

South Dartmoor Community College

Provision Map 2016/2017

The Information below lists the provisions which are available to support students with SEN in each of the areas of need as identified in the Code of Practice 2014.

Provisions	Cognition & Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and/or Physical Medical Conditions
<p>Wave 1</p> <p>Quality First Teaching.</p>	Adapted seating plans Peer support Differentiated resources/approaches Student Information to staff ICT provision / specialist software Mentoring Successful strategies shared Teacher meeting Guided options choices Exam booster classes (internal & external) Clear formative assessment in books Next step targets in books	Adapted seating plans Peer support Student information to staff Differentiated resources/approaches Visual reminders if appropriate Successful strategies shared INSET opportunities School structure & class routines Environmental clues (eg signs, location systems, picture / object exchange) Use of limited language Scaffolding of tasks Regular checking of understanding Sensory breaks Teacher meeting Successful strategies shared ICT provision / specialist software Clear formative assessment in books Next step targets in books	Adapted seating plans Pastoral support plan Differentiated resources/approaches Time-out card Tutor support Student mentoring Teacher meeting Successful strategies shared ICT provision / specialist software Clear formative assessment in books Next step targets in books	LOW INCIDENCE School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered. Some in-class support may address health and safety or access issues.

<p>Wave 2 Quality First Teaching plus additional time limited tailored intervention</p>	<p>Clubs – Homework / Breakfast – Library ARROW SIP Numeracy intervention Mentoring Lexia Exam concessions / special arrangements Exam booster classes (internal & external) Study skill support Interventions as identified through the SPIT process Guided work in lessons Handwriting group Home learning adaptations</p>	<p>Social skills group training Support from Specialist teacher Social stories Comic strip conversations Sensory breaks Mentoring support Interventions as identified through the SPIT process Guided work in lessons Handwriting group Home learning adaptations</p>	<p>School Counsellor / Therapist Social skills group Action Plans Adapted timetables Interventions as identified through the SPIT process Guided options choices Mentoring support Thrive Guided work in lessons Home learning adaptations</p>	
<p>Wave 3 Quality First Teaching plus increasingly individualised and specialist programmes</p>	<p>Specialist teaching as appropriate Learning Enrichment Provision Additional Literacy / Numeracy teaching Annual review and reporting cycle In Class support Modified curriculum Alternative qualifications (eg entry-level GCSE, diplomas) Exam concessions / special arrangements Exam booster classes (internal & external) Interventions as identified through the SPIT process Sensory Integration Programme (SIP)</p>	<p>CAIRB on site Access to Speech & Language advice and/or programme if appropriate. Specific social skills support. Social understanding support. Adapted timetables. Home learning support Annual review and reporting cycle Interventions as identified through the SPIT process</p>	<p>Support from the specialist Re-engage Team at The House In class support Adapted timetables Access to specialist provisions Interventions as identified through the SPIT process Guided options choices Reduced curriculum Vocational courses Work / college involvement Mentoring support Thrive Therapeutic supportive environment</p>	
<p>Access Strategies</p>	<p>Writing frames / key word banks Home / school link Differentiated teaching & planning in</p>	<p>Autism-friendly Positive language environment Student information</p>	<p>Community & transition Support mentor Peer mentor & individual mentoring</p>	<p>Accessible toilets Medical / physiotherapy / OT room Medical support</p>

	<p>all curriculum subjects School marking policy School homework policy / diaries & planners Modified curriculum / advice from specialists KS4 option choices / KS4 curriculum pathways College / work experience Special exam arrangements Study support centre Use of technology to support recording</p>	<p>Peer mentoring Differentiation in all subjects Self esteem group Technical communication aids ICT software Thinking skills Makaton signing as appropriate Communication skills group</p>	<p>Guidance & welfare systems Whole school behaviour plan Whole school class rules School reward policy School sanction policy Managed transfer Social skills group (formerly anger management) Self-esteem group</p>	<p>Transport (home-school) Mobility (on-site) Lunchtime activities / library / Homework club Lift / ramps / handrails Signage Deaf-friendly initiative Specialist ICT resources Specialist equipment (eg writing slope, switches) Keyboard skills training Bespoke furniture Moving & handling training / risk assessments</p>
Liaison with Parents	<p>Individual Home-School Liaison Plans • SENCo – by request or at scheduled review meetings • Subject teachers – by request or at scheduled Parents' Evenings • Form Tutor, Education Welfare Officer, Careers South West Service, Counsellor / Therapist – via referral • Educational Psychologist – via referral • Other external agencies – via referral • Parent Partnership support in meetings and with reports • positive postcards/letters.</p>			
Partner Agencies	<p>Educational Psychology • Communication and Interaction Team • Educational Welfare Officer • Careers South West (Careers Advice) • Speech and Language Service • Occupational therapy • Physiotherapy • Youth Offending Team • CAMHS • Parent Partnership</p>			
Continuing Professional Development	<p>Whole school INSET from internal / external source • Targeted departmental / individual training • Knowledge disseminated • Inclusive practice self-evaluated • Rolling programme of training – health issues, epilepsy, anaphylaxis etc • Bespoke INSET and CPD in-house and for feeder primary schools • SENCo member of local network.</p>			
Transition	<p>Visits to primary schools re: guidance, welfare & information • LS staff endeavour to attend Yr 5 and 6 review meetings as appropriate • Transition co-ordinator gathers specific information in primary schools • On-going liaison work between subject departments and primary schools • Individual parental visits to SDCC with potential student • Enhanced transition programmes as appropriate • New Intake Evening • Student Induction Week in the Y6 Summer Term • SENCo and Transition Manager meet to discuss issues and placements • Open Evening • Data exchange</p>			