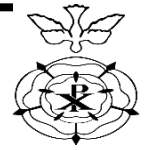

SEN Provisional Map



The McAuley Catholic High School



Reviewed: September 2024

Reviewed by Mr Tucker

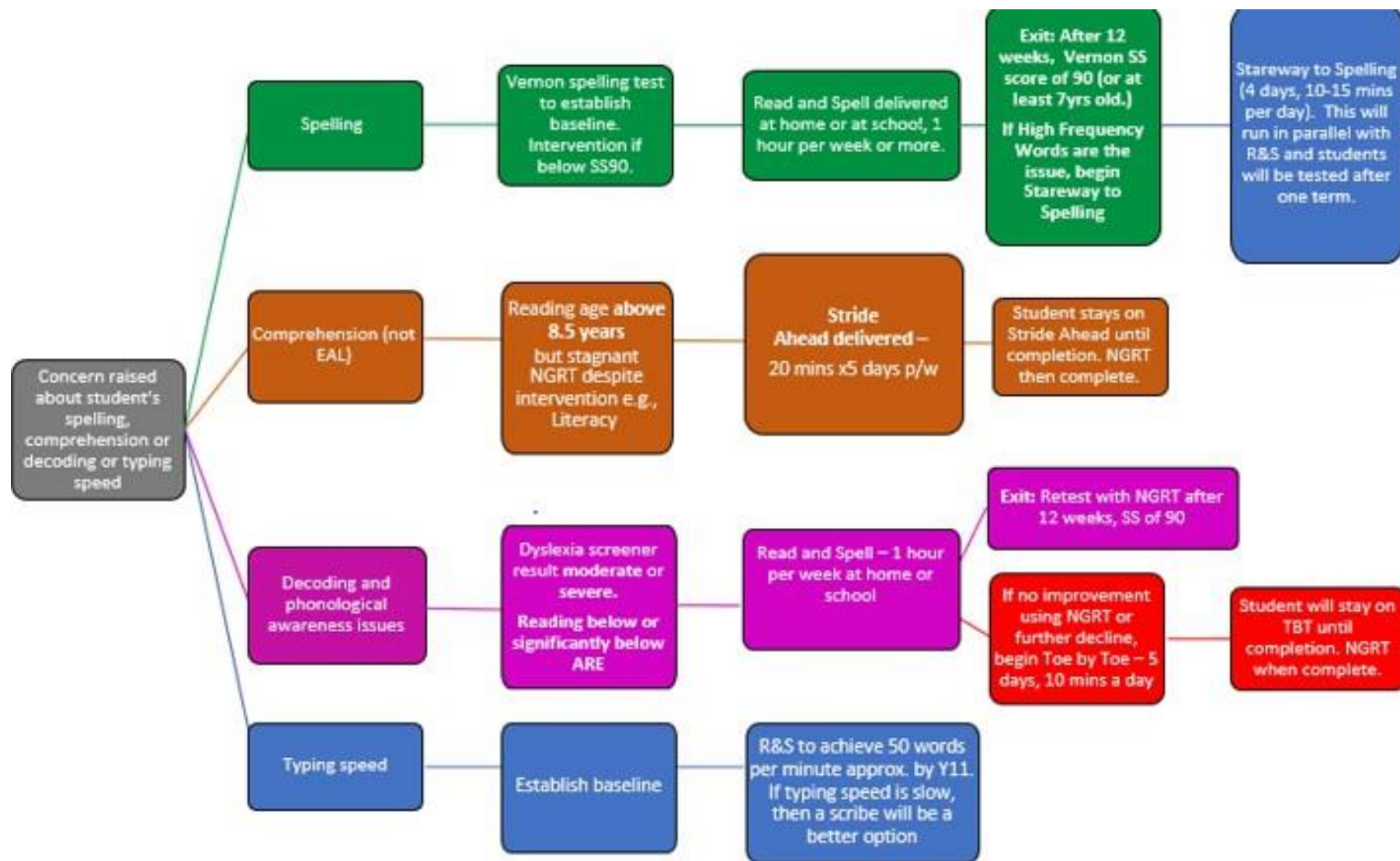
Provision Map: McAuley (SEP 2024)

General Transition From Y6 into Y7	Activities to support the Transition Team specifically in addition to and different from main transition activities:
<p>Arrangements and strategies to support SEND / Vulnerable students:</p> <p><u>Autumn Term:</u> Assessment to add to baseline understanding of ability levels Building on KS2 data In addition assessments within all curriculum areas NGRT reading comprehension assessments</p>	<ul style="list-style-type: none"> • SENCO/ SEND transition support staff visits feeder schools • Meet with primary school SENCO's and Y6 teachers • Meet with primary school staff and parents of Y6 children as part of APDR / transition process • SENCO / SEND transition support staff attends Y5 and Y6 Annual Reviews for children with EHCP's (where invited) • The McAuley Transition Team – Associate Head Teacher together with the assigned Head of Year, Key stage manager, Curriculum Lead together with subject teachers – develop a Programme of Y6 transition visits. • Consultations for EHCP students direct with families and Local Authority • Open evening Autumn Term and summer parents evening Y6 • SENCO/ SEND transition support staff meetings with SEND pupils and parents during the school sessions • Transition Day support for the Summer Term is arranged by means of additional small group visits for more vulnerable SEND students with their families, with representatives from their primary schools and by themselves as appropriate. • Retreat activities are incorporated into the Transition program • Additional SEND Visits to support more vulnerable prior to Y6 transition days are arranged as appropriate per each child's needs. • Liaise with Primary school setting to consider which students may need additional support in transition from other agencies or provision • Monitor in the first term of Y7 to consider any students that may benefit from referrals through inclusion panel to access additional support from Alternative settings to ensure their transition to Mainstream secondary school is successful

Category of Need COGNITION and LEARNING	Transition	Wave 1 Universal / Universal + Quality First Teaching	Wave 2 Targeted / Targeted + K SEND Support	Wave 3 Targeted + / Specialist EHCP / stat assessment
<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</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</p>	<p>Children less than ARE in KS2 data:</p> <p>Initial Baseline assessments – CATS, NFER / GRTII</p> <p>Reading comprehension and VERNON Spelling standardised tests.</p> <p>Scores posted on school sims records</p>	<p>In class TA support break and lunch supervision</p> <p>SEN lunch club</p> <p>Key worker</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>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>Small group personalised curriculum with interventions</p>

<p>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><u>NB: Time frame for assessments re access arrangements - may be delayed on account of COVID restrictions further to the school closure or Bubble Groups isolating.</u></p> <p>CPD SENCO – led sessions on dyslexia, ASD, ADD, ADHD, SEND</p>	<p>support needs for Term 1</p> <p>Y6 into Y7 - Monitoring and transition support identifying and implementing Thrive interventions to support transition</p> <p>Transition support – overview of needs and small groups identified at point of transition for small group transition support</p> <p>Liaise with Big Picture Learning – for those identified students where outreach support in transition is needed</p>	<p>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 styles with appropriate setting 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>	<p>Additional Literacy withdrawal and small group work, comprehension and spelling focus Additional Maths support and intervention identified and small group sets established to accommodate</p> <p>Plan Do review cycle</p> <p>Nessie Computer literacy programme Literacy Programme</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p> <p>TAC routines Early Help Hub assessment</p>	<p>developed to 'close the skills gap' in the 'Nurture group' Provision. Developing Alternative Accredited Course for KS4 Option for KS4 Nurture students to access – 'King's Trust' Program – "Achieve"</p> <p>Educational Psychologist involvement – further cognitive assessments to inform barriers to learning needs and strategies to overcome – 'Precision Teaching' Literacy specialist teacher.</p> <p>TAC routines Early Help Hub assessment external agencies involvement</p>
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Process for SEND Literacy Intervention 2024 – 2025 KS3 (Y7/ Y8)



Category of Need COMMUNICATION & INTERACTION	Transition	Wave 1 Universal / Universal + Quality First Teaching	Wave 2 Targeted / Targeted + K SEND Support	Wave 3 Targeted + / Specialist EHCP / stat assessment
CPD SENCO – led sessions on ASD and attachment disorders.	<p>Individual and group visits for pupils with ASD in collaboration with ASD (ASCETS) 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 Leads / Hof Y monitor and support Inclusion Manager support</p> <p>KS4 students with ASD in school also involved in peer mentoring support as appropriate (Covid restrictions dependent)</p> <p>Passport to Learning outlining strategies for support and awareness of Exam Access arrangements posted on Staff Sharepoint (hyperlinked to SEND register) and sims</p> <p>Pastoral Support 1:1 monitoring Child Protection / safeguarding system</p> <p>Behaviour & Attendance monitoring and support (COS)</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’ BGG and TAT programmes</p> <p>Reduced Curriculum Option choices RAG rate timetable, identify related problems, lesson observation if appropriate.</p> <p>Emmaus Team identification and assessment to determine strategies and support needed Consideration to GDA referral given and prepared where appropriate</p> <p>TAC routines EHH assessment</p>	<p>ASD pupils support from ASCETS. Liaison with Autism Practitioners Life skills programme with ASD service</p> <p>Small group personalised curriculum with interventions developed to ‘close the skills gap’ in the ‘Nurture group’ Provision. Eg: Life skills sessions and independent travel</p> <p>Educational Psychologist involvement, including: 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 Team support and intervention where identified as appropriate / managing emotions / camhs external counselling services school nurse. Transitional planning support – life skills and independent travel skills</p>

Category of Need SOCIAL EMOTIONAL & MENTAL HEALTH	Transition	Wave 1 Universal / Universal + Quality First Teaching	Wave 2 Targeted / Targeted + K SEND Support	Wave 3 Targeted + / Specialist EHCP / stat assessment
PACE informed strategies	<p>Y6 and in year entry students visit the Emmaus Base and are introduced 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>Child Protection / safeguarding system CPOMS Attendance monitoring and support Family liaison officer and Safeguarding Officer.</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>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 Reporting system CPOMS?</p> <p>Behaviour & Attendance monitoring and support (COS)</p>	<p>In class TA support; SEND 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>SENCO hub support & access to time out safe areas / alternative timetable in the SEND/ Emmaus Support hub.</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. Specific programme of support with Emmaus passport. Bespoke access to the Emmaus provision. NB the specific support programmes as outlined, such as: Self esteem group work; Anger management programme; Emotional literacy group work; Buddies; Mental Health and well-being support. Anxiety, self-harm etc.</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p>	<p>Liaison with external agencies as appropriate: CAMHS, JASP, Family Support Services, Social Services, Open Minds, Clouds Engage on site AP 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.(Caritas services) NHS 'with me in Mind'</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p> <p>Educational Psychologist involvement</p> <p>Small group personalised curriculum with interventions developed to 'close the skills gap' in the 'Nurture group' Provision Through emotional regulation and self esteem interventions.</p>

Category of Need SOCIAL EMOTIONAL & MENTAL HEALTH	Transition	Wave 1 Universal / Universal + Quality First Teaching	Wave 2 Targeted / Targeted + K SEND Support	Wave 3 Targeted + / Specialist EHCP / stat assessment
	<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 Access to Occupational Therapy Special awareness details on handling procedures.</p> <p>Access to disabled toilet and changing facilities Liaison with parents / carers and outside agencies. Liaison with Visual Impairment Team / Hearing Impairment Team – services as appropriate</p> <p>Ramps lifts handrails installed Access plan Medical support where necessary</p> <p>Specialist ICT (screen filters laptops, alpha smarts, specialist furniture adaptations, stools benches.</p> <p>Child Protection / safeguarding system Attendance monitoring and support TAC</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. Lunch / break time supervision by TA's if and as appropriate Vocab enrichment programme if needed re Hearing Impaired students – as appropriate (withdrawal MFL 1:1 when appropriate) Sensory Room – access and time out in the sensory room – seeking movement / activity, lights / visual de-stimulation and de-stress quiet environment</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p> <p>TAC routines/ TAF / CIN EHH assessment</p>	<p><u>EHCP</u> Liaison with parents / carers and outside agencies. 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 Cantley site & Acacia site Disabled toilet both sites Specialist washing facilities lower site ARC</p> <p>Home school transport Signage around the site Moving and handling trained staff EVA chair training First aiders dispense pupil meds</p> <p>On site mobility</p> <p>RAG rate timetable, identify related problems, lesson observation if appropriate</p> <p>Educational Psychologist Involvement</p>