

SEN Provision Map – Sensory Needs and Physical Disability (PD)

Universal Provision – Wave 1: Vulnerable Learners			
Assess	Plan	Do	Review
<p>Medical diagnosis of VI, HI, Cerebral Palsy, mild mobility issues; other physical/sensory difficulty which impacts on academic progress.</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>School Accessibility Plan in place.</p> <p>Individual Health Care Plan (IHCP) completed by Healthcare Co-Ordinator with input from the student and parents.</p> <p>Risk assessments and Personal Emergency Evacuation Plans completed 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, flexible teaching arrangements 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>Teacher planning takes into account the implications of the disability or medical diagnosis.</p> <p>Teaching resources selected for clarity and accessibility.</p> <p>Teacher considers methods of communication, classroom layout and organisation to remove barriers to learning.</p> <p>Opportunities for collaborative working and peer interaction provided regularly in lessons.</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>Teaching groups based on ability and attainment to allow targeted teaching and curriculum pathways.</p> <p>Fortnightly 'Character' lessons which develop personal qualities, resilience and aspirations.</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> <p>Referral to Healthcare Co-ordinator if further modifications and adaptations are required.</p>
Targeted Provision and additional school resources - Wave 2: SEN Support			
Assess	Plan	Do	Review
<p>Information and advice from outside agencies, e.g. OT, Specialist Nurse, Community Paediatrician, Sensory Support Team, Physical Medical Teacher needed to overcome barriers to learning and ensure adequate progress.</p> <p>Significant moderations to learning environment, curriculum and/or physical environment necessary to maintain progress and attendance.</p> <p>Concerns persist or worsen despite the application of alternative strategies and interventions which do not impact on progress.</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/Healthcare Co-Ordinator 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 multiple vulnerabilities. Plans to</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>Deployment of in-class TA support to allow targeted intervention.</p> <p>TA support to modify and prepare individual resources.</p> <p>Provision of assistive devices which aid access to the curriculum, e.g. sloping board, specialist ICT resources, hearing loop.</p> <p>Appropriate classroom and environmental modifications in place, e.g. specialist equipment and furniture.</p> <p>Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks.</p> <p>Access to ICT/SEN lap-tops to record extended pieces of</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/Healthcare Co-Ordinator 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.

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	incorporate specialist advice, e.g. Sensory Team assessments, 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.	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.	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/IHCP for 'Physical Disability'. 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. OT, EP, Sensory Specialist Teacher, 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/Healthcare Co-Ordinator 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. Personalised modifications to timetable, curriculum and enrichment opportunities. Personalised staff training to understand and meet learning and health needs – increasingly individualised planning and access strategies in place to ensure participation in lessons and school life. 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. Specialist TA support provided by Local Authority.	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/Healthcare Co-Ordinator 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.

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