

SEN PROVISION MAP 2019/20

Wave 1: applies to all students

This is good quality, inclusive teaching which takes into account the learning needs of all pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Below are some examples of our Wave 1 Provisions.

Cognition and Learning

Knowledge organisers
Yearly curriculum parent evenings
Access arrangements for external examinations
Access to supportive resources such as dictionaries & bi-lingual dictionaries (and tablets available for pupils)
Assessment and progress tracking
Differentiated teaching & planning in all curriculum subjects
Modified work (e.g. writing frames, key word banks, sentence starters)
Parental liaison with subject teachers and FGLs
Parents Evenings
Options support

Speech, Language and communication

Access arrangements for external examinations
Access to supportive resources such as dictionaries & bi-lingual dictionaries
Environmental clues (e.g. signs, pictures)
Modified work (e.g. new concepts are presented in several formats, thinking time)
Parental liaison with subject teachers and FGLs
Staff training
Structured lessons
Structured school day
Students are made aware of how well they have done & next steps (Feedback and Marking Policy)
Subject specific homework clubs and catch-up sessions

Staff training

Subject specific homework clubs and catch-up sessions/Year

11 Carousels

Whole school reading every Wednesday during FG time

Social, Mental and Emotional Health

Access arrangements for external examinations

Management of Behaviour Policy

Parental liaison with Family group leader, YPL and inclusion team (mentors, behaviour AHT)

Personal Health & Social Education programme, delivered through family group time, the whole school curriculum and flexi days.

Praise postcards and texts home

Staff training

Whole school worship and Restorative Justice

Targeted classroom seating plans

Whole school class rules

Trinity charter

3 X members of staff trained in Mental health First Aid

Targeted classroom seating plans

Physical / Sensory

Adapted resources (e.g. lowered work benches and seating)

Disabled car parking space

Disabled toilets

Lift

Medical room

Modified environment (e.g. pastel coloured background on whiteboard)

Parental liaison with School nurse service and a dedicated staff member responsible for First Aid

Staff training

Evac Chairs (and staff trained)

All pupils given opportunities to attend school trips and visits regardless of need

Wave 2: applies to some pupils.

This is targeted, time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age related expectations. This can be delivered within the classroom, through small group withdrawal from lessons, or small group sessions delivered outside of school hours.

Cognition and Learning

English as an Additional Language support

Revision and homework timetables (Set up by the SEN team)

Learning Support assistant-led structured withdrawal sessions e.g. Thinking Reading, Reading club, Lexia, Handwriting club

TAs with a focus on specific SEN needs-led interventions e.g. 1:1 reading; paired reading; vocabulary; spelling; numeracy; handwriting

Mentoring

Occasional in class Learning Support Assistant intervention

Pupil Passports

Subject specific catch-up sessions/Carousels

Staff training around the needs of specific students (mini IEPs on the main school Sen spreadsheet)

Learning spelling through Morphographs

Speech, Language and communication

Revision and homework timetables (Set up by the SEN team)

Visual timetables

Occasional in class Learning Support Assistant intervention

Pupil Passports

Staff training around the needs of specific students.

Subject specific catch-up sessions

Targeted Learning Support Assistant intervention e.g. Lego Therapy

Use of specialist SALT therapists weekly (every other term)

SALT planned provision organised for terms when therapist not in.

Social, Mental and Emotional Health

Active Listening

Attendance, welfare and safeguarding officer

Interventions to enhance social skills and self-regulation:
e.g. Emotional Literacy, Anger Management, Social Skills.

Occasional in class Learning Support Assistant intervention

Positive report cards

Pupil Passports

Sessions intended to enhance self-esteem, e.g. boxing
intervention, flexi days, trinity charter, mindfulness training,
resilience training

Staff training around the needs of specific students

Subject specific catch-up sessions

Referral to appropriate agencies e.g. Behaviour outreach
service, Lewisham Young Carers, Virtual School,

Targeted time in the SEN room (including every lunchtime)

Time Out card

Bespoke Year 6/7 transition programme to support
vulnerable pupils.

Physical / Sensory

Revision and homework timetables (Set up by the SEN
team)

Visual timetables

Occasional in class Learning Support Assistant intervention

Pupil Passports/medical care plans

Sensory equipment e.g. board games, chess, beanbags...

Specialist equipment provided (as needed)

Staff training around the needs of specific students.

Targeted time in the SEN room

Pen grips, tablets, laptops, scribes, readers...

Wave 3: applies to a few pupils (EHCPs).

This is specific provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or to enable the pupil to reach their potential. This may include consultation with outside agencies and the delivery of specialist interventions.

Cognition and Learning

Annual reviews; Individual Education Plans (passports)

Staff training on EHCPs and the pupils who are receipt of them

Consultation with external agencies, e.g. Educational

Psychology, STEP team, Spld team, SEN team

2 X members of the SEN team trained in Dyslexia screening

Specific TA for cognition and learning (with client lists)

Literacy lessons with specialist teacher

Thinking reading targeted for EHCPs

Social, Mental and Emotional Health

Annual reviews; Pastoral Support Plans

Consultation with external agencies, e.g. Educational

Speech, Language and communication

Annual reviews; Individual Education Plans

Consultation with external agencies, e.g. Educational Psychology; STEP/Spld teams; Speech & Language Therapy.

Specific SALT TA (with client lists)

Literacy lessons with specialist teacher

Specialist speech and language programmes as set by speech and language therapists.

Physical / Sensory

Annual reviews; Individual Education Plans/care plans

Consultation with external agencies such as Drumbeat, and

Psychology; Child & Adolescent Mental Health Service;
Drumbeat

Behaviour Support Service; Short Stay Schools

Specific SEMH and ASD TAs (with client lists)

Personalised timetables (as/when needed)

Placement in the Trinity Centre

If no alternative, placement with alternative providers of
education, e.g. EMLM, Lewisham Young Women's Project

Referral to appropriate Local Authority Services e.g.
Lewisham Children's Services; Early help/MASH.

Targeted 1:1 sessions with Mentors, Counsellor and SEN
manager

Support with post 16 destinations

Mindfulness

Emotional and social regulation therapy

Specific TA responsible for transition

The Physical & Sensory Support Service. Occupational
therapy. The school nurse service

Physiotherapy programmes as set by the physiotherapist

Staff training

Evac Chair trained staff

Useful links for parents & students

Cognition and Learning

<http://www.bdadyslexia.org.uk>

<http://www.wisegeek.org/what-is-auditory-memory.htm>

http://www.teachingideas.co.uk/english/contents_spelling.htm

<http://www.topmarks.co.uk/parents/>

<http://www.bbc.co.uk/bitesize/ks3/english/>

<http://www.readwritethink.org/>

<http://www.gingersoftware.com/>

Social, Mental and Emotional Health

<http://www.lewisham-camhs.org.uk/>

<http://www.adhd.org.uk/>

<http://www.autism.org.uk/>

<http://www.youngminds.org.uk/>

Speech, Language and communication

<http://www.ican.org.uk/en/What-we-do.aspx>

<http://www.talkingpoint.org.uk/>

<http://www.xmind.net/>

<https://www.thecommunicationtrust.org.uk/>

Physical / Sensory

<http://www.rnib.org.uk/>

<http://www.ndcs.org.uk/>

<http://www.cerebralpalsy.org.uk/>

<http://www.sensory-processing-disorder.com/>