



Whole School Provision Map

Area of need	Wave 1 Universal All students	Wave 2 Targeted Students with additional needs	Wave 3 Specialist Students with significant needs Students with complex needs
Communication and Interaction C&I	<p>Student development leader per year group</p> <p>High quality every day personalised teaching. . Mainstream Core Standards</p> <p>Adaptive teaching</p> <p>Explicit Instructions - Clear explanations. Modelling. Frequent checks for understanding. Guided practice before independent practice.</p> <p>Cognitive and metacognitive strategies. Managing cognitive load. Planning opportunities for students to plan, monitor and evaluate their own learning.</p> <p>Scaffolding - providing supportive tools to aid with writing. Gradually removing support over time. Structure questioning with increasing complexity.</p> <p>Chunking tasks</p> <p>Flexible grouping - Create temporary grouping based on current level of mastery</p> <p>Use technology to model worked examples (visualiser)</p> <p>Trauma informed practice - Greet all students positively. Think about micro-communications</p>	<p>Pupil passport created and sent to all teaching staff.</p> <p>Allocation of SEN Key worker</p> <p>Peer mentoring</p> <p>Specific seating arrangements in lesson</p> <p>Use of time out card</p> <p>Early lunch pass</p> <p>Use of fidget toys</p> <p>Use of ear defenders / ear loops</p> <p>Pre-warning of fire drill / Safe adult during fire drill.</p> <p>Understanding Autism - 1:1 / Small group KS3 / KS4</p> <p>Comic strip conversations / Social stories - 1:1 KS3/4</p> <p>Social autopsy approach - 1:1 KS3/4</p> <p>Access to the Loft (SEN area) break and lunch</p>	<p>Referrals to:</p> <p>SALT</p> <p>Occupational therapy</p> <p>SEN Therapies team</p> <p>STLS</p> <p>School nurse</p> <p>We are with you</p> <p>RisKit</p> <p>Mind and Body</p> <p>South Kent Mind</p> <p>Compass Programme</p> <p>CAMHS</p> <p>Project Salus</p> <p>Rosewood</p> <p>Early help</p> <p>Social services</p> <p>SEN Parent coffee mornings</p> <p>Transitional visits and meetings with key staff to support transition for Year 6/Year 11/Year 13 to further education</p>



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	<p>(face/voice/body) Be curious about negative behaviour ACE's.</p> <p>Gardening club</p> <p>Knit and Natter club</p> <p>Curriculum clubs lunch and after school</p> <p>Homework club</p>	<p>Nurture Intervention - Small group KS3</p> <p>Access to wellbeing practitioner for 1:1 wellbeing support KS3/KS4/KS5</p> <p>Bushcraft intervention - Small group KS3</p> <p>SEN whole school CPD annually</p> <p>SEN clinics for teaching staff</p> <p>Transitional visits and meetings with key staff to support transition for Year 6</p> <p>Targeted support to complete application process for transition for Year 11 to further education</p> <p>Assessment for Access: Arrangements for exams which may include extra time, supervised rest breaks reader, scribe, use of laptop.</p> <p>Reasonable adjustments to uniform</p>	
<p>Social, Emotional and Mental health</p>	<p>Student development leader per year group</p> <p>High quality every day personalised teaching. . Mainstream Core Standards</p> <p>Adaptive teaching</p> <p>Explicit Instructions - Clear explanations. Modelling. Frequent checks for understanding. Guided practice before independent practice.</p>	<p>Access to emotional health and well-being practitioners</p> <p>Anxiety intervention</p> <p>SEN Key worker</p> <p>Pupil passport</p> <p>Bushcraft intervention</p>	<p>SALT</p> <p>Occupational therapy</p> <p>SEN Therapies team</p> <p>STLS</p> <p>School nurse</p> <p>We are with you</p> <p>RisKit</p> <p>Mind and Body</p> <p>South Kent Mind</p> <p>Compass Programme</p>



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	<p>Cognitive and metacognitive strategies. Managing cognitive load. Planning opportunities for students to plan, monitor and evaluate their own learning.</p> <p>Scaffolding - providing supportive tools to aid with writing. Gradually removing support over time. Structure questioning with increasing complexity.</p> <p>Chunking tasks</p> <p>Flexible grouping - Create temporary grouping based on current level of mastery</p> <p>Use technology to model worked examples (visualiser)</p> <p>Trauma informed practice - Greet all students positively. Think about micro-communications (face/voice/body) Be curious about negative behaviour ACE's.</p> <p>PSHE Curriculum</p> <p>FSGBac</p> <p>wide variety of extracurricular activities</p>	<p>Something Else Club - Therapeutic art sessions</p> <p>Nurture intervention</p> <p>Peer mentoring</p> <p>Access to Loft/Quiet space during break/lunch</p> <p>Access to sensory Garden</p> <p>Time out card</p> <p>Early lunch pass</p> <p>Peer mentoring</p> <p>Transitional visits and meetings with key staff to support transition for Year 6 Transition groups at start of Year 7.</p>	<p>CAMHS</p> <p>Project Salus</p> <p>Young Carers</p> <p>Rosewood</p> <p>Early help</p> <p>Social services</p> <p>SEN Parent coffee mornings</p> <p>Transitional visits and meetings with key staff to support transition for Year 6/Year 11/Year 13 to further education</p>
Physical and Sensory	<p>All students' progress tracked, and key strategies implemented across subjects</p> <p>Differentiated lessons according to students' ability and learning styles</p> <p>Students walk on the left</p>	<p>Disabled toilet</p> <p>Space to leave books/equipment throughout the day</p> <p>Pen and pencil grips</p> <p>Student profile with strategies circulated to all teachers and support staff</p>	<p>Resources for Occupational therapy/physiotherapy activities</p> <p>Evacuation chair</p>



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	<p>Blinds on windows</p> <p>Stairwells clearly marked</p> <p>Steps marked with yellow paint</p> <p>Interactive whiteboards in classrooms</p> <p>Extra-curricular clubs and opportunities</p>	<p>Referral to Occupational Therapy or the Sensory Support Team</p> <p>Observations and feedback by LA Visual Impaired and Hearing-Impaired Service</p> <p>Regular training for teachers to support children with specific needs</p> <p>Transitional visits and meetings with key staff to support transition for Year 6</p> <p>Targeted support to complete application process for transition for Year 11 to further education</p> <p>Assessment for Access Arrangements which may include extra time, modified papers, use of laptop</p>	
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