

# SEN PROVISION MAP

<b>Wave 1: applies to all students</b> <b>This is good quality, inclusive teaching which takes into account the learning needs of all students in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Below are some examples of our Wave 1 Provisions.</b>	
<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>Academic Review Days</li> <li>Access arrangements for external examinations</li> <li>Access to supportive resources such as dictionaries &amp; bi-lingual dictionaries</li> <li>Assessment and progress tracking</li> <li>Differentiated teaching &amp; planning in all curriculum subjects</li> <li>Modified work (e.g. writing frames, key word banks, sentence starters)</li> <li>Parental liaison with subject teachers</li> <li>Parents Evenings</li> <li>Options support</li> <li>Staff training.</li> <li>Subject specific homework clubs and catch-up sessions</li> <li>Super 7</li> <li>Traffic light cards (in Pupil Planner)</li> </ul>	<p><b>Speech, Language and communication</b></p> <ul style="list-style-type: none"> <li>Access arrangements for external examinations</li> <li>Access to supportive resources such as dictionaries &amp; bi-lingual dictionaries</li> <li>Environmental clues (e.g. signs, pictures)</li> <li>Modified work (e.g. new concepts are presented in several formats, thinking time)</li> <li>Parental liaison with subject teachers</li> <li>Staff training</li> <li>Structured lessons</li> <li>Structured school day</li> <li>Students are made aware of how well they have done &amp; next steps (Feedback Policy)</li> <li>Subject specific homework clubs and catch-up sessions. Super6</li> <li>Targeted classroom seating plans</li> <li>Traffic light cards (in Pupil Planner)</li> </ul>
<p><b>Social, Mental and Emotional Health</b></p> <ul style="list-style-type: none"> <li>Access arrangements for external examinations</li> <li>Management of Behaviour Policy</li> <li>Parental liaison with Form Tutor/ Year Manager. Pastoral support through</li> <li>Personal Health &amp; Social Education programme</li> <li>Praise points</li> <li>Staff training</li> <li>Subject specific homework clubs and catch-up sessions.</li> <li>Targeted classroom seating plans</li> <li>Traffic light cards (in Pupil Planner)</li> <li>Whole school class rules</li> <li>Year Manager and Form Tutor</li> </ul>	<p><b>Physical / Sensory</b></p> <ul style="list-style-type: none"> <li>Adapted resources (e.g. lowered work benches and seating)</li> <li>Disabled car parking spaces</li> <li>Disabled toilets</li> <li>Lifts (6<sup>th</sup> form building only)</li> <li>Medical room</li> <li>Modified environment (e.g. pastel coloured background on whiteboard)</li> <li>Parental liaison with School Nurse/ Form Tutor/ Year Manager School nurse</li> <li>Staff training</li> </ul>
<b>Wave 2: applies to some students.</b>	

**This is targeted, time-limited intervention provided for some students who need help to accelerate their progress to enable them to work at or above age related expectations. This can be delivered within the classroom, through small group withdrawal from lessons, or small group sessions delivered outside of college hours.**

<p><b>Cognition and Learning</b>          Aspire curriculum (KS3)          English as an Additional Language support          Home learning cards (Learning Support Assistant / teacher to record home learning for student)          Learning Support assistant-led structured withdrawal sessions e.g. Toe by Toe (reading programme), NESSY (spelling programme)          Learning Support Assistant-led intervention e.g. 1:1 reading; paired reading; vocabulary; spelling; numeracy; handwriting          Mentoring          Occasional in class Learning Support Assistant intervention          Pupil Passports          Subject specific catch-up sessions          Staff training around the needs of specific students.</p>	<p><b>Speech, Language and communication</b>          Aspire curriculum (KS3)          Home learning cards (LSA / teacher to record home learning for student)          Occasional in class Learning Support Assistant intervention          Pupil Passports          Staff training around the needs of specific students.          Subject specific catch-up sessions          Targeted Learning Support Assistant intervention e.g. thinking skills, memory skills; imagination sessions.</p>
<p><b>Social, Mental and Emotional Health</b>          Active Listening          Aspire curriculum (KS3)          Family Support Worker          Interventions to enhance social skills and self-regulation: e.g. Emotional Literacy, Anger Management, Social Skills.          Occasional in class Learning Support Assistant intervention          Positive report cards          Pupil Passports          Sessions intended to enhance self-esteem, e.g. Wise Up, Wise Guys          Staff training around the needs of specific students          Subject specific catch-up sessions          Referral to appropriate voluntary agencies e.g. Windle Valley Youth Project; Surrey Young Carers          Targeted time in the Sensory Room          Time Out card</p>	<p><b>Physical / Sensory</b>          Aspire curriculum (KS3)          Home learning cards (LSA / teacher to record home learning for student)          Occasional in class Learning Support Assistant intervention          Pupil Passports          Sensory equipment e.g. fiddle toys, weighted cushions.          Specialist equipment provided (as needed)          Staff training around the needs of specific students.          Targeted time in the Sensory Room</p>

**Wave 3: applies to a few students.**

**This is specific provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or to enable the student to reach their potential. This may include consultation with outside agencies and the delivery of specialist interventions.**

<p><b>Cognition and Learning</b>  Annual reviews; SEND arrangements  Consultation with external agencies, e.g. Educational Psychology; Learning &amp; Language Support Service  Learning Support Assistant Key Worker  Literacy lessons with specialist teacher</p>	<p><b>Speech, Language and communication</b>  Annual reviews; SEND arrangements  Consultation with external agencies, e.g. Educational Psychology; Learning &amp; Language Support Service; Speech &amp; Language Therapy.  Learning Support Assistant Key Worker  Literacy lessons with specialist teacher  Specialist speech and language programmes as set by speech and language therapists.</p>
<p><b>Social, Mental and Emotional Health</b>  Annual reviews; Pastoral Support Plans  Consultation with external agencies, e.g. Educational Psychology; Child &amp; Adolescent Mental Health Service; Behaviour Support Service; Short Stay Schools.  Learning Support Assistant Key Worker  Personalised timetable  Placement in the Accelerated Learning Centre  Placement with alternative providers of education, e.g. Academy 21; Access to Education; Gypsy Skills; Kingsway Short Stay School; Lift-Off.  Referral to appropriate Local Authority Services e.g. Surrey Children’s Services; Surrey Family Support Programme.  Targeted 1:1 sessions with Deputy SENCo</p>	<p><b>Physical / Sensory</b>  Annual reviews; SEND arrangements  Consultation with external agencies such as Virgin Care, and the Physical &amp; Sensory Support Service.  Learning Support Assistant Key Worker  Physiotherapy programmes as set by the physiotherapist.</p>

**Useful links for parents & students**

**Cognition and Learning**

<http://www.bdadyslexia.org.uk>  
<http://www.wisegeek.org/what-is-auditory-memory.htm>  
[http://www.teachingideas.co.uk/english/contents\\_spelling.htm](http://www.teachingideas.co.uk/english/contents_spelling.htm)  
<http://www.topmarks.co.uk/parents/>  
<http://www.bbc.co.uk/bitesize/ks3/english/>  
<http://www.readwritethink.org/>  
<http://www.gingersoftware.com/>

**Speech, Language and communication**

<http://www.ican.org.uk/en/What-we-do.aspx>  
<http://www.talkingpoint.org.uk/>  
<http://www.xmind.net/>  
<http://balabolka.en.softonic.com/>  
<https://www.thecommunicationtrust.org.uk/>

**Social, Mental and Emotional Health**

<http://www.surrey-camhs.org.uk/>  
<http://www.adhd.org.uk/>  
<http://www.autism.org.uk/>  
<http://www.youngminds.org.uk/>

**Physical / Sensory**

<http://www.rnib.org.uk/>  
<http://www.ndcs.org.uk/>  
<http://www.cerebralpalsy.org.uk/>  
<http://www.sensory-processing-disorder.com/>