Sutton Provision Map

SLCN			Cognition and Learning			SEMH			Sensory and Physical		
Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7
Communication Friendly Teaching	Communicate Speech and Language Subscription through Trust	Individual now/next	Teaching metacognitive strategies	Small group teaching for maths	At least two named key adults to support small group 1:1	Early Help Service (EHAP/FSP)	Colour Monster Intervention	Regular movement breaks	Minimized visual stress	Sensory circuits intervention	Appropriate adult supervision to ensure safety is maintained.
Widgit Symbols	Wellcomm Digital Screening and Intervention	Individual visual timetables	Word banks/visual aids/writing frames	Catch-Up Phonics	Multi-model learning resources	JON Mental Health Referrals as needed	Two choice options	Individual Risk Assessment	Movement Breaks	Fine and gross motor skill intervention	Support with self care needs, including lunchtimes.
Visual timetables in all classrooms	Just One Norfolk SALT screening, resources and link therapist.	1:1/Intensive support throughout the day to support communication and EHCPs	Alternative ways of recording e.g. voice recorder, type, film, mind-map	Pixl therapies		Whole staff CPD- dysregulation, positive phrasing, scripts	Personalised visual timetable	Calm down box	Site Access for pupils with disabilities		
ASD Friendly Classroom Environments	SEND and inclusion team referral and support	SALT intervention	Pre-teaching vocabulary	Keep Up Phonics		Emotions through colour monster (EYFS/KS1)	Drawing and Talking		Sensory Circuits Training		
Now/Next approach	Social stories		Multi-sensory resources			Zones of regulation language and visuals	Calm space/safe space		Awareness of cognitive load		
Quiet space at break times and/or lunchtimes	Communication aids e.g. feeling fan, help card		Concrete apparatus /manipulatives			Designated 'calm spaces'	First…Then…		Targeted seating arrangements		
Clear, concise language and instructions	Own workstation		Dual coded materials			Just One Norfolk Mental Health Resources			Consistent, well-established classroom routines classroom routines		
Explicit beginning and end of task within agreed time	Attention Autism Intervention		Predictable lesson structure			Mental Health Champion			Organised, clearly labelled classroom		
Chunking - Tasks broken down into numbered steps or stages			Little Wandle Sound Mats			Staff to be trained as step up lead professionals					
Key points or ideas summarised			Highlighting key information			Work with Inclusion Team					
Linking to the big picture			Pixl therapies			Trauma informed practice training					
Check-ins for understanding of vocabulary			Extra processing / thinking time			Coaching, prompting and reminders					
Talk partner to rehearse responses			Additional time to complete tasks and/or rest breaks			Structured choices					
			Checking for understanding			Wellbeing check-ins					
			Modelled examples								
			Number square, place value chart, multiplication grid								
			Whiteboard / notebook / Post-it notes/ highlighters								
			Use of colour coding, tracking aids or place-keeping tools								
			Sentence starters / writing frames								
			Own copy of materials e.g. print out of IWB page, own copy of book								
			Task management board or checklist								