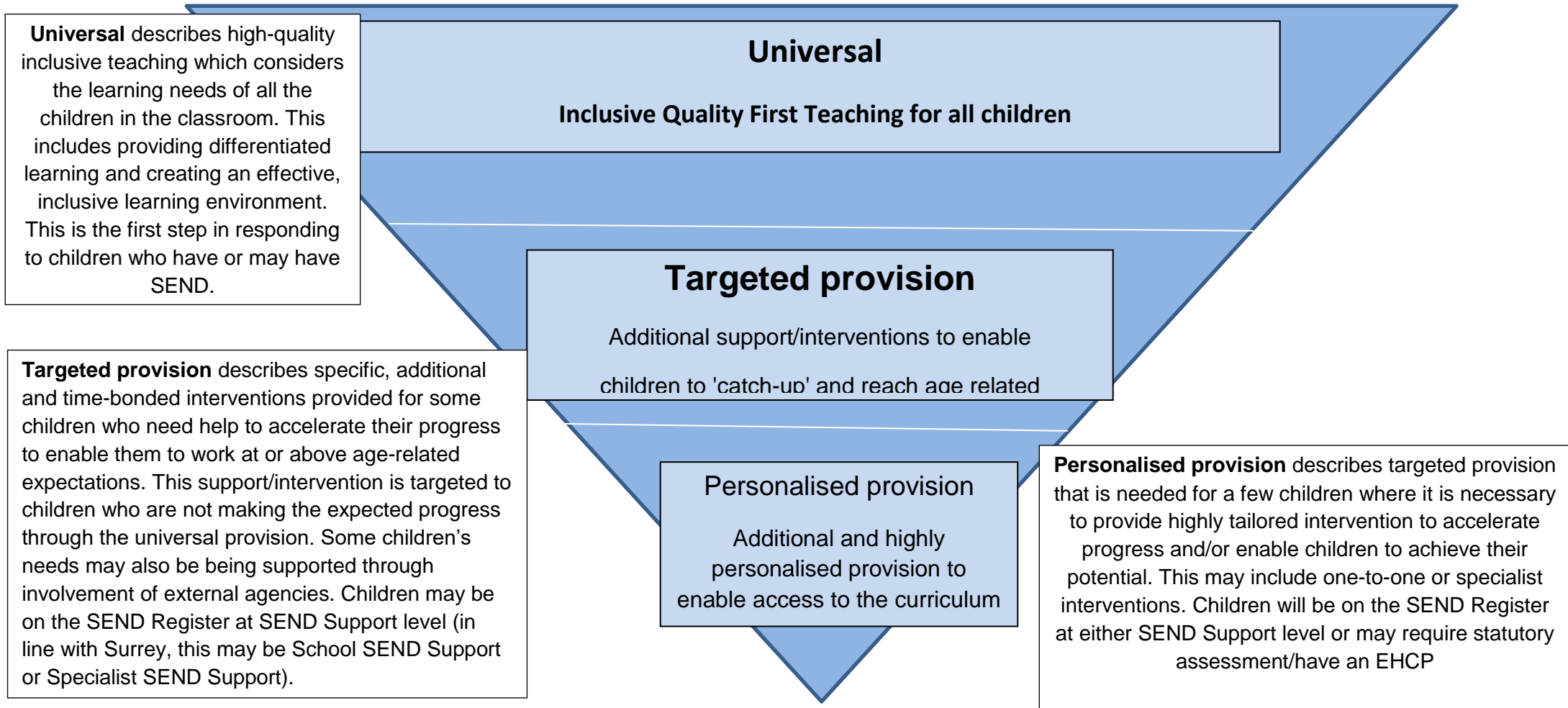


CRJS Provision Map by Areas of Need 2024-2025

This Provision Map outlines a range of support that some of the children in our school may require during the school year, though this may be adjusted to cater for changing needs and it is provided subject to budgetary constraints. The Provision Map is split into the four categories of need as outlined in the Code of Practice 2014 (Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, Sensory & Physical). It follows a graduated response approach, in line with the Surrey Profile of Need.



This version of the Provision Map is correct as from September 2024 and may be subject to change. It will be reviewed annually.

Universal High-Quality Teaching for ALL children	
<p>Cognition and learning Mastery maths teaching. Jane Considine approach to writing. Learning walls for maths, writing and science to track learning journey. Use of materials/ resources, i.e. base 10, multilink, dictionaries, thesaurus, topic linked books etc. Flexible groupings. Target and guided groups, including 1:1. Looking and thinking – watching. Colour-banded reading scheme in Y3 and 4. Visuals – demonstrations. Learning adapted for different styles. Pupil-led/ adapted learning. Learning objectives displayed clearly. Key vocabulary and jottings displayed on slides & flipcharts. Technical words with explanation displayed, i.e. mathematical, scientific and grammar vocabulary. Use of Interactive Whiteboard - class teachers/ TAs and pupils model writing and methods. Story maps. Visual timetables displayed for all to access. Children aware of their targets Specific strategies employed to cater for different ways of learning. First hand experiences. Learning relevant and related to real life.</p>	<p>Speech, Language and Communication Pupil Parliament comprising of 3 Councils: Eco, Well-Being & Learning. Peer and self-reflection – use of Success Criteria for all work. Established routines. Talk partners – think, pair, share; drama and role play; drama, hot seating, Decision Alley and envoying. Labels in classroom to show resources. Subject related vocabulary and explanations displayed on learning walls. Success criteria displayed White boards for whole class answering questions Use of modelling and children copying patterns and ideas Demonstration of instructions Working with partners/ understanding groups Groups for trips chosen carefully Peer mediation Secondary school transition sessions Sessions to support transition between year groups PSHEC/ Circle Time Trick Box Zones of Regulation. Risk assessments carried out for educational trips. Playground/ classroom/ trips – individual and general Awareness of the environment and equipment being used Strong lesson structure.</p>

<p>Individual whiteboards/ thinking pages in English books for sharing and jotting ideas and for pre-writing to encourage checking of punctuation, sentence structure and spelling.</p> <p>Class and homework adapted i.e. choices on worksheets, extra challenge</p> <p>Prior knowledge is considered and planned for in all subjects so that tasks are differentiated across and within classes.</p> <p>Use of range of working groups – mixed ability, partner and individual learning.</p> <p>Consistent marking strategies.</p>	<p>Forest School.</p>
<p>Social, Mental and Emotional Health</p> <p>School behaviour policy upheld consistently.</p> <p>School's 3 values – positivity, belonging and respect</p> <p>Classroom agreements and behaviour expectations applied consistently.</p> <p>Clear rewards and sanctions.</p> <p>Buddies Y3 & Y5.</p> <p>Set routines with instruments and equipment in all lessons and classes.</p> <p>Set lesson structure where the aims and objectives of the learning are made clear at the beginning of the lesson.</p> <p>Carpet spaces / seating plan</p> <p>Children all sitting facing teacher and IWB</p> <p>Clear expectations of use of space and instruments</p> <p>Leader in Me and Trick Box emotional management and personal development programme.</p> <p>Use of Zones of Regulation language in all year groups</p> <p>Restorative approaches to behaviour management</p> <p>Class rewards – stickers and table points. Rewards for class and individuals.</p> <p>Praise systems</p> <p>Positive verbal encouragement.</p> <p>ELSA Drop-in Sessions.</p> <p>Worry Box: one in lower school, one in upper school.</p> <p>Mindfulness activities built into curriculum.</p> <p>Celebration assembly</p> <p>Class assembly.</p>	<p>Physical/ Sensory</p> <p>Movement breaks/ brain gym, e.g. Go Noodle, Super Movers and Koo Koo Kangaroo.</p> <p>Adaptation of resources. Variety of practical equipment</p> <p>Adapt skills and equipment to fit child's ability</p> <p>Left-handed scissors</p> <p>"Actions" to aid learning and memory</p> <p>Maths resources – Diennes, number lines, cubes, counters etc.</p> <p>Teach through use of all senses – video, sound, music, smells. Learning through playing and doing</p> <p>Educational visits – topic or PSHE-based</p> <p>Use of outdoor environment for all subjects. E.g. trim trail, pond area etc.</p> <p>Forest School activities and lessons.</p> <p>Hearing impaired pupils placed appropriately in classroom</p> <p>Pupils can move closer to board if needed</p> <p>Active "Get up and go" sessions</p> <p>Individual seating plans to support learning</p> <p>Visual timetables</p> <p>Music and singing</p> <p>Creative, hands-on activities</p> <p>Touch typing opportunities</p> <p>Opportunities to play different instruments</p> <p>Time given to explore sounds, create music</p> <p>Physical interpretations of music/ musical elements</p>

<p>PSHE Curriculum. Forest School – Zones of Regulation check-ins, reflection time, teamwork.</p>	<p>Opportunities to demonstrate learning regularly. Pupils given chance to demonstrate their achievements Include appropriate equipment. Carpet spaces / table plan OPAL Play Active breaks, e.g. Mile A Day, skipping. Forest School.</p>
<p>Targeted Provision Catch up/additional provision for some children</p>	
<p>Cognition and learning Individual visual timetable. Intervention groups to support development of understanding in phonological awareness, phonics, spelling strategies, reading comprehension, sentence structure and number, e.g. Literacy for All. Working Memory activities to develop strategies in improving/ developing memory skills. Talking tins/ sound buttons. Stem sentences – building to full sentences. Phonics-based reading scheme – Collins Talisman, Totem and Alba readers. Task boards and now/ next boards. Task list tick sheet. Word mats. Repetition of key words. Reminder cards/ checklists. Key vocabulary printed and displayed for groups and individuals. Built in time for processing and planning. Pre-learning or recapping of vocabulary for individuals or small groups. Personalised independent learning folders. Different font and background colour for handouts and IWB screen for pupils with dyslexia.</p>	<p>Speech, Language and Communication Social skills - ELSA drop-in lunch time groups Use of emotion line scale for pupils finding it difficult to express feelings. Friendly group. ELSA sessions. Social stories. Different colours used on Interactive White Board to highlight vocabulary and different types of words. Also different coloured backgrounds used to support learners with dyslexia. Small group secondary school transition sessions. Place pupils close when giving instructions and monitor closely. Print lesson slides for annotation. Print homework instructions. Vooks/ Duolingo for EAL pupils Pre-recorded stories (YouTube) – EAL Pupils.</p>
<p>Social, Mental and Emotional Health Social stories Classroom and reward systems adapted for specific pupils with SEN – work stations, arranged time-out and reward times. Small group secondary school transition sessions</p>	<p>Physical/ Sensory Ear defenders. Fiddle toys. Movement breaks. All to support focus. Seating arrangements adjusted to needs, i.e. cushions, stools, special chairs, use of Thera bands. Individual visual timetables. Individual touch typing sessions.</p>

<p>Group activities to develop social skills. ELSA support groups tackling issues such as anxiety, friendships, self-esteem etc. Emotion Coaching. Trick Box Lego therapy. Lockers carefully selected.</p>	<p>Different colours used on Interactive White Board to highlight vocabulary and different types of words. Also, different coloured backgrounds used to support learners with dyslexia. Laptops for long writes. Timers. Movement breaks.</p>
<p>Personalised Provision High level of personalised provision for few children</p>	
<p>Cognition and learning Individual visual timetable provided for SEN pupils. Individual timetable to enable access to the wider curriculum – tasks broken down into small steps Intervention groups to support development of understanding in phonological awareness, phonics, spelling strategies, reading comprehension, sentence structure and number. 1:1 precision teaching of number skills and harder to read and spell words. Key vocabulary displayed, printed and laminated for groups and individuals. Pre-learning or recapping of vocabulary for individuals or small groups. Pre-teaching to avoid or overcome misconceptions for individuals or small groups Task boards and now/ next boards. Word mats. Coloured overlays to assist reading and coloured paper for writing tasks Work stations set up with all the resources in one place for an individual child. Checklists to aid organisation in completing tasks. Reminders of how to set out work. Home/school books.</p>	<p>Speech, Language and Communication Social skills lunch time groups. Use of social stories Use of emotion line scale for pupils finding it difficult to express feelings. Friendly group Different colours used on Interactive White Board to highlight vocabulary and different types of words. Small group secondary school transition sessions. Individual or small group transition sessions from KS1 to KS2. Individual transition session when transferring between year groups Place pupils close when giving instructions and monitor closely. Individualised SALT programmes designed by speech therapist. Individualised OT programmes designed by occupational therapist. Risk assessments for individual pupils for educational trips. ELKAN trained TA works with pupils identified as having Speech and Language needs. Colourful Semantics.</p>
<p>Social, Mental and Emotional Health Classroom and reward systems adapted for specific pupils with SEN – work stations, arranged time-out and reward times. Use of social stories and comic strip conversations. Home/school books.</p>	<p>Physical/ Sensory Ear defenders. Fiddle toys Seating arrangements adjusted to needs, i.e. cushions, stools, special chairs, Thera bands etc.</p>

<p>Adult supervised break times to foster positive friendship skills.</p> <p>Small group secondary school transition sessions.</p> <p>Individual transition session when transferring between year groups.</p> <p>Safe spaces for self-regulation.</p> <p>ELSA group and individual interventions supporting pupils with areas of need such as anxiety, attachment disorder, self-esteem issues. Board games groups to develop social skills.</p> <p>Rainbow Club for pupils diagnosed ASD.</p> <p>Understanding anger sessions. Emotion Coaching. Zones of Regulation visuals</p> <p>Individual colour-coded timetables to support pupils with ASD/ anxiety.</p> <p>Activities employed to calm anger, e.g. puzzles and mazes, paper shredding and bubble wrap popping etc.</p>	<p>Writing slopes.</p> <p>Individualised OT programme designed by occupational therapist.</p> <p>Individual visual timetables. Individual touch typing sessions.</p> <p>“Safe” spaces agreed for pupils with specified special needs, i.e. ADHD, ASD etc.</p> <p>“Move to Learn” OT programme.</p> <p>Movement breaks.</p> <p>Use of Occupational Therapy school pack to support pupils with physical or sensory issues, i.e. handwriting exercises to strengthen arm and hand muscles for fine motor control.</p> <p>Intimate care.</p> <p>Healthy snacks to eat at agreed times.</p>
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