

## SEN Provision Map – Cognition and Learning (CL)

<b>Universal Provision – Wave 1: Vulnerable Learners</b>			
<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
<p>Analysis of KS2 scaled scores and MidYis data on entry to develop learning profile and target additional diagnostic testing.</p> <p>Analysis of CATs scores indicates Moderate Learning Difficulties (mean &lt;70), borderline MLD (mean &lt;75 low average) or Specific Learning Difficulties (15 points discrepancy/1 standard deviation between verbal and non-verbal CATs score).</p> <p>Use of dyslexia screener indicates mild difficulties and characteristics of spld.</p> <p>Literacy skills impede access to the curriculum (RA/SA below 9.6 or 3 years+ below chronological age) in NFER/GL testing.</p> <p>This category includes those students identified with SEN who are making good progress and achieving expected attainment, key skills, attendance and behaviour outcomes with wave 1 provision. Their needs are identified for staff to allow for differentiated planning and use of appropriate access strategies within the curriculum. Their progress is monitored by the SENCO at each mid-point assessment.</p>	<p>Analysis of prior attainment data within subjects to allocate teaching groups to allow targeted teaching and suitable class sizes.</p> <p>Learning Programmes differentiated by subject teachers according to student need and data analysis.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with HoF and other subject teachers where appropriate.</p>	<p>Quality First Teaching delivered through Learning Programmes and a clear focus on developing knowledge, skills and understanding.</p> <p>Inclusive teaching which caters for a range of learning styles through differentiated planning and an informed use of whole-school data.</p> <p>Individual learning targets which are linked to prior attainment and national expectations of good progress.</p> <p>Regular assessment opportunities including APP and summative approaches to track progress and identify skills gaps.</p> <p>Regular developmental written feedback to students which identifies 'next steps' for improvement.</p> <p>Regular homework opportunities which extend and consolidate classroom learning.</p> <p>Curriculum focus on developing functional literacy and numeracy skills to minimise underachievement.</p> <p>Literacy skills integrated into Learning Programmes to develop reading and writing skills.</p> <p>Accelerated Reader intervention delivered through the English curriculum.</p> <p>Teaching groups based on ability and attainment to allow targeted teaching and curriculum pathways.</p> <p>Intervention programme within tutor time.</p> <p>COPs strategy developed in all subjects to encourage review of written work.</p> <p>Dedicated literacy lessons which focus on developing reading skills and removing barriers to learning.</p>	<p>Faculty monitoring of mid-point assessment progress data and current grade to inform subject teacher interventions.</p> <p>Faculty moderation of assessment tasks to allow comparisons of rates of progress and the impact of teaching approaches.</p> <p>Dialogue through verbal and written feedback with students, mediated by TAs where appropriate.</p> <p>Structured conversations with parents where appropriate.</p> <p>Referral to SENCO if progress is significantly slower than peers or is not 'closing the gap'.</p>
<b>Targeted Provision and additional school resources - Wave 2: SEN Support</b>			
<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
<p>Literacy skills significantly impede access to the curriculum (Reading Age below 9.6 or 3 years+ below chronological age) - specialist teaching and increased literacy interventions needed to 'narrow the gap'.</p> <p>Failure to make progress with literacy difficulties and achieve age-appropriate skills despite targeted support.</p> <p>Mid-point assessment and current grade monitoring of progress indicates that progress is slow or below expectations - personalised support and timetable necessary to maintain academic progress.</p> <p>Additional diagnostic assessments to identify skills gaps and profile learning needs.</p>	<p>Access strategies to inform teacher planning and SEN provision.</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with SENCO where appropriate.</p> <p>Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate.</p> <p>Implementation of Person-Centred Plans for students with complex needs and</p>	<p>Reference to SEN Access Strategies to allow more highly differentiated planning and inclusive teaching.</p> <p>Access to additional and modified teaching resources and ICT programmes to accelerate progress.</p> <p>Targeted English teaching which focusses on phonics, word attack skills, decoding and fluency through small-group work and guided interventions, e.g. shared and modelled reading strategies.</p> <p>Deployment of in-class TA support to allow targeted intervention.</p> <p>Withdrawal for small-group work which is time-limited and minimises time out of lessons.</p> <p>Interventions build on and feedback into lessons and English teaching approaches, e.g. promoting resilience around</p>	<p>Faculty monitoring of mid-point assessment progress data and current grade to inform subject teacher interventions.</p> <p>SENCO monitoring of mid-point assessment progress data and current grade in English and Maths and joint planning with HoFs to plan interventions and additional resources.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p> <p>Review of progress with TA following each assessment point in order to modify in-class support.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

During KS2 -3 transition, students are identified as SEN Support by the feeder primary schools. A 'transition cohort' is identified as an interim measure until whole-school assessment and screening is completed by October. Placement on the academy SEN register then follows the identified criteria.

Ms Weekes, SENCO September 2018

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	<p>multiple vulnerabilities. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school. School-based Additional Support Plan (ASP) agreed with costed provision. SENCO to explore Local Offer with parents to identify appropriate services that can meet needs.</p>	<p>reading and comprehension. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. SENCO guidance on choosing options for KS4 courses. Enhanced SENCO-led transition for Year 7 students. SENCO to act in keyworker role to refer to outside agencies.</p>	<p>ASP review – consider eligibility to request an assessment.</p>
<b>Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented</b>			
<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
<p>Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan for 'Cognition and Learning'. Statutory assessment initiated in the event of the failure of SEN Support strategies to effect 'adequate progress' which might then indicate a need for a change of provision.</p>	<p>EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians. Teacher dialogue with students to ensure that they are involved in the planning process. Joint planning and consultation with the Teaching Assistant in a keyworker role. Joint planning with SENCO/Director of Literacy where appropriate. Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school.</p>	<p>Deployment of TA support in a key worker role to work closely with parents and attend multi-agency meetings. Withdrawal for small-group work which is time-limited and minimises time out of lessons. Interventions build on and feedback into lessons and English teaching approaches, e.g. promoting resilience around reading and comprehension. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Specialist programmes delivered by TAs based on advice from outside agencies. SENCO guidance on choosing options for KS4 courses. Enhanced SENCO-led transition for Year 7 students.</p>	<p>Faculty monitoring of mid-point assessment progress data and current grade to inform subject teacher interventions. SENCO monitoring of mid-point assessment progress data and current grade in English and Maths and joint planning with HoFs to plan interventions and additional resources. Student and parent structured conversations with SENCO on progress and input into support plan. Review of progress with TA following each assessment point in order to modify in-class support. Annual person-centred review with a particular focus on transition points and aspirations. Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

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