

Provision Map



The Learning Support Department is based along the pastoral corridor next to the Learning Resource Centre. It contains 3 teaching spaces, our Regulation Room, Study room, 2 meeting rooms and a communal office. There is also an Additionally Resourced Provision (ARP) catering for up to twenty-three children with a diagnosis of Speech, Language and Communication Needs (SLCN).

The Department is led by the SENDCo (Mrs Wilson) along with Deputy SENDCo (Mrs Sangha). The team also consists of a Speech and Language Therapist and ASD specialist.

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.

	Universal	Targeted	Specialist
Communication & Interaction	• Differentiated curriculum planning, activities, delivery and outcome • Group work & team work in lessons • Key words & extended writing frameworks • 1:1 Devices. Use of computers/laptops • Environmental audit of classrooms.	• Social Communication group • Small group space for break and lunch • Differentiated writing frames • Support to use and maintain laptops • Dictation software and support with use on computers.	• Speech & Language Therapist 1:1 with NHS SaLT • Speech & language work with Speech & Language Therapist in school ARP. • Visual maps & modified work 1:1 with Specialist Teacher from STS
Cognition & Learning	• Lucid Extract screening • NRG and Lexia • Immersive reader • Bedrock programme to support grammatical learning. • CATS testing to assess baselines. • Differentiated curriculum • Regular teacher assessments • Dr Frost Maths programme to supplement lessons • Access to broad and balanced curriculum • Termly school reports • Annual parent – teacher meeting • Weekly reading in Tutor Time (twice a week) • Access to the LRC before/ after school and at break and lunchtimes.	• Reading groups in the LRC • Reading interventions during Tutor Time • Homework club with support from LSA's. • APDR cycles of SEND support. • Reasonable adjustments for examinations where needed. • Extra adult support in mainstream lessons. • Ability setting in English and Maths. • Letters to parents to inform who is on or off the SEND register. • Small group interventions in English and Maths. • Coloured overlays • Reasonable adjustments during formal exams.	• Attainment and ability testing. • English and Maths interventions taught by specialists. • Reintegration meetings following suspensions with SLT and SENDCo. • Annual Reviews for pupils with an EHCP • Half-termly APDR using SEND support plans agreed with parents • Educational Psychologist assessment.

Social Emotional & Mental Health	• Whole school behaviour policy • Use of SIMS to monitor attendance • Support from Heads of Year and Pastoral • Careers interviews with careers office • Planned PSHCE curriculum	• Reintegration room within the HUB • Attendance and punctuality monitoring, detentions and letters to parents. • Access to school nurse • Use of ARP sensory support • Additional support with completing application forms • Support with transitions across schools • Reward charts for behaviour • School reports to monitor behaviours	• Access to school counsellors. • Referral to ASPIRE • CAHMS referral • Family Support Service referral • Increased support with transitions schools • Individual behaviour plans • Individual risk assessments • Paid for taxis to support attendance • Use of the Bridge for small group teaching. • Team teach trained adults present at all times • Use of comfort jewellery to support anxieties. • Reduced timetable to support attendance. • Work alongside Educational Welfare Officer to support attendance. • Interventions via alternative provisions.
Sensory and or Physical needs	• PE lessons with qualified sports coaches • Staff aware of implications of sensory and/or physical impairments • First aiders on site • Modification to school site. • Environmental audit of classrooms.	• Extra- curricular sports clubs • Pencil grips and handwriting pens • Use of lift or work elsewhere. • Referral to school nursing. • Fidget tools. • Movement breaks within lessons. • Writing slopes	• Occupational therapist referral for NHS assessment. • Adapted materials for visually impaired students • Use of radios for hearing impaired students. • Use of laptops and presentations for visually impaired students. • PEEPs written for individual students • Ear defenders to filter noises from wider classroom environment. • Medication for ADHD, epilepsy or diabetes.