# Appendix 1 - Provision Map

 

by Melissa Childs - SENCO

KEY:

Blue =Available to Whole School

Red = Available to PP only

Green = Available to SEND pupils only

Yellow = Available to Year 10/11 only (SEND/PP priority)

Pink = Available to Key Stage 3 only

Purple = Available to both SEND and PP pupils

Orange = Key stage 3/4 SEND pupils only

NB: It needs to be assumed that if a pupil falls into both the SEND and PP categories that they can access either of the support outlined for those groupings.

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| **WAVE 1** | **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health Difficulties** | **Sensory and Physical** |
| **Provision and Intervention** | **Quality First Teaching:**Age and Stage appropriate Learning tasksDifferentiated-Curriculum/Planning/WorkDifferentiated Delivery e.g. simplified language, slower lesson paceDifferentiated Outcome e.g. cartoon strip instead of written prose, use of ICTIncreased Visual Aids/modellingVisual TimetablesIllustrated dictionaries/spellcheckersUse of writing framesChange in seating plansTA support in classAccess to ICT/use of laptopTeam Teach/ModellingAccess to whole school homework clubsRevision ClassesInformative Assessment of progressExam concessionsAccelerated ReaderIn class targeted teacher supportModified Curriculum PathwaysKey Words Wall/MatsReading/Spelling BuddyNumeracy BuddyHomework BuddyCore subject after school revision sessionsEaster SchoolAllowance of extra time to complete tasks | **Quality First Teaching:**Age and Stage appropriate Learning tasksFlexible teaching arrangementsStructured school and class routinesDifferentiated curriculum delivery e.g. simplified language or minimal use of languageDifferentiated outputs e.g. cartoon strip instead of written proseIncreased visual aids/ModellingVisual time tablesUse of symbolsChange in seating plansTA support in classAccess to ICTTeam Teach/ModellingAccess to whole school homework clubsRevision ClassesInformative Assessment of progressExam concessionsAccelerated ReaderKey Words Wall/MatsEnvironmental Clues e.g. location signs/coloursClassroom quiet cornerReading/Spelling BuddyNumeracy BuddyHomework BuddyCore subject after school revision sessionsEaster SchoolAllowance of extra time to complete tasks | **Quality First Teaching:**Motivation – ensure success ‘Age and stage appropriate Learning tasksWhole School and class reward systemWhole school/class rulesWhole school policy for behaviourcatch being good’Use of praise and rewardSignals for sound level/change of activityPositive feedback/non-verbal/Post itsChange in seating plansTA support in classAccess to ICTTeam Teach/ModellingAccess to whole school homework clubsRevision ClassesInformative Assessment of progressExam concessionsAccelerated ReaderLunch time clubRisk Assessment for self-harmingPeer BuddyPCSOCore subject after school revision sessionsEaster School | **Quality First Teaching:**Flexible teaching arrangements i.e. impaired pupil to be available to move at will to access lessonTeacher/Staff awareness of impairment i.e. not covering mouth when talking to a hearing impaired child/light implications for visually impaired and lip readersAvailability of resources i.e. writing slopes, laptops, oversized text or coloured paperEnlarged worksheets/text booksChange in seating plansModified resourcesTimetabling of classroomsTA support in classAccess to ICTTeam Teach/ModellingAccess to whole school homework clubsRevision ClassesInformative Assessment of progressExam concessionsAccelerated ReaderImproved accessibility of school buildingsAccess liftsMoving and handling trainingCore subject after school revision sessionsEaster School |
| **Planning, Resources and Considerations** | High expectationsComfortable/welcoming environmentDifferentiation/learning stylesAlternative/extension tasksPlan for unstructured timesPlan for cover/supply/transitionsPlan for emergencies/crisesCommunication with/involvement of parentsAppropriate and consistent use of consequences/sanctionsTime to differentiate activitiesPurchase of appropriate/specialised resourcesParents EveningsReport Writing |
| **Assessment and Monitoring** | CATs (YR 7)Access Reading age tests – all yearsSpelling age tests – all yearsWhole School Data CaptureMonitoring of data captureLesson ObservationsLearning assessmentsLearning WalksStudent PassportsWhole School Data Capture |
| **WAVE 2** | **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health Difficulties** | **Sensory and Physical** |
| **Provision and Intervention** | **Interventions at Wave 1 and:**Small group work in lessonIndividualised differentiation in lessonsSupport in lessons from a LSASmall group spelling/lit/numeracy withdrawal with LSAMulti-sensory approach in lessonsAccess to laptopsUse of ICT programmesAllowance of extra time to complete tasksPeer mentoring from prefectsModified Options – study skills support (FLR and AC)Handwriting/fine skills practice in small groupExtra literacy class instead of second language from Year 8Planning and provision for transition and further educationExam access arrangementsIntensive study skills support | **Interventions at Wave 1 and:** Small group work in lessonIndividualised differentiation in lessonsSupport in lessons from a LSAAccess to laptopsMulti-sensory approach in lessonsSmall group social skills workBreak/lunchtime monitoringTime with Learning Support Room coordinatorExit card/time out strategiesPeer mentoring from prefectsPositive ReportIn class support – focussing on SALTExtra literacy class instead of second language from Year 8Planning and provision for transition and further education | **Interventions at Wave 1 and:**Exit card/Time out strategiesUse of Calm SpaceSmall group work outside lessons on social skillsSmall group work outside lessons on behavioural skillsIn lesson LSA supportIndividualised differentiation in lessonsTime with Learning Support Room coordinatorMulti-sensory approach in lessonsBreak time/lunch monitoringPeer mentoring from prefectsPositive ReportIn class support for supporting behaviour targets, access and safetyAdditional tutor group supportPlanning and provision for transition and further education | **Interventions at Wave 1 and:**Adapted equipment for use in classroomTimetabling of rooms and accessExit pass/leave lesson early for transitionPeer mentoring from prefects1 to 1 LSA support for catch up workW2/W5 base if access issuesBrain Gym in lessonsLSA keys for lifts/pupil use of liftsAdditional keyboard trainingAdditional fine motor skills practiceIn class support for supporting access and safetyPlanning and provision for transition and further education |
| **Planning, Resources and Considerations** | Dedicated room and/or spaces with resourcesPlan for problem solving/restorative justice/conflict resolutionReview of use of rewards and sanctionsReview of class rulesMeet with parents and carersReview staff trainingAppropriate curriculumHigh expectationsComfortable/welcoming environmentDifferentiation/learning stylesParents EveningsReport Writing | Alternative/extension tasksPlan for unstructured timesPlan for cover/supply/transitionsPlan for emergencies/crisesCommunication with/involvement of parentsAppropriate and consistent use of consequences/sanctionsTime to differentiate activitiesPurchase of appropriate/specialised resourcesTime for completion of referrals |
| **Assessment and Monitoring** | CATs (YR 7)Access Reading age tests – all yearsSpelling age tests – all yearsWhole School Data CaptureMonitoring of data captureLesson ObservationsLearning assessmentsLearning Walks PSPSENCo ObservationsCondition ChecklistsStudent Passports |  |

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| **WAVE 3** | **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health Difficulties** | **Sensory and Physical** |
| **Provision and Intervention** | **Interventions at Wave 1 and 2 and:**1 to 1 work with LSA 1 to 1 work with specialist teacher for literacy – SEND1 to 1 work with specialist teacher for literacy - PP1 to 1 work with a specialist teacher for numeracy – SEND1 to 1 work with a specialist teacher for numeracy - PPUse of a laptopAdditional planning and arrangements for transition i.e. from primary schoolAdditional planning and arrangements for option choices (reduced/guided option choices)Use of ICT programmesIndividual arrangements for assessments and testsHead Teacher’s ReportTime with the Restorative RoomReferral to specialist services inc EPNear to School ProvisionAlternative accreditations i.e, ASDAN, ECDLSEND Department homework clubAttendance AcademyWorking with Social CareAccess to Achievement Centre – PPPlacement at Alternative ProvisionCollege Placement for one option blockWork related Learning – work experienceReduced/individualised timetablePlacement in the ARC3/ARC4 | **Interventions at Wave 1 and 2 and:**1 to 1 SALT with LSA1 to 1 work with Specialist teacherAlternative means of communication e.g. symbols for written wordVisual timetablesAdditional planning arrangements for transition i.e. from primary schoolAdditional planning and arrangements for option choices (reduced/guided options)Individual arrangements for assessments and testsHead Teacher’s ReportTime with the Restorative RoomReferral to specialist services inc SALT, EPAdvice from EPNear to School ProvisionAlternative accreditations i.e, ASDAN, ECDLSEND Department homework clubSocial skills withdrawal groupsIndividual work stationsAttendance AcademyWorking with Social CareAccess to achievement Centre – PPPlacement at Alternative ProvisionCollege Placement for one option blockWork related Learning – work experienceReduced/individualised timetablePlacement in the ARC3/ARC4 | **Interventions at wave 1 and 2 and:**Additional planning and arrangements for option choices/reduced option choicesIndividual arrangements for assessments and testsLSA support in lessons (two LSAs employed for just PP)Head Teacher’s reportAdditional planning arrangements for transition i.e. from primary schoolVisual timetablesSmall group work with specialist teacherTime with Behaviour Mentor and Restorative RoomSupport from The Alternative ProvisionSupport from Traveller Education1 to 1 support from LSA/Specialist TeacherExit/Time out/Calm area strategiesReferral to specialist services inc CAMHS/Find it Out CentrePCSONear to School ProvisionSmall group or one to one social skillsSocial, Emotional Aspects of Learning (SEAL) work in withdrawal groupAlternative accreditations i.e, ASDAN, ECDLSEND Department homework clubPlacement at Alternative ProvisionAttendance AcademyWorking with Social CareAccess to Achievement Centre – PPPlacement at Alternative ProvisionCollege Placement for one option blockWork related Learning – work experienceReduced/individualised timetablePlacement in the ARC3/ARC4 | **Interventions at wave 1 and 2 and:**Support from advisory services i.e. sensory support, physiotherapy, occupational therapyUse of modified equipmentIndividual arrangements for assessments and testsAdditional planning and arrangements for transition i.e. from primary schoolSupport with physiotherapy in school1 to 1 physiotherapy programmeEnlargement and adaptation of materials and learning resources1 to 1 SALT with a LSAProvision of specialist equipmentNear to School ProvisionAlternative accreditations i.e, ASDAN, ECDLSEND Department homework clubAttendance AcademyWorking with Social CareAccess to Achievement Centre – PPPlacement at Alternative ProvisionIndividual support in class during appropriate subjects i.e. Science, PEOccupational Therapy ProgrammeUse of appropriate resources i.e. radio aids and micAdvice from EP/specialist serviceCollege Placement for one option blockWork related Learning – work experienceReduced/individualised timetablePlacement in the ARC3/ARC4 |
| **Planning, Resources and Considerations** | High expectationsComfortable/welcoming environmentDifferentiation/learning stylesAlternative/extension tasksPlan for unstructured timesPlan for cover/supply/transitionsPlan for emergencies/crisesCommunication with/involvement of parentsParents EveningsReport Writing | Appropriate and consistent use of consequences/sanctionsDedicated room and/or spaces with resourcesPlan for problem solving/restorative justice/conflict resolutionReview of use of rewards and sanctionsReview of class rulesMeet with parents and carersReview staff trainingAppropriate curriculum |
| **Assessment and Monitoring** | CATs (YR 7)Access Reading age tests – all yearsSpelling age tests – all yearsWhole School Data CaptureMonitoring of data captureLesson ObservationsLearning assessmentsLearning Walks PSPSENCo ObservationsCondition ChecklistsStudent PassportsTermly assessment for withdrawal interventions | CATS (YR 7)ObservationsLearning assessments |

## Appendix 6 – Student Passport

**The \*\*\*\*\*\*\*\*\*\* High School**

**Student Passport**



**Your Child’s Plan for Additional Support for the Academic Year:**

A Document Shared between Teachers, Parents/Carers and the Student

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| **Name** |  | **LINC****Student Passport** |   |
| **UPN** |  |
| **EAA** | Reader + 25% extra time |  | **Department Leader:** **Mrs M Childs** | **Academic Year and Term:**  |
| **SEND NEED** | Spld | **What is most important to me:**My Cat and Lego. |
| **DIAGNOSIS** | **Dyslexia** |
| **FILTER** | PURPLE | **Three qualities that people admire about me:**Funny, have lots of knowledge about space, honest |
| **Things that I enjoy:**  |
| **What I would like you to know about my difficulties:** I can't spell or read. I don't understand some homework. I don't always get the words. I need to have my filter with me in all lessons & exams |
| **This means that:** That I don't want to ask because people will laugh. I can't understand what words mean in the book. | **I find it difficult to:** Working as a single person. Spelling. Reading. Understand what words mean | **I will help myself by:** Working at home on spelling and reading. Concentrate. Work with someone that gets it. | **It would help me if you could:**  Explain it a bit more. That you could come and help. Explain words, break them down into small words |

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| **Useful Strategies for Teachers:**Has literacy and numeracy difficulties. Check verbally that she has understood instructions. Encourage breaking of unfamiliar words into chunks and sounding out. Give access to a reading/writing buddy. Use writing frames, sentence starters or prompts. Avoid asking them to read aloud unless they are willing to. Make sure that worksheets are accessible in terms of readability. Use visual cues for instructions more so than written ones. Check homework is written down correctly. Uses a PURPLE filter |
| **Additional Support:** |
| **1hr Literacy support per week** |  | **1hr Literacy support per fortnight** |  | **2hr Literacy support per week** |  | **1hr Reading support per week** |  | **1hr Reading support per fortnight** |  | **2hr Reading support per week** |  |
| **1hr Spelling support per week** | **x** | **1hr Spelling support per fortnight** |  | **2hr Spelling support per week** |  | **1hr Numeracy support per week** | **x** | **1hr Numeracy support per fortnight** |  | **2hr Numeracy support per week** |  |
| **Access to ICT loans** |  | **Exam Access Arrangements** |  | **In class support** | **x** | **Speech and Language Withdrawal** |  | **Social Skills withdrawal** |  | **Time Out Pass to Restorative Room** |  |
| **Advice to teachers** | **x** | **Monitoring by SENCO** | **x** | **Modified/Reduced Timetable** |  | **Access to the Achievement Centre** | **x** | **Access to Breakfast Club** | **xx** | **Access to Break Club** | **x** |
| **Access to Lunch Club** | **x** | **Withdrawal from French for Literacy and Numeracy** |  | **Withdrawal from Second Language for Literacy and Numeracy** |  | **Other:** |  |  |  |  |  |
| **Equivalent Hours of Support Per Week:** | **Equivalent Funding Per Year:** |
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| **Cognitive Ability Test (CATS) results** |
| **CATS Verbal:** | **75** | **CATS Quantitative:** | **82** | **CATS Non Verbal:** | **85** |

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| **Reading/Spelling/Numeracy Data and Assessment** |
|  | **Sept 2014** | **Dec 2014** | **March 2015** | **July 2015** | **December 2015** | **March 2016** | **July 2016** | **September 2016** | **Dec 2016** | **March 2017** | **July 2017** |
| **Reading Age yrs/mths** | 8/8 | 10/3 | 12/0 | 11/8 |  |  |  |  |  |  |  |
| **Reading SAS** | 84 | 92 | 95 | 87 |  |  |  |  |  |  |  |
| **Spelling Age yrs/mths** | 11/7 |  | -11/0 |  | 8/7 | 11/1 |  |  |  |  |  |
| **Spelling SAS** | 82 |  | -70 |  | 74 | 85 |  |  |  |  |  |
| **Number Age yrs/mths** |  |  | 9/11 | 9/11 |  |  | 10/0 |  |  |  |  |
| **Number SAS** |  |  | 77 | 82 |  |  | 83 |  |  |  |  |

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| **Target One** | **Target Two** | **Target Three** | **Target Four** |
| To improve numeracy age by the end of the academic year. | To use time out strategy to manage emotional regulation | To attend breakfast club or 'nite club' if and when needed | To improve Spelling age by the end of the year |

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| **Parent/Carer Comments:** |
| **What I would like teachers to know about how my child learns:** | **It would really help my child in lessons if you could:** | **I will help my child at home by:** |
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