

### Provision Map



The Learning Support Department is based above the drama block at the far end of the school.

It contains 4 teaching spaces a shared office and a Sensory Room.

The Department is led by the SENDCo (Mrs Hawkins) along with Deputy SENDCo (Mr Whitby), a Speech & Language Therapist and an Assistant

There is a team of LSAs who all have experience of working with students with special educational needs and have a variety of areas of expertise.

We work closely with all members of staff to ensure that students with special education needs receive the support they need to succeed in mainstream education.

	<b>All Students (wave 1)</b>	<b>Some Students (wave 2)</b>	<b>A few Students (wave 3)</b>
<b>Communication &amp; Interaction</b>	Differentiated curriculum planning, activities, delivery and outcome	Speech & language work with Speech & Language Therapist in school ARP students (26 places)	Speech & Language Therapist 1:1 with NHS SaLT Identified students with SaLT
	Group work & team work in lessons	ARP base for break and lunch SEN students	Social Communication group 2 groups, 1 hour per fortnight with identified students led by LSA
	Key words & extended writing frameworks	Differentiated writing frames	Visual maps & modified work 1:1 with Specialist Teacher from STS
	Use of computers for completing work in LRC & ICT rooms	Use of Alphasmart for use in school	Use of PCs and laptops
<b>Cognition &amp; Learning</b>	CATS testing to assess baseline	LUCID testing for students identified through CATS tests & SATS data	Attainment and ability testing (more detailed testing for identified students)  Identified students

	Accelerated Reader to track and monitor reading and quizzing on books. Run by school librarian	Reading group in LRC Reading Groups in Year 8	1:1 Reading intervention Identified students with LSA
	Access to full and varied curriculum. Ability streaming in maths & English, all other subjects mixed ability	Lower group in a smaller class size with specialist SEN teachers	1:1 LSA support in class or in LSD Identified students with LSA
	Progress monitoring using of SIMS data	Dyslexia Screening (identified students) Students identified or referred with	1:1 intervention from Dyslexia specialist teacher Students identified or referred with
	Ability setting for English & maths & regular assessments	Ability setting, lower set with LSA additional support	Catch-up maths & literacy intervention Identified students
	Revision/intervention classes	Assessment for exam concessions Identified students with qualified assessor	Use of PC, reader, scribe, extra-time for exams Run by Lead LSA with team of LSAs
	LRC for use before & after school, break & lunchtime.	Homework support club in Learning Support Department LSA until 4pm	Dropped GCSE option for coursework catch-up Students with EHCPs 2 hours per week with LSA
	Ability setting of teaching groups	Mixed ability teaching Additional teaching group Additional Teaching group in English & maths	Personalised curriculum Students with specific health or other concerns
	Differentiated curriculum	LSA support in lessons LSA support in class	1:1 support in class LSA working with specific

	<p>Parents Evenings 1 evening per year group per year Options evenings Year 8 &amp; 11</p> <p>Information evenings &amp; parent partnership meetings All SLT &amp; SENCO available</p>	<p>Additional meeting with parents upon request</p>	<p>student Reintegration meeting following exclusions &amp; PSP Pastoral team, Heads of Year</p>
	<p>Termly data information to parents</p>	<p>Letters to parents to inform which students are on/off the SEN register</p>	<p>Annual Review meetings All students with EHCPs</p>

		<p>Termly copies of SEN Support Plans sent to parents with agreed targets</p>	
<b>Social Emotional &amp; Mental Health</b>	<p>Whole school behaviour policy Whole school behaviour for learning rules Whole school reward and sanctions systems</p>	<p>Inclusion room in HUB</p>	<p>Referral to Aspire to access alternative curriculum</p>
	<p>Use of SIMS to monitor attendance Attendance Officer</p>	<p>Attendance &amp; punctuality monitoring, detentions &amp; letters to parents</p>	<p>EWO visits &amp; meetings</p>
	<p>Support from pastoral team in HUB Pastoral team</p>	<p>Access to school nurse and school counsellors Use of Sensory room Students identified by pastoral team</p>	<p>Referral to CAHMS Educational Psychologist referral Referral to Family Resilience</p>
	<p>Careers interviews with Careers Officer</p>	<p>Additional support with completing application forms (IAG)</p>	<p>Several interviews &amp; visits to post 16 placements, transfer of documentation to county.</p>

<b>Sensory and or physical needs</b>	PE & drama lessons	Extra-curricular PE clubs	Occupational Therapist referral for NHS assessment <a href="#">NHS assessment &amp; program for LSA delivery in school</a>
	Staff aware of implications of physical impairment <a href="#">Staff training</a>	Pencil grips Handwriting pens <a href="#">Resources purchased and made available to identified students</a>	Adapted materials for visually impaired students <a href="#">Modification of work by LSA</a>  Use of radios for hearing impaired students
	Modifications to school site	Use of lift & work in HUB <a href="#">Students with injuries or disabilities</a>	PEEPs written for individual students.
	Medical support/advice <a href="#">Medical Officer &amp; first Aiders on site</a>	Referral to school nurse <a href="#">Pastoral team refer students when appropriate. School nurses in school once a month</a>	Medication for ADHD Medication for epilepsy & diabetes <a href="#">Monitored &amp; supervised by Medical staff if appropriate</a>