

WAVE 3 PROVISION MAP

Key stage (KS)	Cognition and Learning	Communication and Interaction	Behaviour, Emotional and Social (Behaviour for Learning)	Medical Sensory and/or Physical
Transition	<ul style="list-style-type: none"> • Taster lessons during induction; 2 days – TA's allocated to tutor groups. • Data gathered from Junior schools. Kings Accelerated Learning Manager meets Junior School SENCO to gather data. • Year 5/6 curriculum days. 	<ul style="list-style-type: none"> • Liaison with Junior school. Transition information collated into SEN/EAL registers and shared with staff. • Statemented students offered separate visit to Kings with a TA from their current school to familiarise themselves. • Kings TA will visit students with an EHCP at their Junior school for afternoon to see how they are supported – information shared with staff. 	<ul style="list-style-type: none"> • HOH/ Accelerated Learning Manager /Student Support/Child Protection Officer involved in Junior school visits are available at student induction days. 	<ul style="list-style-type: none"> • Liaison with Junior school. Transition information shared with whole school. • O/T and Physical Sensory service reports gathered – follow on plans put into place.
KS3	<ul style="list-style-type: none"> • Students on the SEN/EAL registers are tested each year and their reading and spelling is monitored. Test results are used to formulate small group and withdrawal provision. • SEN/EAL registers and test results are available to all staff via a desktop icon. • Those students with a high level of need in Maths are placed in a small group taught by a special needs teacher. • Those students with a high level of need in English are supported via small group sessions. • Intensive support in one or more curriculum areas. • Directed seating plans are implemented to maximise learning showing SEN/EAL and level of attainment. • Differentiated curriculum planning and work. 	<ul style="list-style-type: none"> • Regular e-mails between Accelerated Learning Manager and parents where needed. • SEN/EAL students encouraged to join the wide range of clubs/activities before, during, after school and in school holidays. • Advice from outside agencies to develop programmes is sought and acted upon. All relevant staff are informed or suggestions made. • Staff are encouraged to model appropriate languages and sit students with these difficulties with good role models. • Student Review Days/ individual students targets - Accelerated Learning Manager available to meet with parents. • Parents evening – Accelerated Learning Manager attends and makes 	<ul style="list-style-type: none"> • In house behaviour management/ internal inclusion room, whole school behaviour policy. Consistent use of behaviour programmes which clearly outline rules, positive re-enforcement and appropriate sanctions. • Implementation and monitoring of Pastoral support Programme – Accelerated Learning Manager involved with students who have SEN. • Revised timetable and/ or adapted curriculum. • Time out card. • Student welfare and deputy designated 	<ul style="list-style-type: none"> • Flexible teaching arrangement - reasonable adjustments made where ever possible for disabled students. • Students with SEN allocated TA support according to their EHCP. • O/T and Physical Sensory service visits arranged. • O/T and Physical Sensory service continue to monitor. • Provision where possible is implemented. • SEN staff trained to support needs. • Individually prepared materials. • Enlarged exam papers.

WAVE 3 PROVISION MAP

	<ul style="list-style-type: none"> • Collaborative group/paired work. • In class shared Teaching Assistant support is allocated dependant on the needs of each pupil. Students with EHCPs have their statutory needs met via in-class and withdrawal sessions. • TA's are linked to departments dependant on their own specialisms. • ICT Facilities/ LRC available out of hours. ICT is used to support learning. • Homework is set to timetable. • Academic mentoring. • Guided options choices – year 9 – Accelerated Learning Manager involved with year 9 interviews. • Career days – Pathways involved with Statemented year 9 students. • School marking policy. • Learning objectives stated at the beginning of each lesson. • Multisensory teaching is used to allow all students access. • Students are assessed for exam concessions. • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. <p>Small groups can include:</p> <ul style="list-style-type: none"> ○ Small group with Maths specialist ○ Small group with SPLD teacher ○ Small group with TA or HLTA ○ Reading comprehension. ○ Phonics. ○ Creative writing. 	<p>appointments to see individual students.</p> <ul style="list-style-type: none"> • Students are assessed for exam concessions and trained in use of their concession. Student are encouraged to practice use of exam concessions in class and for mock exams. • Outside agencies are asked to either attend or support reports for annual reviews. • EHCP reviews are pupil centred. <p>Whole staff inset – topics covered have included:</p> <ul style="list-style-type: none"> ○ Working with Autistic youngsters. ○ Dyslexia - how to support. ○ Behaviour Management. ○ English as another language. ○ Best use of Teaching Assistants. <p>Small groups can include:</p> <ul style="list-style-type: none"> ○ Reading comprehension. ○ Speaking and listening. ○ Social skills. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. ○ Family Support Workers. 	<p>safeguarding lead (DDSL) and Accelerated Learning Manager attend outside agency meeting.</p> <ul style="list-style-type: none"> • Student welfare and DDSL – appointments arranged as needed. • Listening service. • Risk assessment in place for key students. • Outside agencies are asked to either attend or support reports for annual reviews. • EHCP reviews are pupil centred. <p>Small group sessions can include:</p> <ul style="list-style-type: none"> ○ Small group behaviour/self-esteem groups. ○ ASD family evening 12 week course. ○ Wise Guys. ○ Wise up. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Educational Psychologist. ○ Pyrford Centre. ○ Listening Service. ○ Family Support Workers. ○ CAMHS. ○ EWO. 	<ul style="list-style-type: none"> • Exam concessions. • Outside agencies are asked to either attend or support reports for annual reviews. • EHCP reviews are pupil centred. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Physical and Sensory Support Services. ○ Occupational Therapy. ○ Physiotherapy.
--	---	--	--	---

WAVE 3 PROVISION MAP

	<ul style="list-style-type: none"> ○ Handwriting. ○ Literacy. ○ Maths booster. ○ Toe by-toe reading programme. ○ EAL support. ○ Homework club. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. 			
<p>KS4</p>	<ul style="list-style-type: none"> ● Student progress is closely monitored and measured against national expectations. Provision is adjusted accordingly. ● Directed seating plans are implemented to maximise learning. ● Academic mentoring. ● Differentiated teaching and planning. ● Revision classes. ● Mentoring. ● Careers days/careers guidance. ● KS4 option choices/curriculum pathways. Pathways agency involved with students with an EHCP in year 10/11 and write follow on plans for college placement. ● Vocational Opportunities – students have opportunity to visit Vocational course supplier. 	<ul style="list-style-type: none"> ● School planners. ● Student council. ● School website. ● Parentmail/ ParentPay. ● Wide range of clubs/activities before, during and after school. ● Head Girl/Boy/Prefects. ● Annual reports. ● Student Review Days. ● Whole staff inset. ● EHCP reviews annually ● Mentoring. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. ○ Family Support Workers. 	<ul style="list-style-type: none"> ● Tutorial programme PSHE. ● Achievement awards. ● Behaviour for learning - Kings top 10. ● GO4SCHOOLS - positive rewards systems. ● Behaviour management/internal inclusion room. ● All staff are responsible for student welfare and wellbeing. ● Prom points. ● Student welfare and DDSL – appointments arranged as needed. <p>Small group sessions can include:</p>	<ul style="list-style-type: none"> ● Lift access in main school block. ● Ramps and hand rails. ● Identified staff for medical situations. ● Accessibility plan in place and up to date. ● Reasonable adjustments made wherever possible. ● Briefing notes available to teachers. ● O/T and Physical Sensory service visits arranged. ● O/T and Physical Sensory service continue to monitor. ● Provision where possible is implemented.

WAVE 3 PROVISION MAP

	<ul style="list-style-type: none"> • Collaborative group/supported paired work. • ICT Facilities/ Library available out of hours. • Learning objectives stated at the beginning of each lesson. • Students are assessed for exam concessions, teachers are aware and programme this into their exam preparations. • Outside agencies are asked to either attend or support reports for annual reviews. • EHCP reviews are pupil centred. <p>Small group activities:</p> <ul style="list-style-type: none"> ○ Study skills. ○ Specific Maths or English support. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. 		<ul style="list-style-type: none"> • Small group behaviour/self- esteem groups. • ASD family evening 12 week course. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Educational Psychologist. ○ Pырford Centre. ○ Listening Service. ○ Family Support Workers. 	<ul style="list-style-type: none"> • SEN staff trained to support needs. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Physical and Sensory Support Services. ○ Occupational Therapy. ○ Physiotherapy.
--	--	--	---	--