

	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>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>• Coloured overlays and filters as required</li> </ul> <p>In-class TA support (where available) In-class targeted teacher support / subject report cards Visual timetables</p> <p>Access to whole school <b>homework club</b></p> <p>After school and in-school enrichment activities through individual departments</p> <p><b>Modified curriculum</b> pathways</p> <p><b>KS4 Study Skills</b> and exam preparation</p> <p>Examination <b>revision classes</b></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: Small group</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> <ul style="list-style-type: none"> <li>• PiXL phonics programme</li> <li>• LEXIA Reading Programme</li> </ul> <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, paired or small group, withdrawn from lessons across the curriculum.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</p> <p><b>Access arrangements</b> with support data, teacher recommendations and an established history of need</p> <p><b>Transition support</b> Year 6 and post 16 where applicable</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</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 headteacher and SLT</p> <p><b>Reduced 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 reduced / modified timetable</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</p>

## Provision Plan

	<b>Provision</b> <small>Disclaimer: Provision is subject to change as the school reviews its provision annually.</small>	<b>SEN Support</b>	<b>SEN and Disabilities</b>
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: 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</p>	<p><b>Additional ASD Hub</b> – quiet area during break and lunch times</p> <p><b>KS3 Social Skills 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>Individualised / Personalised Learning.</b></p> <p><b>Small group or 1:1 emotional literacy / social skills support work</b></p> <p><b>Speech and Language support</b> (as required on EHC Plan)</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</p> <p>Sensory assessments</p> <p><b>Additional Year 6 visits and home-school contact</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>Additional Inclusion and behaviour management</b> support through the BASE and Pastoral Support and Welfare Officers</p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p><b>Referrals</b> to outside agencies as appropriate</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><b>Individual / Personalised Learning School’s support services</b> (counsellor, school nurse)</p> <p><b>Individual support or mentoring</b> through pastoral area</p> <p><b>THRIVE approach</b> and interventions</p> <p><b>Re-integration meetings</b></p> <p><b>Pastoral Support Plan / Medical Action Plan / Personal Education Plan</b> as appropriate</p> <p><b>Additional Year 6 visits and home-school contact</b></p>
	<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</p> <p>After school and in-school clubs <b>Training and support for staff</b></p>	<p><b>Additional 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>PIPs / MAPs</b> as appropriate</p> <p><b>Year 6 and Post 16 Transition visits</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 <b>Additional transition visits.</b></p>

