

# SEND and LEARNING SUPPORT

Whole School Provision Map				
Area of Need	Wave 1	Wave 2	Wave 3	Key Stage Specific Provision
	Provision	Provision	Provision	
Cognition and Learning	<ul style="list-style-type: none"> <li>Student profile</li> <li>Adapted resources e.g. coloured paper</li> <li>Subject specific support e.g. vocabulary lists.</li> <li>Adaptive teaching strategies</li> <li>Additional Needs Information card</li> <li>Written instructions / visual cues</li> </ul>	<ul style="list-style-type: none"> <li>Exam access arrangements: Extra time, laptop</li> <li>Handwriting support sessions</li> <li>Peer mentoring</li> <li>Support with organisation</li> <li>Student Prefect Mentors</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic Referral</li> <li>SENNIS (Special Educational Needs Integrated Support Service) referral</li> <li>Educational Psychologist</li> <li>EHC Plan</li> </ul>	<p><b>Transition:</b> Access arrangements for entrance exam, individual student/parent visits, transition meetings</p> <p><b>KS3:</b> Initial screening of needs</p> <p><b>KS4:</b> Revision support</p> <p><b>KS5:</b> UCAS and transition support</p>
Communication and Interaction	<ul style="list-style-type: none"> <li>Student profile</li> <li>Subject specific support</li> <li>Break card in lessons</li> <li>Adaptive teaching strategies</li> <li>Additional Needs Information card</li> <li>Environmental Cues e.g. signs</li> <li>Written instructions / visual cues</li> </ul>	<ul style="list-style-type: none"> <li>Exam access arrangements: small room, extra time</li> <li>Student Prefect Mentors</li> <li>Interventions e.g. Social Stories</li> <li>Peer mentoring</li> <li>Quiet space for break / lunchtime</li> <li>Early lunch pass</li> </ul>	<ul style="list-style-type: none"> <li>ASC Pathway referral</li> <li>YPAS support</li> <li>Educational Psychologist</li> <li>EHC Plan</li> </ul>	<p><b>Transition:</b> Access arrangements for entrance exam, individual student/parent visits, transition meetings</p> <p><b>KS3:</b> Initial screening of needs</p> <p><b>KS4:</b> Revision support, transition support</p> <p><b>KS5:</b> UCAS and transition support</p>
Social, Emotional Mental Health	<ul style="list-style-type: none"> <li>Student profile</li> <li>Break card in lessons</li> <li>Adaptive teaching strategies</li> <li>Assemblies to raise awareness</li> <li>Additional Needs Information card</li> </ul>	<ul style="list-style-type: none"> <li>Exam access arrangements: small room, extra time</li> <li>Access to learning mentor</li> <li>Quiet space for break / lunchtime</li> <li>Early lunch pass</li> <li>Student Prefect Mentors</li> </ul>	<ul style="list-style-type: none"> <li>CAMHS</li> <li>YPAS support</li> <li>Educational Psychologist</li> <li>EHC Plan</li> <li>EHAT</li> </ul>	<p><b>Transition:</b> Access arrangements for entrance exam, individual student/parent visits, transition meetings</p> <p><b>KS3:</b> Initial screening of needs</p> <p><b>KS4:</b> Revision support, stress management.</p> <p><b>KS5:</b> UCAS and transition support</p>
Sensory & Physical	<ul style="list-style-type: none"> <li>Student profile/Care-plan</li> <li>Break cards</li> <li>Adaptive equipment e.g. pen grips, life key, handrails, ramps</li> <li>Additional Needs Information card</li> </ul>	<ul style="list-style-type: none"> <li>Exam access arrangements: small room, extra time</li> <li>Adapted Curriculum</li> <li>Private space to administer medication</li> <li>Access to learning mentor</li> <li>Early lunch pass</li> </ul>	<ul style="list-style-type: none"> <li>Reduced timetable</li> <li>Educational Psychologist</li> <li>School Nurse</li> <li>EHC Plan</li> <li>EHAT</li> </ul>	<p><b>Transition:</b> Access arrangements for entrance exam, individual student/parent visits, transition meetings</p> <p><b>KS3:</b> Initial screening of needs, induction meeting for support plan</p> <p><b>KS4:</b> Revision support</p> <p><b>KS5:</b> UCAS and transition support</p>

*The above table outlines the support available to all students with additional needs, however in specialist circumstances, additional support services may be explored on a case by case basis should the needs of the student be of a more complex nature.*