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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  |