

STURMINSTER NEWTON HIGH SCHOOL – PROVISION MAP

Area of Need	Wave 1 (Universal) describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.	Wave 2 (Targeted) describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.	Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.
COGNITION AND LEARNING	<ul style="list-style-type: none"> • Highly focused lesson design with sharp objectives • High demands of pupil involvement and engagement with their learning • High levels of interaction for all pupils • Appropriate use of teacher questioning, modelling and explaining • An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • An expectation that pupils will accept responsibility for their own learning and work independently • Regular use of encouragement and authentic praise to engage and motivate pupils. • Differentiated curriculum planning • Increased visual aids/modelling etc. • Assistive technology • In-class T.A. support • Home/school planner • Academic Mentoring • Tracking of progress • Targeted grouping • Targeted TA support • KS3 booster classes • Work experience • Specialist visits – presentation/communication skills • Rotary mock interviews • Connexions – information, advice, guidance • Transition interviews – Yr 9 	<ul style="list-style-type: none"> • Maths Tutorials • Small group Literacy tutorials • 1:1 paired reading • 1:1 'Toe by Toe' – reading programme • Word wasp • 1:1 Spelling Programme • Individual spelling programme • Home spelling pack • Functional skills option at GCSE • Home/school communication book • Tasks consistently modified to take account of literacy or recording difficulties <ul style="list-style-type: none"> - By class teacher - LSA support in class - Exam differentiation - Focused strategies for particular students • Opportunities for reinforcement and consolidation <ul style="list-style-type: none"> - KS3 literacy and 	<ul style="list-style-type: none"> • Dyslexia Tutorials • Educational Psychologist Assessment and advice • 1:1 delivery of E.P. recommended programmes by T.A. • Individual timetable • Focused in-class support • Supported homework tutorials – lunch times and after school • Escorted college/transition visits • Access arrangements for internal and external exams • Intensive support in one or more curriculum areas <ul style="list-style-type: none"> - LSA in class work 1:1 or paired or small group - 1:1 teaching from specialist teacher for defined outcome/time - Small group or paired work with specialist teacher or LSA • Additional transition support for Careers and College moves at KS4 and KS5 • Use of specific bought -in phonetic and phonological awareness and skills programmes • Working with outside agencies for advice and support, liaising over specific strategies for specific pupils <ul style="list-style-type: none"> - Educational Psychologist (County) - Child and Adult Mental Health (CAMHs) service - Occupational therapist - Speech and language therapist - Specialist Teacher Service from County - Counselling service - Physical and Sensory Support Service

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		<p>numeracy prep support clubs - handwriting/motor skills intervention - KS3 and KS4 study skills support - KS4 and KS5 GCSE/ GCE personalised interventions and clinics by subject</p> <ul style="list-style-type: none"> • Assistive technology to support presentation and reinforce learning • Reading groups (KS3) using phonetic and phonological reading schemes • Spelling groups (KS3) using in house spelling schemes • Maths groups following Schemes of Work from the curriculum • Organisation and study skills mentoring during tutor times • In-School Careers Advisor for targeted pupils • 	
<p>COMMUNICATION AND INTERACTION</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning activities, delivery • Increased visual aids/modelling etc • Key/subject vocabulary • Targeted grouping • Targeted TA support 	<ul style="list-style-type: none"> • Home/school communication book • Activities planned to take account of pupil's speech and language difficulties • Pupils seated with good role models to aid and improve 	<ul style="list-style-type: none"> • Access to speech and language therapy service • Specialist Teaching tutoring and in class support by T.A. • Individually tailored curriculum to allow time for extra tutorials • S & L therapist program delivered through tutorials • Supported homework tutorials • Visual timetable • work placement • Access to careers advisor for individual advice

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		<p>language</p> <ul style="list-style-type: none"> • Social skills club (KS3) weekly run by specialist LSA • In House peer mentors • In House teacher / tutors supporting social aspects • Awareness by all staff of particular needs for students <ul style="list-style-type: none"> - Via inset days informing staff of particular needs and strategies for types of SEN - Regular and on-going updating of staff for students' particular needs 	<ul style="list-style-type: none"> • Access arrangements for internal and external exams • 1: 1 sessions with specialist teachers deliver programmes designed by outside agencies • Pre-teaching vocabulary in 1:1 sessions • Comprehension and inference and deduction skills • Teaching of figurative language, idioms, jokes and metaphors • GCSE specific subject overlearning and coaching, exam past papers
<p>BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Whole school Behaviour Policy • Code of Conduct • Whole school reward and sanctions system • Targeted grouping • Access to careers advisor for individual advice • Individual tutor support • ELSA and pastoral support 	<ul style="list-style-type: none"> • 1:1 Year Head Support • In House 'Individual Pastoral Plan' and 'Behaviour Reports' as needed for students • Temporary use of time out, teaching anger management and calming techniques • Pastoral team send information on individual behaviour graduated approach plans • Extra focus on personal and social education, eg. 	<ul style="list-style-type: none"> • Rylands • Dual Registration/AP • Specialist Teacher • Teaching Assistant support • Time Out Card • Nurture Group • 1:1 Counselling • Focused in-class support • Access arrangements for internal and external exams • 1:1 sessions focussing on anxiety management • Social stories to facilitate anxiety management, where appropriate • Monitoring of specific pupils for additional support in emotional and social issues • Time with supportive adult to talk through difficult situations and conflict resolution • Welfare group meetings to monitor across discipline information – for vulnerable students • Individual arrangements for GCSEs and GCEs – for

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		<p>Strategies to manage feelings, skills of friendship, self-awareness</p>	<p>emotional issues</p> <ul style="list-style-type: none"> • Revised timetable and / or adapted curriculum • Transition liaison with colleges and schools •
<p>SENSORY AND PHYSICAL</p>	<ul style="list-style-type: none"> • Differentiated small group/individual work (TA supported) • Supported group work • Basic & Fundamental skills activities • Variety of extra curricula clubs – basketball, hockey, netball, rugby, football, cricket, athletics, rounders, tennis and badminton 	<ul style="list-style-type: none"> • Allowing extra time to complete tasks • Leaving lessons early to avoid rush in the corridors and stairs • Monitoring safety in practical lessons and PE • Modifications to buildings eg. Ramp • Lesson observations – advice and strategies to teachers and pupils • Simple classroom modifications eg. Colour of background and pen on whiteboard, lighting • Liaison with parents • Breaks tasks down into steps appropriate to pupil • Enlarged texts • Use of specialised transmitters in class • Over and pre-learning of key tasks and vocabulary • Support from LSA in some classes • Consider background noise in classrooms • Lesson observations resulting in advice and strategies to teachers and pupils 	<ul style="list-style-type: none"> • Focused in-class support • Use of specialist equipment • Handwriting tutorials • Brain gym activities • Occupational Therapy Service assessment and advice • Access arrangements for internal and external exams • Adapting materials for students with co-ordination difficulties • Advice and support from occupational therapist • Access to technical aids or supplementary facilities • Liaison with sensory support service and regular assessments by specialist outside teacher for visual and hearing impairments • Strategies and advice for teachers and pupils on individual basis • Individual homework notebooks to record extra details of prep, supported by teachers and LSAs • Vocabulary notebooks for specified students • Opportunity to attend social skills group in KS3 • 1:1 lessons to implement Speech and Language Care Plan • Individual Support if appropriate

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