

Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.	SEN Support	SEN and Disabilities	
<b>Need Type: Cognition and Learning</b>	<p>WAVE 1: Promoting Inclusion in the Classroom.</p> <p><b>In Class:</b></p> <p><b>Differentiated curriculum planning, activities, delivery and outcomes:</b> Quality First teaching (differentiated teaching to meet the needs of all students)</p> <ul style="list-style-type: none"> <li>Suitable learning challenges</li> <li>VAK learning challenges – increased use of visual aids for concepts</li> <li>Extra time to complete work</li> <li>Examples and exemplars appropriate to ability</li> <li>Consolidation of key points</li> <li>Vocabulary lists / word walls / key terms</li> <li>Metacognition (Transferable skills: “how” to learn)</li> <li>Writing frames- and the gradual withdrawal of them over KS3 where appropriate</li> <li>Learning support materials on the intranet shared area and school website</li> <li>Frequent formative feedback &amp; DIRT tasks</li> <li>Visual timetables</li> </ul> <p>In-class <b>TA support</b> (where available)</p> <p>In-class targeted <b>teacher support</b> / subject report cards</p> <p><b>Dyslexic friendly classrooms</b></p> <p>Access to whole school <b>homework club</b>. Targeted towards specific students. Examination <b>revision classes</b></p> <p>After school and in-school <b>enrichment activities</b> through individual departments</p> <p><b>Modified curriculum</b> pathways</p> <p><b>KS4 Study Skills</b> and exam preparation</p> <p><b>Report Cards, parents’ evenings and routine assessments</b></p> <p><b>Inset Training and Support for all staff.</b></p> <p><b>Regular drop in session for all staff to support with SpLDs and students</b></p>	<p>WAVE 2: Additional to / Different From most students.</p> <p><b>Additional:</b></p> <p><b>Support Programmes</b> –progress reviewed according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p><b>KS3 Literacy Support 1:1</b>, paired and group intervention, requiring withdrawal from tutorial or lesson across the curriculum</p> <p>Online literacy support - Reading plus and <b>LEXIA</b></p> <p><b>Numeracy Support 1:1</b>, paired or small group, withdrawn from lessons across the curriculum.</p> <p>In class TA support (where available)</p> <p><b>Personalised timetable</b> at KS3 as appropriate to need</p> <p><b>Alternative curriculum</b> at KS4: Alternative accreditation / vocational courses e.g. COPE, DIDA, Entry Level, additional English and Maths.</p> <p><b>Access arrangements</b> – with and <b>established history of need</b>, supporting data and evidence from teachers</p> <p><b>Transition support</b> Year 6 and post 16 where applicable</p> <p>Detailed <b>Pupil Passports</b></p>	<p>WAVE 3: Personalised (EHC Plans)</p> <p><b>Individualised / Personalised Learning.</b></p> <p><b>Support Programmes</b> – progress reviewed termly according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p><b>Small group or 1:1</b> literacy / numeracy support which can mean a reduced / modified curriculum</p> <p><b>EP / specialist teacher / outside agencies guidance and advice / SALT</b> where it can be delivered and used to support strategies</p> <p><b>EHC Plan Outcomes</b></p> <p><b>Annual Review</b> meetings and student – SENCO / Key Worker meetings throughout the year</p> <p>Open conversation as part of the EHC Plan / multiagency plan process</p> <p>Support in accordance with <b>school based decisions</b> by the head teacher and SLT</p> <p><b>Personalised timetable</b> as appropriate to need and as a result of school based decision</p> <p>Use of the <b>school learning centre base and inclusion area</b> for planned interventions</p> <p><b>Exam access arrangements</b></p> <p><b>Transition: Year 6</b> visits and additional home-school contact</p> <p><b>Transition: post 16</b> additional visits to providers. Liaise with post 16 providers.</p> <p>Focused in-class <b>TA support</b></p>

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Communication and Interaction	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p><b>In class:</b></p> <p><b>Differentiated</b> curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> <li>• Simplified language</li> <li>• Appropriate prompting / refocusing</li> <li>• Checking comprehension – repetition</li> <li>• Key words</li> <li>• Increased visual aids / modelling etc</li> <li>• Use of symbols / memory aids</li> </ul> <p><b>Structured school and class routines</b> as manageable chunks; “Title, date, board”; “brain, book, buddy, boss” reminders and prompts (visual and spoken) After school and in-school clubs for structured social activity</p> <p><b>Inset Training and Support for staff</b> guidance and strategies from Autism Education Trust schools programme . All staff receive AET level 1 training and all TA staff receive AET level 2 training.</p> <p><b>ASD supportive tutor groups</b> where needed specific support given to tutor groups</p>	<p><b>Additional:</b></p> <p><b>ASD Hub</b> – quiet area during break and lunch times</p> <p><b>KS3 Social Skills and ASD groups</b></p> <p><b>Sensory aids</b> to support self management e.g. weighted blanket, fiddle toys etc</p> <p><b>ASD Group</b> and working through the Asperger’s Owner’s Manual</p> <p><b>Referral</b> to outside agencies as appropriate and access to <b>ASD Champion</b> and ASD Outreach Service</p> <p><b>In-class TA support</b> in key lessons (where available)</p> <p><b>Year 6 visits and home school contact</b></p> <p><b>Speech and Language Therapy (SALT)</b></p> <p>Detailed <b>Pupil Passports</b></p>	<p><b>Individualised / Personalised Learning:</b></p> <p><b>Small group or 1:1 emotional literacy / social skills support work / ASD specific groups</b></p> <p><b>Speech and Language support</b> (as required on EHC Plan)</p> <p><b>ASD Champion</b> – to advocate for ASD students and support staff and students.</p> <p><b>ASD Outreach Service</b> support 1:1, small group</p> <p><b>Parent sessions</b> (by arrangement) with ASD Outreach Service and / or ASD Champion</p> <p><b>Advice</b> from EP / Local Authority / Specialist services / SALT / OT</p> <p>Sensory needs met – sensory deprivation room, modified uniform etc</p> <p>Additional Year 6 <b>transition</b> visits and home-school contact</p> <p>Focused in-class <b>TA support</b></p>
Emotional, Social and Mental Health	<p><b>In class:</b></p> <p>Whole school policies Whole school <b>reward and sanctions systems</b></p> <p><b>PSHE</b> focused work</p> <p>Emotional Coaching approach</p> <p>Tutor and <b>pastoral system</b> support</p> <p>After school and in-school <b>clubs</b></p> <p><b>Training and support for staff</b> e.g. emotional coaching</p> <p><b>CPD</b> – all staff trained to support the learning of students with SEMH needs</p> <p><b>Assemblies</b></p>	<p><b>Additional:</b></p> <p><b>Inclusion and behaviour management</b> support through the BASE and Pastoral Support and Welfare Officers</p> <p><b>THRIVE support</b></p> <p><b>Emotional Literacy Support (ELSA)</b></p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p><b>Support from</b> outside agencies as appropriate – mentoring plus, off the record etc</p> <p>In class <b>TA support</b> in key lessons (where available)</p> <p><b>Year 6 visits and home-school contact</b></p> <p><b>SEMH mentoring</b> completed using THRIVE</p> <p>Support from <b>school welfare officer</b></p> <p>Detailed <b>Pupil Passports</b></p> <p><b>SALT support</b></p>	<p><b>Individual / Personalised Learning:</b></p> <p><b>School’s support services</b> (counsellor, school nurse etc)</p> <p><b>Individual support or mentoring</b> through pastoral area</p> <p><b>EP / specialist teacher / outside agencies guidance and advice/ SALT</b> where it can be delivered and used to support strategies</p> <p><b>THRIVE approach</b> and interventions</p> <p>Extended <b>ELSA support</b></p> <p><b>Personalising learning</b> through individual targets and reasonable adjustments</p> <p><b>Pastoral Support Plan / Medical Action Plan / Personal Education Plan</b> as appropriate</p> <p>Additional Year 6 <b>transition</b> visits and home-school contact</p> <p>Focused in-class <b>TA support</b></p>

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<b>Sensory and Physical</b>	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p><b>In class</b></p> <p><b>Flexible teaching arrangements</b> e.g seating, font size, enlarged documents, coloured filters.</p> <p>Self-awareness of implications of physical impairment</p> <p>Improved accessibility of buildings through reasonable adjustments</p> <p><b>Relevant school policies:</b> Accessibility Plan, SEN Policy, Medical plan</p> <p>After school and in-school clubs</p> <p><b>Training and support for staff</b></p> <p><b>CPD</b> for staff from external professionals</p>	<p><b>Additional:</b></p> <p><b>Modified materials</b> in line with modification papers as an access arrangement</p> <p><b>Flexible teaching arrangements</b> e.g. rooming</p> <p><b>Increased levels of support and supervision</b> on school trips and visits</p> <p><b>Year 6 and Post 16 Transition visits</b></p> <p>Detailed <b>Pupil Passports</b></p>	<p><b>Individualised / Personalised Learning:</b></p> <p><b>Individual support</b> in class during appropriate subjects e.g PE, Science</p> <p><b>Use of appropriate resources</b> e.g radio aids</p> <p><b>Advice</b> from EP / Specialist teacher</p> <p><b>Pupil Inclusion Plan</b>, reviewed with EHC Plan</p> <p><b>Specialist training</b> for specific staff as required</p> <p>Environmental audit as required</p> <p><b>Additional transition visits.</b></p> <p><b>Teaching from professionals</b> – teaching for deaf</p> <p>Focused in-class <b>TA support</b></p> <p>Additional Year 6 <b>transition</b> visits and home-school contact</p>