

SEN Provision Map – Communication and Interaction (CI)

Universal Provision – Wave 1: Vulnerable Learners			
Assess	Plan	Do	Review
<p>Medical diagnosis of SLCN, ASD, DCD, dyspraxia which requires differentiated teaching strategies.</p> <p>Presenting behaviours which indicate possible communication and interaction difficulties and the need for further assessment.</p> <p>Consultation with School Nurse and parents to complete 'Social and Communication Observation Profile' for referral to Community Paediatricians for diagnostic assessment for ASD.</p> <p>Consultation with School Nurse and parents to complete 'Movement Assessment Battery for Children' for referral to Community Paediatricians for diagnostic assessment for dyspraxia.</p> <p>Consultation with parents to complete referral to Speech and Language Therapy (SALT) for additional diagnostic assessments.</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 oracy skills, language development and a wide vocabulary.</p> <p>Opportunities for collaborative working and peer interaction planned in lessons with teacher modelling and explicit teaching of social skills.</p> <p>Use of visual aids and teacher modelling to ensure understanding and reinforce verbal instructions.</p> <p>Teaching groups based on ability and attainment to allow targeted teaching and curriculum pathways.</p> <p>Opportunities to use alternative methods of recording in lessons to minimise handwriting demands.</p> <p>Fortnightly 'Character' lessons which develop personal qualities, resilience and aspirations.</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>
Targeted Provision and additional school resources - Wave 2: SEN Support			
Assess	Plan	Do	Review
<p>Diagnostic ASD profiles and specialist reports from CAMHs, EP, Community Paediatricians, Clarendon ASC Outreach Team used to identify barriers to learning and ensure adequate progress.</p> <p>Diagnostic reports and advice on dyspraxia from Community Paediatricians used to identify needs and inform planning.</p> <p>SALT assessments and communication profiles diagnostic assessments.</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</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>Access to assistive devices which aid access to the curriculum, e.g. sloping boards, pencil grips.</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. Language skills integrated into literacy approaches.</p> <p>Deployment of in-class TA support to allow targeted intervention.</p>	<p>Faculty monitoring of mid-point assessment data and current grade to inform subject teacher interventions.</p> <p>SENCO monitoring of mid-point assessment 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

SEN Provision Map – Communication and Interaction (CI)

	for students with complex needs and multiple vulnerabilities. Plans to incorporate specialist advice, e.g. SALT, 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.	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 language skills. 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. Consideration of personalised strategies and respite to manage anxiety within the school environment, e.g. provision of a designated quiet room. Targeted enrichment to develop self-esteem and friendships.	ASP review – consider eligibility to request an assessment.
Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented			
Assess	Plan	Do	Review
Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan/IPFA for 'Communication and Interaction'. 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.	EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. SALT, 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 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.	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. Consideration of personalised timetable if designated TA. 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.	Faculty monitoring of mid-point assessment 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.

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