

Summary of Provision for students with SEND at SCAPS

| Area of Need | Universal All students | Targeted Students with Additional Needs | Specialist Students with significant and/or Complex Needs |
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| Communication and Interaction | <ul style="list-style-type: none"> • All students' progress tracked and key strategies implemented across subjects. • Differentiated lessons according to students' ability and learning styles. • Opportunities for class discussion across the curriculum. • Consistent encouragement of formal language. • Visual prompts and aids across the curriculum, which are subject specific. • Pastoral support from Family Leaders. • Opportunities at break and Lunch to interact with peers. • Lucid Exact, LUCID Ability, Star Maths, Star Reader, Phonic assessments, Screening to identify potential language needs • Careers advice to support transition for Year 11 to further education. • Carefully planned transition for students who are moving on to their new school • Clear instructions Staff modelling of social interactions etc. • Time with staff • Opportunities for verbal rehearsal • Key vocabulary displayed • Recording information giving with mind maps/drawings/pictures • Use of students name to gain attention | <ul style="list-style-type: none"> • Language and Communication assessment • Language and Communication 12 week programme. Primary children will participate in Language for Thinking • Student learning profile circulated to all teachers and support staff. • TA intervention in class to support language. • Regular training for teachers to support children with specific needs. • Targeted support to complete application process for transition to Post 16 to further education. • Assessment for Access Arrangements for exams which may include extra time, reader, scribe, use of laptop | <ul style="list-style-type: none"> • Further targeted Language and Communication assessment • Further targeted Language and Communication intervention • Assessment by Educational Psychologist with advice Referral to outside agency, as appropriate • Regular CPD for staff working with children with significant and/or complex needs. • Specified support from TAs to further promote learning and understanding • Transition sessions to understand expectations of new settings and prepare for changes. • Transitional visits and meetings with key staff to support transition for all students moving on to a new setting |

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| | <p>prior to an instruction or question</p> <ul style="list-style-type: none"> • Support during less structured times • Use of Social Stories • Staff offer clear choices • Enrichment activities • Cooking • Life skills sessions | | |
| <p>Cognition and learning needs</p> | <ul style="list-style-type: none"> • All students' progress tracked and key strategies implemented across subjects. • Differentiated lessons according to students' ability and learning styles. • Range of resources to encourage cognitive development. • Lucid Exact, Lucid Ability, Star Maths, Star Reader and WRAT4 Screening to identify potential literacy and SpLD needs. • Language and Communication assessment • Language and Communication 12 week programme. • TA support of classroom learning and teaching • High expectations of students and appropriate challenge for all • Clear learning objectives and outcomes • Clear feedback (both written and verbal) with students given | <ul style="list-style-type: none"> • Student learning profile circulated to all teachers and support staff. • TA intervention in class to support language. • Regular advice for teachers to support children with specific needs. • Targeted support to develop numeracy and literacy skills • Assessment for Access Arrangements for exams which may include extra time, Resources advised by Occupational therapy/physiotherapy, modified papers, use of laptop. | <ul style="list-style-type: none"> • Further targeted Language, Literacy and Communication intervention • Assessment by Educational Psychologist with advice • Referral to outside agency, as appropriate • Regular CPD for staff working with children with significant and/or complex needs. • Transition sessions to understand expectations of new settings and prepare for changes. • Transitional visits and meetings with key staff to support transition for the next setting |

- opportunities to respond
- Regular learning walks
- Access to ICT
- Alternative methods to written recording when writing is not the primary objective
- Variety of teaching styles and approaches used to match need
- Questioning used to build confidence and extend learning
- Personalised and differentiated teaching
- Small chunk' learning
- Range of dictionaries and thesauruses used
- In class support from Learning Mentors
- Differentiation by time, support and task
- Use of coloured overlays, paper and screens
- Small teaching groups
- An understanding that some students need input, time and support to bring them to a place where they are ready to learn
- Specialist vocational instructors with industry experience
- Clear progress tracking
- Numeracy and Literacy Challenges
- Outdoor learning
- Access to a wide-range of literature
- Success criteria shared with students
- Opportunities for students to explain what they find difficult and the gaps in learning they feel they have
- Use of scaffolding and modelling
- Use of Assessment for Learning
- Working Walls to support learning
- Half-termly literacy and numeracy focusses
- Pre-teaching of key vocabulary

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| | and new concepts | | |
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| Social, mental and emotional health | <ul style="list-style-type: none"> • All students' progress tracked and key strategies implemented across subjects. • During briefing and de-brief sessions whole school meetings are used as a form for all staff to contribute so that adjustments can be made to the pupil's provision • Recorded via CPOMS • Differentiated lessons according to students' ability. • Targeted pastoral support from mentors • Staff presence around the school during structured and unstructured times of the day. • High expectations of behaviour. • Consistent and predictable daily routines, expectations, rewards and sanctions • All students have behaviour targets, which are recorded and tracked. • PSHCE Curriculum and Life Skills sessions devised to promote positive behaviour and good mental health • TA support in classrooms to promote learning • Positive behaviour policy; reasonable | <ul style="list-style-type: none"> • All students' behaviour is monitored, discussed during briefings and recorded via CPOMS • 1:1 targeted mentoring sessions • Some targeted TA support for learning in classrooms • Adapted timetable • Restorative Justice Programme • Wide variety of enrichment activities • Careful consideration of learning profile, in particular language skills | <ul style="list-style-type: none"> • Referral to counselling service. • 1:1 mentoring sessions • Advice from Educational Psychologist • Student support plans in place where appropriate. • Break and lunchtime provision. • Pastoral Support Programme • Referral to CAMHS • Referral to different Alternative Provision • Team Around the Child (TAC Meetings) multi-agency meetings to plan and review support package • Speech and Language Therapy Service Referral • Educational Psychologist Assessment • Support from the Attendance Officer • Life Skills programme • Programmes of intervention that include Zone of Regulation and Dr Conte (anger management) |
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| | <p>adjustments made</p> <ul style="list-style-type: none"> • Regular Rights Respecting School Days throughout year • Social interactions modelled by staff, including at break and lunchtimes • Restorative practice used to resolve conflict • Rights, Respect, Responsibility emphasised by all staff • Small teaching groups allowing staff to build relationships with students • Pastoral rooms available for time outs • Pastoral support available to students • Restorative approach, solution focussed brief therapy and growth mind set used by staff <ul style="list-style-type: none"> • Breakfast, lunch, snacks and (uniform provided at Belle Vue) <p>nt</p> <ul style="list-style-type: none"> • mentoring • Use of individual resources eg fiddle toy • Attendance monitoring • Referral to YST support worker • Access to drugs councillor • Staff liaise closely with NHS, CAHMS, Y • Social Care • Regular contact with parents and carers • an emphasis on positive contact • Whole school training on relevant issues • Personalised targets • Access to School nurse • Vocational learning • Forest School • Farm Placement • Horse riding • Broad PE curriculum • Enrichment activities • Staged transitions and reintegration indi • Reasonable adjustments made to schoo | | |
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| <p>Sensory and/or Physical needs</p> | <ul style="list-style-type: none"> • All students' progress tracked and key strategies implemented across subjects. • Differentiated lessons according to students' ability and learning styles. Stairwells clearly marked. • Enrichment activities devised to meet specific needs, including Forest School, Equine therapy and swimming • Disabled toilet. • Pen and pencil grips if required • Any required physical aid • Preparation for intense sensory experiences • Participation in music sessions • Diabetes monitoring • Opportunities to be active and develop skills • Science, PSHE and Sport Teaching around the body and healthy lifestyle choices • The environment is adapted as necessary | <ul style="list-style-type: none"> • Student profile of need with strategies circulated to all teachers and support staff. • TA intervention in class or around the building, as necessary. • Referral to Occupational Therapy or the Sensory Support Team. • Observations and feedback by LA Visual Impaired and Hearing Impaired Service. | <ul style="list-style-type: none"> • Specific intervention from Outside Agencies • Regular training for teachers to support children with specific needs. • Targeted support to complete application process for post sixteen transition • Assessment for Access Arrangements for exams which may include extra time, Resources for Occupational therapy/physiotherapy activities. modified papers, use of laptop. |
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