

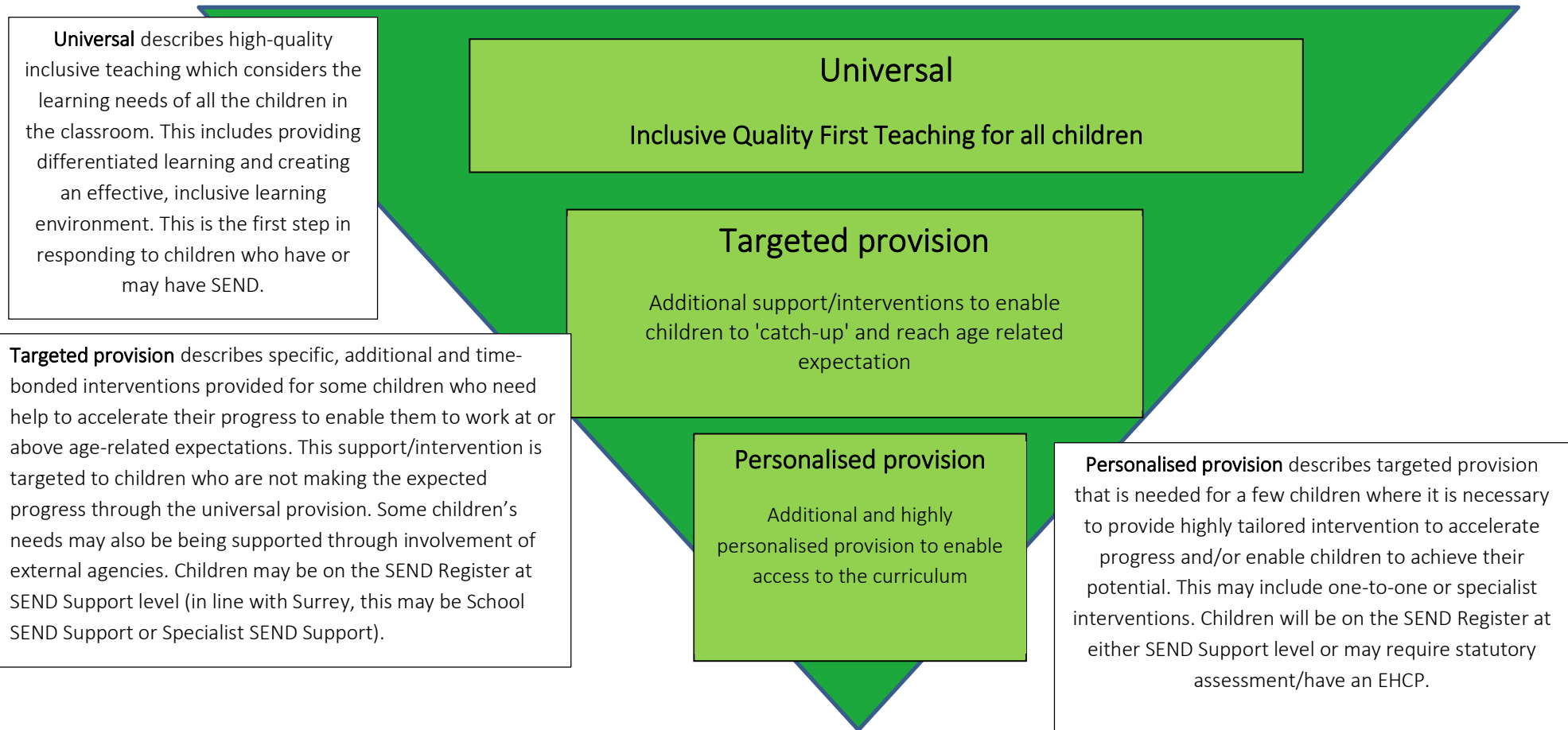


Crawley Ridge Infant School Whole School Provision Map 2024-25



CRIS Provision Map of Areas of Need 2024-25

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.



WAVES OF INTERVENTION



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

| Pupils | Cognition + Learning | Speech Language & Communication | Sensory + Physical | Social emotional and Mental Health |
|------------------|--|--|---|---|
| Universal | <p>High quality teaching and learning</p> <p>Word mats/Sound mats</p> <p>Voice recorders</p> <p>TA support in class (small group)</p> <p>Differentiated phonic groups across the year</p> <p>Differentiated reading groups within the class</p> <p>Objectives and success criteria</p> <p>Self-assessment</p> <p>Next steps</p> <p>Outdoor learning</p> <p>Practical resources – e.g. Numicon</p> <p>Appropriate supportive displays</p> <p>Visual timetable</p> <p>Challenge</p> <p>Reward systems</p> <p>Child initiated learning</p> <p>Oral/written feedback</p> <p>Home learning opportunities</p> <p>Learning walls for maths, writing and science to track learning journey.</p> <p>Flexible groupings. Target and guided groups, including 1:1.</p> <p>Looking and thinking – watching.</p> <p>Colour-banded reading scheme in.</p> <p>Visuals – demonstrations.</p> | <p>High quality teaching and learning</p> <p>Working partners</p> <p>Talking time</p> <p>Circle time</p> <p>Group discussions</p> <p>Class discussions</p> <p>Talk partners</p> <p>Sharing good work</p> <p>Christmas play</p> <p>Phonics program (ELS)</p> <p>Outdoor learning</p> <p>Role play</p> <p>Vocabulary lists to support topic</p> <p>Rewards</p> <p>Simplifying instructions</p> <p>Visual support</p> <p>Voice recording equipment</p> <p>Outdoor learning</p> <p>Use of ICT</p> <p>Pupil Parliament?</p> <p>Labels in classroom to show resources. Subject related vocabulary and explanations displayed on learning walls.</p> <p>Use of modelling and children copying patterns and ideas</p> <p>Demonstration of instructions</p> | <p>High quality teaching and learning</p> <p>Multi-sensory teaching</p> <p>Pencil grips, triangular pencils</p> <p>Seating plans carpet spaces,</p> <p>Resources matched to ability (eg mag letters/boards/PE lessons etc)</p> <p>Outdoor learning</p> <p>Access to school nurse</p> <p>Time out</p> <p>Appropriately sized resources e.g. furniture and pencils</p> <p>Opportunity for movement breaks.</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 –number lines, cubes, counters etc.</p> <p>Teach through use of all senses – video, sound, music, smells. Learning through playing and doing</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>High quality teaching and learning</p> <p>PSHE curriculum - SCARF</p> <p>Visual behaviour reinforcement – eg acorn tree, marble jar</p> <p>Planned groups</p> <p>Carpet time seating</p> <p>Rules displayed</p> <p>Classroom rules ready, respectful, safe</p> <p>Class rewards</p> <p>Positive praise</p> <p>Transition support</p> <p>Assemblies</p> <p>Time out</p> <p>Circle time</p> <p>School behaviour policy upheld consistently.</p> <p>School’s values –</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>Clear expectations of use of space and instruments</p> <p>Trick Box emotional management and personal development programme.</p> <p>Celebration assembly</p> |

WAVES OF INTERVENTION



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| | <p>Learning adapted for different styles. Pupil-led/ adapted learning.</p> <p>Learning objectives displayed clearly.</p> <p>Key vocabulary and jottings displayed on slides & flipcharts.</p> <p>Technical words with explanation displayed, i.e. mathematical, scientific and grammar vocabulary.</p> <p>Use of Interactive Whiteboard - class teachers/ TAs and pupils model. writing and methods.</p> <p>Story maps.</p> <p>Visual timetables displayed for all to access.</p> <p>Children aware of their targets</p> <p>Specific strategies employed to cater for different ways of learning.</p> | <p>Sessions to support transition between year groups</p> <p>Trick Box</p> <p>Colour Monster.</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>Opportunities to play different instruments</p> <p>Time given to explore sounds, create music</p> <p>Physical interpretations of music/ musical elements</p> <p>Opportunities to demonstrate learning regularly. Pupils given chance to demonstrate their achievements</p> <p>Include appropriate equipment.</p> | <p>Class assembly.</p> |
| <p>Targeted Provision</p> | <p>Voice recorders</p> <p>Additional maths support</p> <p>Small group phonics and reading</p> <p>Reading schemes (eg Floppy’s phonics/PM readers, Rising Stars, ELS)</p> <p>Task board</p> <p>Phonological awareness program</p> <p>Additional literacy support</p> <p>Additional maths support</p> <p>Effective use of TA</p> <p>Year 2 Maths Intervention</p> <p>Pre-teaching e.g. a concept or specific vocabulary</p> <p>Individual visual timetable.</p> <p>Literacy for All.</p> <p>Talking tins/ sound buttons.</p> | <p>Additional small group support</p> <p>Voice recording equipment</p> <p>Clear instructions</p> <p>Effective use of TA support</p> <p>Speech and language development intervention</p> <p>Colourful semantics</p> <p>Social skills</p> <p>Use of emotion line scale for pupils finding it difficult to express feelings.</p> <p>Nurture Hub.</p> <p>ELSA sessions.</p> <p>Social stories.</p> | <p>Fine motor intervention groups – e.g. Tweezers, play dough</p> <p>Left handed pencil or scissors</p> <p>Special pencil grips</p> <p>Time out</p> <p>Gross motor intervention</p> <p>Ear defenders. Fiddle toys. Movement breaks. All to support focus.</p> <p>Seating arrangements adjusted to needs, i.e. cushions, stools, special chairs, use of Thera bands.</p> <p>Individual visual timetables.</p> <p>Timers.</p> <p>Movement breaks.</p> | <p>Time out</p> <p>Visual timetable</p> <p>Task boards</p> <p>CAMHS advice line</p> <p>Positive touch</p> <p>ELSA – group work</p> <p>Social stories</p> <p>Transition support</p> <p>Individual behaviour charts and reward systems</p> <p>Simplified/clear instructions</p> <p>Targets</p> <p>Zones of Regulation</p> <p>Work stations, arranged time-out and reward times.</p> <p>Group activities to develop social skills.</p> |

WAVES OF INTERVENTION



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| | <p>Task boards and now/ next boards. Task list tick sheet.</p> <p>Word mats. Repetition of key words.</p> <p>Reminder cards/ checklists.</p> <p>Key vocabulary printed and displayed for groups and individuals.</p> <p>Built in time for processing and planning.</p> <p>Pre-learning or recapping of vocabulary for individuals or small groups.</p> | | | <p>ELSA support groups tackling issues such as anxiety, friendships, self-esteem etc.</p> <p>Emotion Coaching.</p> <p>Trick Box</p> <p>Lego therapy.</p> |
| <p>Personalised Provision</p> | <p>1:1 phonics/reading sessions</p> <p>Individual work stations</p> <p>STIPS – referral</p> <p>Precision teaching</p> <p>writing/spelling/phonics/reading</p> <p>Coloured overlays</p> <p>Educational psychologist support</p> <p>Speech therapy support</p> <p>Colourful semantics program</p> <p>Visual and auditory discrimination resources</p> <p>Individual visual timetable provided for SEN pupils.</p> <p>Individual timetable to enable access to the wider curriculum – tasks broken down into small steps</p> <p>Intervention groups to support development of understanding in phonological awareness, phonics, spelling strategies, reading comprehension, sentence structure and number.</p> <p>Pre-learning or recapping of vocabulary for individuals or small groups.</p> | <p>1:1 interaction</p> <p>EAL support</p> <p>Sensory support</p> <p>ELSA</p> <p>STIPS– referral</p> <p>PECS</p> <p>REMA support</p> <p>Speech and language therapy</p> <p>Social skills groups. Use of social stories</p> <p>Use of emotion line scale for pupils finding it difficult to express feelings.</p> <p>Individual transition session when transferring between year groups</p> <p>Place pupils close when giving instructions and monitor closely.</p> <p>Individualised SALT programmes designed by speech therapist.</p> <p>Individualised OT programmes designed by occupational therapist.</p> <p>Risk assessments for individual pupils for educational trips.</p> <p>Colourful Semantics.</p> | <p>Fiddle toys - OT</p> <p>Fidget cushion – OT</p> <p>Therabands</p> <p>Individual work station</p> <p>Coloured overlays</p> <p>Hearing/visually impaired children placed appropriately during group and whole class sessions</p> <p>Hearing support</p> <p>Referral to Occupational therapist</p> <p>Sensory cushions</p> <p>Sensory toys appropriate for chewing, fiddling</p> <p>Ear defenders.</p> <p>Individualised OT programme designed by occupational therapist.</p> <p>Individual visual timetables.</p> <p>“Safe” spaces agreed for pupils with specified special needs, i.e. ADHD, ASD etc.</p> <p>Movement breaks.</p> <p>Use of Occupational Therapy school pack to support pupils with physical or sensory issues, i.e. handwriting</p> | <p>Work stations</p> <p>ELSA – lego therapy, talk for drawing</p> <p>1:1 support</p> <p>STIPS – referral</p> <p>Educational Psychologist support</p> <p>Time out of classroom – adapted timetable</p> <p>Individual reward charts</p> <p>Parent support</p> <p>CAMHS referral</p> <p>Staff who have been trained in Positive touch</p> <p>Social stories</p> <p>Educational psychologist support</p> <p>Individual or small group transition sessions from KS1 to KS2.</p> <p>Use of social stories and comic strip conversations. Home/school books.</p> <p>Adult supervised break times to foster positive friendship skills.</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</p> |

WAVES OF INTERVENTION



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| | <p>Pre-teaching to avoid or overcome misconceptions for individuals or small groups Task boards and now/ next boards. Word mats. Checklists to aid organisation in completing tasks.</p> | | <p>exercises to strengthen arm and hand muscles for fine motor control. Intimate care. Healthy snacks to eat at agreed times.</p> | <p>as anxiety, attachment disorder, self-esteem issues. Understanding anger sessions. Emotion Coaching. Zones of Regulation visuals Activities employed to calm anger, e.g. puzzles and mazes, paper shredding and bubble wrap popping etc.</p> |
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