



St John's Church of England Academy  
Whole School Provision Map – Four Areas



Provision Map: Social, Emotional and Mental Health  
Anxiety, depression, attachment disorder and ADHD / ADD

All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Consistent approach by adults</li> <li>• Learning partners</li> <li>• RHE and RSE (RSHE) Curriculum</li> <li>• School values and learning forum</li> <li>• Staff trained in safeguarding</li> <li>• Reward system including house points, golden ticket, marble jar</li> <li>• Pre-registration soft start to the day (08:45 - 08:55 arrival)</li> <li>• Brain breaks</li> <li>• Monitoring of incidents (CPOMS)</li> <li>• Worry Monster/feelings box</li> <li>• Time to reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Social/Nurture Group</li> <li>• Alternative soft start activities</li> <li>• Playground monitoring</li> <li>• Buddy system</li> <li>• Bespoke home/school communication system</li> <li>• Organisational reminders</li> <li>• Allocated seating</li> <li>• Additional movement/sensory breaks</li> <li>• Zones of Regulation</li> <li>• Differentiation of expectations</li> <li>• Lunchtime club</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory resources/</li> <li>• Access to quieter areas in class</li> <li>• Person centred tools</li> <li>• Key adult</li> <li>• 1:1 Zones of Regulation work</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Individual timetable</li> <li>• Risk assessment</li> <li>• Reduced timetable</li> <li>• External support including: School nursing service, CAMHS, School Counselling Service, MHST, SEMH+L</li> </ul>



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Provision Map: Sensory and Physical Needs Visual impairments, hearing impairments, physical disabilities and sensory disorders		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Regular handwriting practice</li> <li>• Regular fine motor activities (KS1)</li> <li>• Pencils and scissors tailored to their needs (left or right-handed, disability)</li> <li>• Brain breaks</li> <li>• Opportunities for outdoor learning</li> <li>• Broad PE Curriculum</li> <li>• Suitable seating position in class</li> <li>• Varied background colours on whiteboard</li> <li>• Time to reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills intervention</li> <li>• Additional gross motor skills activities</li> <li>• Support during PE</li> <li>• Wobble cushion</li> <li>• Pencil grip, triangular pencil, pencil with grooves</li> <li>• Writing slope</li> <li>• Ear defenders</li> <li>• Fiddle toys</li> <li>• Additional movement/sensory breaks</li> <li>• Access to a quiet area</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment</li> <li>• Weighted blanket</li> <li>• Resistance band</li> <li>• Sensory resources</li> <li>• Access to quieter areas in class</li> <li>• 1:1 support for PE</li> <li>• Enlarged/adapted texts</li> <li>• Risk assessment</li> <li>• Support from outside agencies e.g. OT</li> <li>• Programme of support planned by outside agency (delivered by school staff)</li> <li>• Emergency evacuation plan</li> </ul>



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Provision Map: Communication and Interaction  
SLCN and ASD (social use of language)

All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Talking partners / group work</li> <li>• Modelling</li> <li>• Clear class expectations (how to communicate)</li> <li>• Structured routines</li> <li>• Visual Timetables</li> <li>• Teachers communicate appropriately to all pupils (differentiate as necessary)</li> <li>• Marking relevant to pupils</li> <li>• Shine Time for misconceptions, rehearsal, pre-teach and challenge</li> <li>• Varied background colours on whiteboard</li> <li>• Teacher modelling tasks / written outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Social group</li> <li>• Speaking and Listening intervention</li> <li>• Playground support/monitoring</li> <li>• Buddy system</li> <li>• Organisational reminders</li> <li>• Pre-teaching - vocabulary/concepts</li> <li>• Visual prompts</li> <li>• Communication cue cards</li> </ul>	<ul style="list-style-type: none"> <li>• Now and Next board</li> <li>• Time out card</li> <li>• Choice to work independently or with partner / in a group</li> <li>• Mind mapping</li> <li>• Visual coding</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Lego Building (Therapy) Club</li> <li>• Support from outside agencies including, SALT, SEMH+L, CCT advisory teacher</li> <li>• Programme of support planned by outside agency (provided by school staff)</li> <li>• Personal Education Plans</li> </ul>



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Provision Map: Cognition and Learning

General Learning Difficulties / SpLD Specific Learning Difficulty e.g. dyslexia

All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> <li>• Broad and balanced curriculum</li> <li>• Quality First Teaching</li> <li>• Marking relevant to pupils</li> <li>• Shine Time for misconceptions, rehearsal, pre-teach and challenge</li> <li>• Helping me Shine – scaffolding</li> <li>• Seating position</li> <li>• Learning partner</li> <li>• Varied background colours on whiteboard</li> <li>• Teacher modelling tasks / written outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics intervention</li> <li>• SpLD phonics programme</li> <li>• Numeracy intervention</li> <li>• Literacy intervention</li> <li>• Reading intervention</li> <li>• Spelling intervention (SpLD)</li> <li>• Visual prompts and resources</li> <li>• Organisational reminders</li> <li>• Non-negotiable reminders</li> <li>• Now/next board</li> <li>• Task planners</li> <li>• Additional processing time (accounted for in assessments)</li> <li>• Targeted adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Individual interventions</li> <li>• Specific resources</li> <li>• Tinted paper / coloured overlays</li> <li>• Scribe</li> <li>• Regular access to ICT</li> <li>• Touch typing practice</li> <li>• Individualised phonics/spelling mats</li> <li>• Pre-teaching</li> <li>• Individual assessment arrangements</li> <li>• Support from outside agencies including: SEMH+L, EP, SALT</li> </ul>