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| **SEND Provision Map** | | | | | |
| **Cognition and Learning** | **Communication and Interaction** | **Social, Emotional and Mental Health** | **Sensory and Physical** | **Adverse Childhood Experiences** | **Attendance Support** |
| * Access Reading Test and intake data analysis * Diagnostic assessment tool * Dyslexia screener tool and support strategies * In-class TA support or targeted teacher support including scaffolding, modelling and task lists * Classroom positioning to avoid distractions or for peer mentor * Allow printed copies of notes / PowerPoints * Overlays and reading rulers * Pre and post teaching sessions * Specialist teaching sessions * Support Plans – Curriculum, Literacy and Maths * Intervention assessments: Lexia, IDL * Guided reading sessions * Referral to outside agency support * Support Clubs: Homework, Literacy, Maths, Reading Club * Differentiated homework / expectations * ICT provision – tablets and laptops * Exam access arrangements * Personalised curriculum * Entry Level courses (KS4) * Revision/ booster classes * Learning Mentors * Whole school dyslexia-friendly initiatives * Multi-sensory teaching approaches * Specialised KS4 option choices * College / work experience packages (KS4) * Careers advice / YPS * Life Programme and Qualifications (KS4) * Homework support in school * Specific teaching of memory aids and techniques | * Speech and Language intervention * ELSA (2 trained mentors) * Social skills * Personalised curriculum * Access to ICT support * Individual counselling or peer mentoring * Individual reward systems * ELKLAN trained TA’s – TBC * Referral to outside agencies e.g. Autism Service * In-class TA support * Specialist teaching / targeted teacher support * Visual timetable / other visual aids * Social stories * Comic strip conversations * Use of task sheets / prompt cards * Life skills * Lego Therapy * Home-School Link Book * Autism Resource Base support and outreach * Peer mentoring programme * Use of ear defenders to reduce distractions * Personalise learning topics to increase pupil interest | * Social and Emotional Support Programme * Social and Emotional Support Plan * Behaviour Intervention Programme * Regular check-in and in class support * ‘Heath Math’ * R2L Support Plan and alternative curriculum * ELSA programme * Access to Nurture Group * Hummingbird and Talkabout Programmes * Friendship group * Quiet Room and access to safe space * Trinity Support Plan * Health Box Referral * Referral to Young Carers * MHFAT and CAMHs referrals and * School Nurse Referral * Cognitive Behaviour Therapy Approaches * Referral to Alternative Providers * Lego therapy * Art / Music Therapy * GP referral (parents) * Social Skill group * Boxall Profile assessment tool * Out-of-class pass (where appropriate) * Referral to behaviour pathway * Individual counselling or peer mentoring * Restorative justice sessions * Advice from external agencies * Personalised timetables * Work experience / college packages * Medical Needs Team referral * TAF support * Access to quiet spaces * Peer Mentoring Programme * Managed Move and Step out * Plan to ‘catch students being good’ * Utilise students’ strengths and responsibility * Year group link TAs and identified key workers | * Referral to sensory services * SPOTSS support and recommendations * Medical Needs Referral * Flexible teaching arrangements e.g. student position in room * Use of alternative technology e.g. laptops * Accessible toilets (one with a hoist and a changing bed) * Touch typing courses or dictation * Out of class pass * Early exit pass * Movement / brain break * Fine motor skills support * Allow printed copies of notes / PowerPoints * Individual subject support strategies e.g. adapted PE lessons * Physiotherapy and OT advice * Resources to enlarge text * Enhanced accessibility (lift, ramp, handrails, highlighted steps etc.) * Accessible toilets * Medical room access * Referral to independent travel training service * Specialist equipment * Equine Therapy * Blue tac / fidget toys * Subject specialist equipment * Allow photos with phone / iPad of written work * Relaxed uniform requirements * Early lunch pass / access to canteen | * ACE Support Plan * Access to Nurture Group * Emotionally Available Adult * Support from outside agencies e.g. adoption support * ‘Heart Math’ * ELSA programme * Friends for Life * The Hummingbird Programme * Talkabout Programme * Friendship group support * Quiet Room and access to safe space * Health Box Referral * Referral to Young Carers and Platform For Life * CAMHs referral * School Nurse Referral * Mental Health First Aid * Cognitive Behaviour Therapy Approaches * Referral to Alternative Providers * Lego therapy * Art and Music Therapy * Social Skill group * Out-of-class pass (where appropriate) * Work experience / college packages * TAF support * Check in / out and a calm space to start and finish school * Sensory breaks and check-ins * Personalised curriculum and timetables * Boxall Assessment Tool and support strategies * Fagus Assessment Tool * Peer Mentoring Programme * Provide spare books in school | * Early identification of need and support plan * ESBN Framework * Trinity Support Plan * Personalised curriculum * Reduced timetable (short term only) * Home Visits * Use of external agency support e.g. TAF, autism team, Educational Psychology Service * Extended hours support groups   \*Use of other support strategies as listed |
| **Transition** | | | | | |
| • Pupil Passports • SENCO and teacher in charge of ARB visit primary schools and attend review meetings • Action for Inclusion Plans completed. • YLL and AHT gather pupil data from primary schools • Ongoing liaison work between subject departments and primary schools • New Intake Evening • Year 6 Induction Day • Open Evening •Inclusion Coordinators attend TAFs • SENCO liaises with Education Psych. and other external agencies as required • ASD and vulnerable students ‘taster sessions’ • Summer school • Analysis of KS2 data and full literacy screener given to all year 7 students on intake to enable early identification of need • Joint completion of pupil passport with feeder school, pupil and parents • Enhanced year 5 and 6 visits for identified students • The ‘big sing’ day • Subject specific primary transition events including DT, Science, Maths, Art and English • Year 7 nurture group • Individual parent tours  Post 16 transition or mid-year transitions:  •Literacy / numeracy screener for mid-year intake • SENCO / link TA accompanies students on open days and visits to further education providers and / or employment providers • enhanced transitions for vulnerable students • Students accompanied to meetings and interviews when necessary • SENCO / ARB lead to liaise with relevant professional to enable a successful transition • PFA paperwork completed Spring of year 11 using advice from YPS and professionals | | | | | |
| **Alternative Provision** | | | | | |
| We have used the following to offer AP to specific students who require a more personalised educational setting: Wirral Wrap, Utopia Project, Ancora House, Bren Bikes and Cheshire College - South and West, The Equine Centre | | | | | |
| **Liaison with Parents** | | | | | |
| SENCO – by phone, email, ad-hoc meetings and / or scheduled review meetings • TA through link books or email • Subject teachers/ Form Tutors – by phone, email or at scheduled Parents’ Evenings • Education Welfare Officer, Young Peoples’ Service • Educational Psychologist, SALT Service, CWAC ASD Support • Other external agencies e.g. behaviour pathway referral • Young People’s Services • Information, Advice and Support Service invited to meetings • Text-Home system • Subject feedback – A1’s | | | | | |
| **Partner Agencies** | | | | | |
| • CWAC SEN Team • Flintshire SEN Team • Educational Psychology • CWAC ASD Support Team • Educational Welfare Officer • Young Peoples’ Service (Careers Advice) • Speech and Language Therapy Service • School Nurse. • Occupational therapy • Physiotherapy • CAMHS • Platform for Life • Cheshire College – South and West  • Cheshire Young Carers • New Leaf (Youth Fed) • MPloy Solutions • Total People | | | | | |
| **Assessment Tools** | | | | | |
| Access Reading Test • NARA • Lucid Rapid • DASH (students with motor skill difficulties or because of teacher / parent referral) • Ongoing ART • Edinburgh Reading Test for mid-year transfers and students in Year 9 onwards • Dyscalculia screener • i-ART assessment tools • Fagus profiling • Boxall Profile •EBSN Toolkit | | | | | |