

**Whole School Provision Map with graduated responses**

<p align="center"><b><u>Universal Level:</u></b></p> <p>Provision of and learning environment that is inclusive and teachers that are aware and trained at the appropriate level to meet a range of Special Educational Needs and Disabilities (SEND)</p>	<p align="center"><b><u>Targeted Support:</u></b></p> <p>Support in addition to universal level for children with or without SEND that need individual or small group support to differentiate learning or supplement learning over a limited period to address learning gaps</p>	<p align="center"><b><u>Personalised individual Support</u></b></p> <p>Learning and development activities that are specifically and personally planned to enable individual children with SEND to participate and make progress</p>
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**Social Emotional and Mental Health**

<p align="center"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Policies in place for               <ul style="list-style-type: none"> <li>- Special Educational Needs and Disability</li> <li>- Inclusion</li> <li>- Attendance</li> <li>- Teaching and Learning</li> <li>- Anti-bullying</li> <li>- Behavioural policy</li> <li>- Safeguarding</li> </ul> </li> <li>• Whole staff training identified and undertaken</li> <li>• Pastoral records kept on cpoms and updated daily</li> <li>• Each year group has a pastoral support adult</li> <li>• Staff aware of TIS approach.</li> <li>• Quiet space available</li> <li>• MOSOC available for all students when needed.</li> </ul>	<p align="center"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Termly pupil progress meetings</li> <li>• Targeted training for staff to deliver identified interventions</li> <li>• Plan, do, review cycle</li> <li>• Behaviour monitoring</li> <li>• Targeted pupils screened and needs identified</li> <li>• Difficulties identified and shared with in parent meetings</li> </ul>	<p align="center"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Inclusion manager led training for TAs</li> <li>• Specialist Teaching Service advice and intervention programmes</li> <li>• SEND parent review meetings to generate targets and share progress</li> <li>• Referral to outside agencies for specific diagnoses</li> <li>• Children and young people’s mental health service (CAMHS) referral for diagnosis</li> <li>• Early Help referral for family mediation and behavioural strategies</li> <li>• Child and Adult Therapeutic Talking Service referral for counselling as an individual or as a family</li> <li>• Early Help referral for mediation</li> <li>• CAMHS LINK</li> <li>• Social Care</li> <li>• Youth Centres (TRELEYA)</li> <li>• Dreadnought</li> </ul>
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<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• LSM within school for each year group for students to approach</li> <li>• Time out facilities within the academy</li> <li>• Staff trained on TIS approaches</li> <li>• Sensory equipment within school</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Small group interventions with a focus on social skills, anxiety, anger, listening, resilience, talking</li> <li>• Social skills groups</li> <li>• Talk About</li> <li>• Self-esteem / body image workshops</li> <li>• Zones Of Regulation</li> <li>• ASD Wellbeing for Girls intervention</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Children and young people’s mental health service (CAMHS) referral for diagnosis</li> <li>• Referral to community paediatrician where appropriate</li> <li>• Early Help referral for all referrals.</li> <li>• iCollege Provision with Bespoke timetable of support</li> <li>• Reintegration Provision with bespoke timetable of support</li> </ul>

		<p><b><u>In house specific programmes:</u></b></p> <ul style="list-style-type: none"> <li>• Anxiety Gremlin</li> <li>• Social Stories</li> <li>• Anger Management Support</li> <li>• Mentoring Support:</li> <li>• Executive Functioning workshops</li> <li>• EAA support</li> <li>• Self-esteem</li> <li>• Self-harm</li> </ul> <p>Access to High Needs Funding where support in place would consistently exceed £6000</p>
<b><u>Cognition and Learning</u></b>		
<p><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Teaching and learning policy in place</li> <li>• Triangulation to monitor academic progress, academic achievement, quality of planning and teaching and book scutinies</li> <li>• Good quality first teaching</li> <li>• Appropriate training opportunities identified as part of performance management</li> <li>• SLT aware and trained in a range of learning difficulties</li> </ul>	<p><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Termly pupil progress meetings</li> <li>• Targeted training for staff to deliver identified interventions</li> <li>• Attainment and progress analysed for different groups</li> <li>• Targeted pupils screened and needs identified with suitable screening mechanisms</li> <li>• Attainment and progress analysed for different groups</li> </ul>	<p><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Specific assessments undertaken to identify needs:, Dyslexia, Dyscalculi</li> <li>• Dyslexia screening, reading ages, comprehension ages, Dyscalculia assessment</li> <li>• Educational Psychologist Service Agreement</li> <li>• Parent SEN review meeting to set targets</li> </ul>

<ul style="list-style-type: none"> <li>• Specific dyslexia and dyscalculia training undertaken</li> <li>• Access arrangements sought to ensure equal opportunities</li> <li>• Flexible classroom arrangements to meet the needs of all pupils</li> <li>• Alternative recording considered and discussed with pupils</li> <li>• Reading and comprehension ages measured three times annually</li> <li>• Termly assessment</li> <li>• CATS testing for all Year 7 and 9</li> <li>• High expectations of children and appropriate challenge for all</li> <li>• Clear learning objectives and differentiated outcomes, clear instructions</li> <li>• Clear feedback and next steps in their learning – children involved in the process and given time to respond</li> <li>• Behaviour for Learning at the heart of lessons/school ethos</li> <li>• Learning walls to support key learning points</li> <li>• Time to talk things through with a Talk Partner before feeding back to class</li> <li>• Access to ICT to help reduce barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted pupils screened and needs identified with suitable screening mechanisms</li> <li>• Plan, do, review cycle</li> <li>• Difficulties identified and shared in parent meetings</li> <li>• Progress in maths and English measured termly using national assessments and age standardised assessments</li> <li>• Reading and comprehension ages measured three times annually</li> </ul>	
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<ul style="list-style-type: none"> <li>• Writing frames or alternatives to written recording when writing is not the primary objective</li> <li>• Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</li> <li>• Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc</li> <li>• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place</li> <li>• Personalised and differentiated teaching, including questioning</li> <li>• Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress.</li> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Structured school and class routines</li> </ul>		
<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Good quality first teaching</li> <li>• Appropriately differentiated work</li> <li>• Alternative recording</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <p>Delivery of catch-up programmes for English:</p> <ul style="list-style-type: none"> <li>• Read Write Inc Fresh Start</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Alternative curriculum planned by teacher and SENCO /Inclusion Manager</li> </ul>

<ul style="list-style-type: none"> <li>• Scribes when appropriate</li> <li>• Ipads</li> <li>• Word banks</li> <li>• Task boards</li> <li>• Success criteria</li> <li>• Visual timetables</li> <li>• Talk partners</li> <li>• Interactive feedback</li> <li>• Visual cues and support</li> <li>• Writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting Patterns</li> <li>• Individual Reading</li> <li>• Accelerate Reading</li> <li>• Support for Spelling</li> <li>• Comprehension Booster sessions</li> <li>• Delivery of catch up programmes for Maths</li> <li>• Dyscalculia toolkit sessions</li> <li>• IDL</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Readers</li> <li>• Extra Time</li> <li>• Scribes</li> <li>• Adult support for students over 17 units</li> <li>• Bespoke timetables</li> <li>• Individual learning programmes</li> <li>• Toe by Toe</li> </ul>
<b><u>Communication and Interaction:</u></b>		
<p style="text-align: center;"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Expectations for planning that demonstrates clear speaking and listening opportunities and scaffolding</li> <li>• Language rich environments to support all children</li> <li>• Additional equipment like laptops and ipads sound buttons etc where appropriate</li> <li>• Language for learning whole class observations used</li> </ul>	<p style="text-align: center;"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Plan, do, review cycle</li> <li>• Termly pupil progress meeting</li> <li>• Visual cues and pictures to support language acquisition</li> <li>• Appropriate staff trained at level for Autism Spectrum Disorders</li> <li>• Language for learning observations used to inform teaching strategies</li> </ul>	<p style="text-align: center;"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Therapist planned intervention sessions</li> <li>• Referral procedures in place to use help of OT, SALT and Community paediatrician services to support speech production issues</li> <li>• Makaton resources available for non-communicators</li> <li>• Social Communication checklist</li> </ul>
<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary</li> <li>• Peer support</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Time to talk</li> <li>• Following auditory Instructions</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Speech and Language therapist planned interventions</li> </ul>

<ul style="list-style-type: none"> <li>• Flexible groupings</li> <li>• YR Language link screening</li> </ul>	<ul style="list-style-type: none"> <li>• Social Stories</li> <li>• The ASD Girls Wellbeing Toolkit:</li> </ul>	<ul style="list-style-type: none"> <li>• Emotionally Based School Avoidance support</li> <li>• Speech and Language Therapist Exercises</li> <li>• Communication support</li> <li>• Input from Autism Advisor</li> <li>• ICOLLEGE provision.</li> </ul>
<b><u>Sensory and Physical Needs:</u></b>		
<p style="text-align: center;"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Policies updated in line with accessibility, Equality and SEND legislation</li> <li>• Planning demonstrates an understanding of PI where required</li> <li>• Accessibility plan in place</li> </ul>	<p style="text-align: center;"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Termly pupil progress meetings</li> <li>• Plan, do, review cycle</li> <li>• Sensory checklists</li> <li>• Targeted pupils screened and needs identified</li> <li>• Difficulties identified and shared with in parent meetings</li> </ul>	<p style="text-align: center;"><b><u>Whole School Systems:</u></b></p> <ul style="list-style-type: none"> <li>• OT screening and assessment available</li> <li>• Schools nursing service referral</li> </ul>
<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Disabled toilets</li> <li>• Wheelchair access to outside</li> <li>• Wheelchair access to reception area, THE VILLAGE, PE, ART, Hall, Gym, Music Science, Technology and Humanities</li> <li>• Lifts available to Maths and English floor</li> <li>• Disabled parking</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Handwriting programmes</li> <li>• Funfit</li> <li>• Sensory Room</li> <li>• Sensory breaks</li> <li>• Mindfulness</li> </ul>	<p style="text-align: center;"><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Access to OT resources as required</li> <li>• Hearing Support</li> <li>• Bespoke timetables</li> <li>• CHESS</li> </ul>

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| <ul style="list-style-type: none"><li>• SEND resources for sensory issues</li><li>• Flexible teaching arrangements</li><li>• Staff aware of implications of physical impairment</li><li>• Writing slopes</li><li>• Pencil grips</li></ul> |  |  |
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