# 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 tasks  Differentiated-Curriculum/Planning/Work  Differentiated Delivery e.g. simplified language, slower lesson pace  Differentiated Outcome e.g. cartoon strip instead of written prose, use of ICT  Increased Visual Aids/modelling  Visual Timetables  Illustrated dictionaries/spellcheckers  Use of writing frames  Change in seating plans  TA support in class  Access to ICT/use of laptop  Team Teach/Modelling  Access to whole school homework clubs  Revision Classes  Informative Assessment of progress  Exam concessions  Accelerated Reader  In class targeted teacher support  Modified Curriculum Pathways  Key Words Wall/Mats  Reading/Spelling Buddy  Numeracy Buddy  Homework Buddy  Core subject after school revision sessions  Easter School  Allowance of extra time to complete tasks | **Quality First Teaching:**  Age and Stage appropriate Learning tasks  Flexible teaching arrangements  Structured school and class routines  Differentiated curriculum delivery e.g. simplified language or minimal use of language  Differentiated outputs e.g. cartoon strip instead of written prose  Increased visual aids/Modelling  Visual time tables  Use of symbols  Change in seating plans  TA support in class  Access to ICT  Team Teach/Modelling  Access to whole school homework clubs  Revision Classes  Informative Assessment of progress  Exam concessions  Accelerated Reader  Key Words Wall/Mats  Environmental Clues e.g. location signs/colours  Classroom quiet corner  Reading/Spelling Buddy  Numeracy Buddy  Homework Buddy  Core subject after school revision sessions  Easter School  Allowance of extra time to complete tasks | **Quality First Teaching:**  Motivation – ensure success ‘Age and stage appropriate Learning tasks  Whole School and class reward system  Whole school/class rules  Whole school policy for behaviour  catch being good’  Use of praise and reward  Signals for sound level/change of activity  Positive feedback/non-verbal/Post its  Change in seating plans  TA support in class  Access to ICT  Team Teach/Modelling  Access to whole school homework clubs  Revision Classes  Informative Assessment of progress  Exam concessions  Accelerated Reader  Lunch time club  Risk Assessment for self-harming  Peer Buddy  PCSO  Core subject after school revision sessions  Easter School | | **Quality First Teaching:**  Flexible teaching arrangements i.e. impaired pupil to be available to move at will to access lesson  Teacher/Staff awareness of impairment i.e. not covering mouth when talking to a hearing impaired child/light implications for visually impaired and lip readers  Availability of resources i.e. writing slopes, laptops, oversized text or coloured paper  Enlarged worksheets/text books  Change in seating plans  Modified resources  Timetabling of classrooms  TA support in class  Access to ICT  Team Teach/Modelling  Access to whole school homework clubs  Revision Classes  Informative Assessment of progress  Exam concessions  Accelerated Reader  Improved accessibility of school buildings  Access lifts  Moving and handling training  Core subject after school revision sessions  Easter School |
| **Planning, Resources and Considerations** | High expectations  Comfortable/welcoming environment  Differentiation/learning styles  Alternative/extension tasks  Plan for unstructured times  Plan for cover/supply/transitions  Plan for emergencies/crises  Communication with/involvement of parents  Appropriate and consistent use of consequences/sanctions  Time to differentiate activities  Purchase of appropriate/specialised resources  Parents Evenings  Report Writing | | | | |
| **Assessment and Monitoring** | CATs (YR 7)  Access Reading age tests – all years  Spelling age tests – all years  Whole School Data Capture  Monitoring of data capture  Lesson Observations  Learning assessments  Learning Walks  Student Passports  Whole 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 lesson  Individualised differentiation in lessons  Support in lessons from a LSA  Small group spelling/lit/numeracy withdrawal with LSA  Multi-sensory approach in lessons  Access to laptops  Use of ICT programmes  Allowance of extra time to complete tasks  Peer mentoring from prefects  Modified Options – study skills support (FLR and AC)  Handwriting/fine skills practice in small group  Extra literacy class instead of second language from Year 8  Planning and provision for transition and further education  Exam access arrangements  Intensive study skills support | **Interventions at Wave 1 and:**  Small group work in lesson  Individualised differentiation in lessons  Support in lessons from a LSA  Access to laptops  Multi-sensory approach in lessons  Small group social skills work  Break/lunchtime monitoring  Time with Learning Support Room coordinator  Exit card/time out strategies  Peer mentoring from prefects  Positive Report  In class support – focussing on SALT  Extra literacy class instead of second language from Year 8  Planning and provision for transition and further education | **Interventions at Wave 1 and:**  Exit card/Time out strategies  Use of Calm Space  Small group work outside lessons on social skills  Small group work outside lessons on behavioural skills  In lesson LSA support  Individualised differentiation in lessons  Time with Learning Support Room coordinator  Multi-sensory approach in lessons  Break time/lunch monitoring  Peer mentoring from prefects  Positive Report  In class support for supporting behaviour targets, access and safety  Additional tutor group support  Planning and provision for transition and further education | | **Interventions at Wave 1 and:**  Adapted equipment for use in classroom  Timetabling of rooms and access  Exit pass/leave lesson early for transition  Peer mentoring from prefects  1 to 1 LSA support for catch up work  W2/W5 base if access issues  Brain Gym in lessons  LSA keys for lifts/pupil use of lifts  Additional keyboard training  Additional fine motor skills practice  In class support for supporting access and safety  Planning and provision for transition and further education |
| **Planning, Resources and Considerations** | Dedicated room and/or spaces with resources  Plan for problem solving/restorative justice/conflict resolution  Review of use of rewards and sanctions  Review of class rules  Meet with parents and carers  Review staff training  Appropriate curriculum  High expectations  Comfortable/welcoming environment  Differentiation/learning styles  Parents Evenings  Report Writing | | | Alternative/extension tasks  Plan for unstructured times  Plan for cover/supply/transitions  Plan for emergencies/crises  Communication with/involvement of parents  Appropriate and consistent use of consequences/sanctions  Time to differentiate activities  Purchase of appropriate/specialised resources  Time for completion of referrals | |
| **Assessment and Monitoring** | CATs (YR 7)  Access Reading age tests – all years  Spelling age tests – all years  Whole School Data Capture  Monitoring of data capture  Lesson Observations  Learning assessments  Learning Walks  PSP  SENCo Observations  Condition Checklists  Student 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 – SEND  1 to 1 work with specialist teacher for literacy - PP  1 to 1 work with a specialist teacher for numeracy – SEND  1 to 1 work with a specialist teacher for numeracy - PP  Use of a laptop  Additional planning and arrangements for transition i.e. from primary school  Additional planning and arrangements for option choices (reduced/guided option choices)  Use of ICT programmes  Individual arrangements for assessments and tests  Head Teacher’s Report  Time with the Restorative Room  Referral to specialist services inc EP  Near to School Provision  Alternative accreditations i.e, ASDAN, ECDL  SEND Department homework club  Attendance Academy  Working with Social Care  Access to Achievement Centre – PP  Placement at Alternative Provision  College Placement for one option block  Work related Learning – work experience  Reduced/individualised timetable  Placement in the ARC3/ARC4 | **Interventions at Wave 1 and 2 and:**  1 to 1 SALT with LSA  1 to 1 work with Specialist teacher  Alternative means of communication e.g. symbols for written word  Visual timetables  Additional planning arrangements for transition i.e. from primary school  Additional planning and arrangements for option choices (reduced/guided options)  Individual arrangements for assessments and tests  Head Teacher’s Report  Time with the Restorative Room  Referral to specialist services inc SALT, EP  Advice from EP  Near to School Provision  Alternative accreditations i.e, ASDAN, ECDL  SEND Department homework club  Social skills withdrawal groups  Individual work stations  Attendance Academy  Working with Social Care  Access to achievement Centre – PP  Placement at Alternative Provision  College Placement for one option block  Work related Learning – work experience  Reduced/individualised timetable  Placement in the ARC3/ARC4 | **Interventions at wave 1 and 2 and:**  Additional planning and arrangements for option choices/reduced option choices  Individual arrangements for assessments and tests  LSA support in lessons (two LSAs employed for just PP)  Head Teacher’s report  Additional planning arrangements for transition i.e. from primary school  Visual timetables  Small group work with specialist teacher  Time with Behaviour Mentor and Restorative Room  Support from The Alternative Provision  Support from Traveller Education  1 to 1 support from LSA/Specialist Teacher  Exit/Time out/Calm area strategies  Referral to specialist services inc CAMHS/Find it Out Centre  PCSO  Near to School Provision  Small group or one to one social skills  Social, Emotional Aspects of Learning (SEAL) work in withdrawal group  Alternative accreditations i.e, ASDAN, ECDL  SEND Department homework club  Placement at Alternative Provision  Attendance Academy  Working with Social Care  Access to Achievement Centre – PP  Placement at Alternative Provision  College Placement for one option block  Work related Learning – work experience  Reduced/individualised timetable  Placement in the ARC3/ARC4 | | **Interventions at wave 1 and 2 and:**  Support from advisory services i.e. sensory support, physiotherapy, occupational therapy  Use of modified equipment  Individual arrangements for assessments and tests  Additional planning and arrangements for transition i.e. from primary school  Support with physiotherapy in school  1 to 1 physiotherapy programme  Enlargement and adaptation of materials and learning resources  1 to 1 SALT with a LSA  Provision of specialist equipment  Near to School Provision  Alternative accreditations i.e, ASDAN, ECDL  SEND Department homework club  Attendance Academy  Working with Social Care  Access to Achievement Centre – PP  Placement at Alternative Provision  Individual support in class during appropriate subjects i.e. Science, PE  Occupational Therapy Programme  Use of appropriate resources i.e. radio aids and mic  Advice from EP/specialist service  College Placement for one option block  Work related Learning – work experience  Reduced/individualised timetable  Placement in the ARC3/ARC4 |
| **Planning, Resources and Considerations** | High expectations  Comfortable/welcoming environment  Differentiation/learning styles  Alternative/extension tasks  Plan for unstructured times  Plan for cover/supply/transitions  Plan for emergencies/crises  Communication with/involvement of parents  Parents Evenings  Report Writing | | | Appropriate and consistent use of consequences/sanctions  Dedicated room and/or spaces with resources  Plan for problem solving/restorative justice/conflict resolution  Review of use of rewards and sanctions  Review of class rules  Meet with parents and carers  Review staff training  Appropriate curriculum | |
| **Assessment and Monitoring** | CATs (YR 7)  Access Reading age tests – all years  Spelling age tests – all years  Whole School Data Capture  Monitoring of data capture  Lesson Observations  Learning assessments  Learning Walks  PSP  SENCo Observations  Condition Checklists  Student Passports  Termly assessment for withdrawal interventions | | | CATS (YR 7)  Observations  Learning 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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