

Provision Map: McAuley 2019 (SEPTEMBER)

<p>General Transition Arrangements and strategies to support SEND / Vulnerable students:</p>	<ul style="list-style-type: none">· SENCO visits feeder schools to meet with SENCO's and Y6 teachers· SENCO attends Y5 and Y6 Annual reviews· Learning Manager / Head of Year together with subject teachers – develop Programme of Y6 visits.· Open evening Autumn Term and summer parents evening Y6· SENCO meetings with SEND pupils and parents during the school session· Transition Day support for the Summer Term is arranged by means of additional small group visits for more vulnerable· Retreat day· Additional SEND Visits to support more vulnerable prior to Y6 transition day
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Category of Need	Transition	Wave 1 Quality First Teaching	Wave 2 K / S / E SEND Support	Wave 3
<p>Cognition and Learning</p> <p><u>Summer Term Year 8:</u> Assessments – KS2 data informs who to test in reading, spelling and handwriting to inform access arrangements and support</p> <p><u>Summer Term Year 9:</u> Assessments reading, spelling and handwriting to evaluate necessity for provision of access arrangements for Key Stage 4 external exams. Feedback from teachers and KS2 data to inform who to test.</p> <p><u>Autumn Term: Y10</u> Autumn Term applications for access arrangements</p> <p>CPD SENCO – led sessions on dyslexia, ASD, ADD, ADHD, SEND</p>	<p>Individual and group visits for more vulnerable students</p> <p>Y6 taster day – teaching assistant support timetabled</p> <p>Transition Booklet completed – used to inform inclusion support needs for Term 1</p>	<p>Children less than ARE in KS2 data: Initial Baseline assessments – CATS, NFER Reading comprehension and Spelling standardised tests. Scores posted on school sims records Teaching groups mixed ability within the banding system until Oct of Y7 Info used to populate learning passports to circulate strategies and needs to staff to support Quality First Teaching supported with differentiated teaching Specialist ICT (screen filters laptops, alpha smarts Coloured paper and overlays)</p> <p>Small group ability teaching Specialist science courses focusing on pupils learning</p>	<p>In class TA support break and lunch supervision</p> <p>SEN lunch club Key worker SEN lunch activities / sensory breaks for vulnerable children Key worker allocated and accessed as and when needed and agreed.</p> <p>Additional Literacy withdrawal and small group work, comprehension and spelling focus Springboard additional Maths support and intervention</p> <p>Plan Do review cycle</p> <p>Nessie Computer literacy programme Literacy Programme RAG rate timetable, identify related problems,</p>	<p>Annual review Cycle</p> <p>1:1 intervention literacy and numeracy, life skills telling the time and money management, exam techniques and time organisation</p> <p>Educational Psychologist involvement – further cognitive assessments to inform barriers to learning needs and strategies to overcome – ‘Precision Teaching’ Literacy specialist teacher.</p>

		styles with appropriate setting Accelerated Reading Library system	lesson observation if appropriate	
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Cognition and Learning Continued ..		<p>Special Awareness / Passport to Learning outlining strategies for support and awareness of Exam Access arrangements posted on the SEN shared area and SIMS (also copies distributed to all Curriculum Leaders).</p> <p>Guided option choices Careers Fair and open evening Positive \futures independent careers advice Advisor reports to Annual review</p> <p>Enrichment and revision classes Supplementary coursework sessions</p>	CAF / TAC routines EHH assessment	CAF / TAC routines EHH assessment external agencies involvement

<p>Communication and Interaction</p> <p>CPD SENCO – led sessions on ASD and attachment disorders.</p>	<p>Individual and group visits for pupils with ASD in collaboration with ASD (ASCETTS) service and parents / class teachers</p> <p>Visual photo books encouraged to support in familiarising children with the school surroundings</p> <p>Summer Term transition support prep ASD (Y6 into Y7 (Y9 into Y10)</p> <p>Autumn Term monitoring support ASD (y11 to Post 16)</p>	<p>Zone lunch time Buddies. Buddies Activities weeks.</p> <p>Counselling and group work support (self-esteem, anger management, communication skills sessions)</p> <p>Pastoral Assistants monitor and support Inclusion Manager support</p> <p>KS4 students with ASD in school also involved in peer support as appropriate</p> <p>EAL students access to teacher small group work Polish</p> <p>Special Awareness / Passport to</p>	<p>In class TA support SEN lunch club Key worker Sensory room access SEN lunch activities / sensory breaks for vulnerable children Key worker allocated and accessed as and when needed and agreed.</p> <p>Inclusion manager communication skills small group training</p> <p>ASD – ‘I am Unique programme’</p> <p>Reduced Curriculum Option choices RAG rate timetable, identify related problems, lesson observation if appropriate.</p> <p>Emmaus</p>	<p>ASD pupils support from ASCETTS Liaison with Autism Practitioners</p> <p>Life skills sessions and independent travel Educational Psychologist involvement</p> <p>Self-esteem group work Anger management programme Emotional literacy group work Circle of friends I am Unique programme – understanding Autism</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate.</p> <p>Emmaus</p>
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Communication and Interaction Continued ..		<p>Learning outlining strategies for support and awareness of Exam Access arrangements posted on the SEN shared area and SIMS (also copies distributed to all Curriculum Leaders).</p> <p>Pastoral Assistant Support 1:1 monitoring Child Protection / safeguarding system Attendance monitoring and support</p>	CAF / TAC routines EHH assessment	<p>Life skills programme with ASD service</p> <p>Transitional planning support – life skills and independent travel skills</p>

<p>Social Emotional Mental Health</p>	<p>Y6 and in year entry students visit the Emmaus and introduce to staff.</p> <p>Summer Term transition support Y6 into Y7 booklet / assessment completed on Transition visit day</p> <p>Info analysed – vulnerable students identified (passport, special awareness)</p> <p>Behaviour Mental health Monitor and check up</p>	<p>Lunch time Buddies drop in sessions. Buddies Activities weeks.</p> <p>Counselling and mentoring individuals and form Buddies</p> <p>group work support (self esteem, anger management, communication skills sessions)</p> <p>SEND, Emmaus staff and year leader monitor and support</p> <p>Special Awareness / Passport to Learning outlining strategies for support and awareness of exam Access arrangements posted on the SEN shared area and SIMS (also copies distributed to all Curriculum Leaders).</p> <p>School behaviour and achievement for learning policy – sanction and reward</p>	<p>In class TA support SEN lunch club Key worker Sensory room access SEN lunch activities / sensory breaks for vulnerable children Key worker allocated and accessed as and when needed and agreed.</p> <p>SENCO support Access to time out safe areas / alternative timetable in the Emmaus.</p> <p>BTEC work skills and placement with Alternative Providers one day a week – vocational work experience related provision.</p> <p>Emmaus emotional well-being assessment and provision identified.</p> <p>Specific programme of support with Emmaus passport/p</p>	<p>Liaison with external agencies as appropriate: CAMHS, JASP, Family Support Services, Social Services, Open Minds, Clouds</p> <p>Engage on site placement Part time – personalised timetable</p> <p>Reduced school timetable – personalised timetable / eg JASP placement, alternative Off-site placement.</p> <p>Emmaus provision and support. Year leader and Key stage manager support</p> <p>Hallam care services provision. NHS With me in Mind (Trailblazers)</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p>
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		Reporting system CPOMS?		
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Social Emotional Mental Health continued...		Child Protection / safeguarding system CPOMS Attendance monitoring and support Family liaison officer and Safeguarding Officer.	Bespoke access to the Emmaus provision Also note the specific support programmes as outlined : Self esteem group work Anger management programme Emotional literacy group work Buddies Mental Health and well-being support. Anxiety, self-harm etc. RAG rate timetable, identify related problems, lesson observation if appropriate	Educational Psychologist involvement

<p>Sensory and / or Physical Needs</p>	<p>Liaison between HEAT, parents, pupil and SENCO as appropriate</p> <p>Risk assessment visits completed in advance of Taster day</p> <p>Liaison with Visual Impairment Team / Hearing Impairment Team – services as appropriate</p>	<p><u>Low Incidence</u> awareness Care Plan shared on the system as appropriate</p> <p><u>PEEP</u> Risk Assessment / care plan</p> <p>Access to Occupational Therapy</p> <p>Special awareness details on handling procedures.</p> <p>Access to disabled toilet and changing facilities</p> <p>Liaison with parents / carers and outside agencies.</p> <p>Liaison with Visual Impairment Team / Hearing Impairment Team – services as appropriate</p> <p>Ramps lifts handrails installed</p> <p>Access plan</p> <p>Medical support where necessary</p>	<p>In class TA support</p> <p>SEN lunch club</p> <p>Key worker</p> <p>Sensory room access</p> <p>SEN lunch activities / sensory breaks for vulnerable children</p> <p>Key worker allocated and accessed as and when needed and agreed.</p> <p>Lunch / break time supervision by TA's if and as appropriate</p> <p>Vocab enrichment programme if needed re Hearing Impaired students – as appropriate (withdrawal MFL 1:1 when appropriate)</p> <p>Sensory Room – access and time out in the sensory room – seeking movement / activity, lights / visual de-stimulation and de-stress quiet environment</p>	<p><u>Statement of SEN / EHCP</u></p> <p>Liaison with parents / carers and outside agencies.</p> <p>Liaison with Visual Impairment Team / Hearing Impairment Team – services as appropriate</p> <p>Supervised activities during lunch time in the gym KS3 and 4</p> <p>ARC Lower site</p> <p>Disabled toilet both sites</p> <p>Specialist washing facilities lower site ARC</p> <p>Home school transport</p> <p>Signage around the site</p> <p>Moving and handling trained staff</p> <p>EVA chair training</p> <p>First aiders dispense pupil meds</p>
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Sensory and / or Physical Needs continued ...		<p>Specialist ICT (screen filters laptops, alpha smarts, specialist furniture adaptations, stools benches.</p> <p>Child Protection / safeguarding system Attendance monitoring and support CAF / TAC</p>	<p>RAG rate timetable, identify related problems, lesson observation if appropriate</p> <p>CAF / TAC routines EHH assessment</p>	<p>On site mobility</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p> <p>Educational Psychologist Involvement</p>