

Provision Map of Intervention

Disclaimer: Provision is subject to change as the school reviews its provision annually.

SEND Support

SEND Support: My Support Plan (W3) and My Plan Plus and EHC Plan

	Wave 1: Promoting Inclusion in the Classroom	Wave 2: Additional To / Different From	Wave 3 and EHC Plan: Personalised
Cognition and Learning e.g. SpLD/dyslexia, dyscalculia, dyspraxia, moderate learning difficulties, severe learning difficulties,	<p>Differentiated curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> • Quality First Teaching • Appropriate work set • VAK learning – increased use of visual aids for concepts • Extra time to complete work • Examples and exemplars according to ability • Consolidation of key points • Vocabulary lists / word walls / key terms • Spelling books • Teaching of metacognition (transferable skills: “how” to learn) • Writing frames (and the gradual withdrawal of them over KS3 where appropriate) • Frequent formative feedback and targets • Coloured overlays and filters as required <p>Central list of students with SpLD and strategies for support</p> <p>In class TA support (where available)</p> <p>ICT access/alternative methods of recording (neos/laptops/dictaphones)</p> <p>In class targeted teacher support</p> <p>Visual timetables</p> <p>Access to whole school homework club – including guidance</p>	<p>Additional: Small Group</p> <p>Support Programmes – progress reviewed termly according to the Graduated Approach: “Assess, Plan, Do, Review” cycle. Parents to be informed of students’ progress.</p> <p>KS3 Reading and Spelling Support – 1:1 or group intervention, requiring extraction from one or both languages. Based on:</p> <ul style="list-style-type: none"> • Read Write Inc Fresh Start • Lexia • Toe by Toe • Lucid Comprehension Booster • Units of Sound • Alpha to Omega • Reading groups • Spelling strategies <p>Numeracy Support – small group during Maths lessons:</p> <ul style="list-style-type: none"> • Numicon <p>In class TA support (where available)</p> <p>Alternative curriculum at KS4: Alternative accreditation / vocational courses eg.</p> <p>ASDAN, vocational GCSEs, Entry level, BTECs</p>	<p>Individualised / Personalised Learning.</p> <p>Support Programmes – progress reviewed termly according to the Graduated Approach: “Assess, Plan, Do, Review” cycle.</p> <p>Small withdrawal group or 1:1 literacy support (see programmes in Wave 2)</p> <p>EP / Specialist teacher / outside agencies guidance and advice where necessary</p> <p>Statement objectives / EHC Plan outcomes</p> <p>Annual Statement/EHC Plan Review meetings (‘My Plan’ meetings)</p> <p>Wave 3 students to have three ‘My Support Plan’ meetings per year</p> <p>Open conversation as part of the EHC Plan / multiagency plan process</p> <p>Support in accordance with school based decisions by the Headteacher and Deputy / Assistant Headteachers</p> <p>Reduced timetable as appropriate to need and as a result of a school based decision</p> <p>Use of Learning Support for reduced / modified</p>

	<p>and support, ICT, resources</p> <p>After school and in-school clubs</p> <p>Modified curriculum pathways – extra literacy lessons for those with an identified need</p> <p>Reports, Parents Evenings</p> <p>Inset training and support for all staff</p> <p>Assessments for Access Arrangements with support of data, teacher recommendations and an established history of need</p> <p>One Page Profile</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>Assessments for Access Arrangements with support of data, teacher recommendations and an established history of need</p> <p>One Page Profile</p> <p>May have My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>timetable</p> <p>Transition: Year 6 visits and additional home-school contact</p> <p>Assessments for Access Arrangements with support of data, teacher recommendations and an established history of need</p> <p>Learning Support – lunch time safe haven</p> <p>One Page Profile My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit
<p>Communication and Interaction e.g. Autistic Spectrum Conditions, Asperger's Syndrome, speech, language and communication difficulties</p>	<p>In class: differentiated curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> • Simplified language • Appropriate prompting / refocusing • Checking comprehension – repetition • Key words • Increased visual aids / modelling etc. • Visual timetables • Use of symbols / memory aids • Social stories <p>Inset training and support for all staff</p> <p>One Page Profile</p>	<p>Additional</p> <p>Access to EPIC Centre</p> <p>Access to Social skills groups</p> <p>EPIC lunch time safe haven</p> <p>Referral to outside agencies where appropriate</p> <p>Additional Year 6 visits and home-school contact</p> <p>One Page Profile</p> <p>Some may have My Support Plan</p>	<p>Individualised / Personalised Learning</p> <p>Access to, or place on roll in EPIC Centre</p> <p>Small group or 1:1 emotional literacy / social skills work</p> <p>Social stories</p> <p>EPIC lunchtime safe haven</p> <p>Advice from outside agencies eg. Speech and Language Therapist</p> <p>Advice from a Local Authority EP / Specialist Advisory Teacher</p>

	<ul style="list-style-type: none"> • SEND Strategies Toolkit 	<ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>Additional Year 6 visits and home-school contact Parent and teacher review meetings Annual Statement/EHC Plan Review meetings ('My Plan' meetings)</p> <p>One Page Profile My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit
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<p>Social, emotional and mental health difficulties e.g. anxiety, depression, self-harm eating disorders, attachment disorder, ADHD, ADD</p>	<p>In class</p> <p>Whole school policies</p> <p>Whole school reward and sanctions system</p> <p>Mentoring</p> <p>Peer Mentoring</p> <p>Pastoral system</p> <p>After school and in-school clubs</p> <p>Training and support for staff</p> <p>Where appropriate emotional/counselling based support</p> <p>One Page Profile</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>Additional</p> <p>Restorative group work: Senior Pastoral Leaders</p> <p>Additional group work</p> <p>Access to EPIC Centre</p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p>Referrals to outside agencies as appropriate</p> <p>Year 6 visits and home-school contact</p> <p>Peer mentoring</p> <p>One Page Profile</p> <p>Some may have My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>Individualised / Personalised Learning</p> <p>School's support services (counsellor)</p> <p>Individual support or mentoring – Academic Leader, Senior Pastoral Leader, SENCOs</p> <p>Re-integration support meeting</p> <p>Peer mentoring</p> <p>Sixth Form Advocacy</p> <p>EP / Specialist teacher support</p> <p>Pastoral Support Plan PSP/PEP</p> <p>Parents and Teacher review meetings</p> <p>Year 6 visits and home-school contact</p> <p>Learning Support – lunch time safe haven (supervised by TAs)</p> <p>Annual Statement/EHC Plan Review meetings ('My Plan' meetings)</p> <p>One Page Profile and My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sensory and Physical e.g. visual impairment, hearing impairment, multi-sensory impairment, physical disability</p>	<p>In class</p> <p>Flexible teaching arrangements e.g. seating, font size, enlarged documents, coloured overlays and, where necessary, coloured photocopies and books</p> <p>Staff awareness of implications of physical impairment</p> <p>Improved accessibility of building through reasonable adjustments</p> <p>Moving and handling training</p> <p>After school and in school clubs</p> <p>Training and support for staff</p> <p>One Page Profile</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>Additional</p> <p>Modified materials in line with modified papers as an access arrangement</p> <p>Flexible teaching arrangements e.g. rooming</p> <p>Increased levels of support and supervision on school trips and visits</p> <p>Care plans as appropriate</p> <p>One Page Profile</p> <p>Some may have My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit 	<p>Individualised / Personalised Learning</p> <p>Individual support in class during appropriate subjects e.g. Science, PE, lunch time</p> <p>Physiotherapy / Occupational programmes</p> <p>Use of appropriate resources e.g. radio aids, hoists</p> <p>Advice from EP / Specialist teacher</p> <p>Parent and Teacher review meetings</p> <p>Learning Support – lunch time safe haven (supervised by TAs)</p> <p>Annual Statement/EHC Plan Review meetings</p> <p>One Page Profile My Support Plan</p> <ul style="list-style-type: none"> • SEND Strategies Toolkit
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