

Hardwick Green Primary Academy

Specialist Support Base Progression Map (2026-2027)

Room 1 Engage Pathway	Circle time – Greeting song and days of the week Visual timetable – Now and Next Daily intensive interactions - Following the guidance of SALT Dough disco – Delivered one to one by an adult ROCK routines - Following the guidance of SALT Weekly nursery rhyme Supported sensory experiences Messy play Colourful semantics – Progressing from who? to doing? Blank Levels of Questioning – Level one Discrete teaching opportunities Core word programme Attention autism (bucket time)– Stage One progressing to stage two Developing classroom routines – Learning how to be in school Continuous provision – Linked to curriculum and to children’s interests Dinner in the Specialist Support Base – Support using cutlery and sitting at the table Afternoon break – Initially in the specialist support base yard, progressing to the main yard on afternoons in the summer Sensory activities, tools and resources – Supported by an adult with encouragement to use independently Total Communication Approach
Room 2 Engage and aspects of the Explore Pathway	Circle time – Greeting song, days of the week and what is the weather like today? Visual timetable – Now, next and then Intensive interaction – Following the guidance of SALT Phonics for those that meet pre-key stage standards – Explicit phonics lessons or small group teaching Dough disco – Delivered as a group Squiggle while you wiggle ROCK routines – Following the guidance of SALT Choosing a daily nursery rhyme from a selection Supported sensory experiences Daily sensory circuit Messy play Messy maths Colourful semantics – Progressing from who? and doing? to what? Blank Levels of Questioning – Level one to level two Core word programme

	Attention autism (bucket time)– Stage one and stage two, progressing to stage three Developing classroom routines – Learning how to be independent in the base and travel around wider school Continuous provision – Linked to curriculum and to children's interests Direct teaching opportunities – In the Quiet Room, away from distractions Dinner in the Specialist Support Base – Collecting my own cutlery, scraping my own plate and putting my cutlery back Sensory massage – Engaging in and initiating interactions with others Afternoon break – In the specialist support base yard and on the main yard Visits to the school library Sensory activities, tools and resources – Supported by an adult with encouragement to use independently Total Communication Approach Time to Talk
Room 3 Explore Pathway	Circle time – Greeting song, days of the week and what is the weather like today? Visual timetable – Now, next and then Phonics– Explicit phonics lessons or small group teaching Dough disco – Delivered as a class Squiggle while you wiggle Choosing a daily nursery rhyme from a selection Sensory experiences Daily sensory circuit Messy play Explicit maths lessons Colourful semantics – Progressing from who? doing? and what? to where? Blank Levels of Questioning – Level one and two to level three and four Core word programme Attention autism (bucket time)– Stage one, stage two, stage three and stage four Developing school routines – Learning how to be independent around wider school Learning how to be in the local community – Trips, attending after-school clubs, preparing for the next step Continuous provision – Linked to curriculum and to children's interests Lessons that are explicitly linked to academic subjects – e.g. completing a history lesson about Florence Nightingale Whole class opportunities Dinner in the dinner hall – Collecting my own cutlery and food, sitting in the dinner hall, tidying my things away Sensory massage – Engaging in and initiating interactions with others Afternoon break – On the main yard Visits to the school library and around school Sensory activities, tools and resources – Supported by an adult if needed Opportunities to attend residential with mainstream peers