

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 and study room. There is also an Additionally Resourced Provision (ARP) catering for up to twenty- four children with a diagnosis of Speech, Language and Communication Needs (SLCN).

The Department is led by the SENDCo (Mrs Harris) along with Deputy SENDCo (Mrs Da Costa) and Assistant SENDCo (Mrs Wilson). The team also consists of a Speech and Language Therapist.

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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Social Communication group• Small, quiet base for break and lunch• Differentiated writing frames• Support to use and maintain laptops• Touch typing interventions• Dictation software and support with use on computers.	<ul style="list-style-type: none">• Speech & Language Therapist with NHS SaLT• Speech & language work with Speech & Language Therapist or Assistant in school ARP• Visual maps & modified work 1:1 with Specialist Teacher from STS• Small group form.

Cognition & Learning	<ul style="list-style-type: none"> • Lucid Extract screening, Yr 7, 9 and 12. • Bedrock programme to support grammatical learning. • CATS testing to assess baselines. • Differentiated curriculum • Regular teacher assessments • 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. 	<ul style="list-style-type: none"> • Reading groups in the LRC • Reading interventions during Form. • Homework club with support from LSA's. • Phonics interventions. • Reasonable adjustments for examinations where needed. • Extra adult support in mainstream lessons. 	<ul style="list-style-type: none"> • English and Maths interventions. • Subject specific interventions. • A dropped GCSE option for coursework catch-up/revision. • Reintegration meetings following suspensions with SLT and SENDCo. • Personalised curriculum. • Coloured overlays • Reasonable adjustments during formal exams. • Educational Psychologist assessment.
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Social Emotional & Mental Health	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reintegration room within the HUB • Attendance and punctuality monitoring. • 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 • Time out card. 	<ul style="list-style-type: none"> • 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. • School Councillor.
Sensory and or Physical needs	<ul style="list-style-type: none"> • PE lessons with qualified sports coaches 	<ul style="list-style-type: none"> • Extra- curricular sports clubs 	<ul style="list-style-type: none"> • Occupational therapist referral for NHS assessment.

	<ul style="list-style-type: none"> • Staff aware of implications of sensory and/or physical impairments • First aiders on site • Modification to school site. • Environmental audit of classrooms. 	<ul style="list-style-type: none"> • Pencil grips and handwriting pens • Use of lift or work in the HUB • Referral to school nursing. • Fidget tools. • Movement breaks • Move and sit cushions • Writing slopes • Zones of regulations when needed. 	<ul style="list-style-type: none"> • 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. •
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