

Howard of Effingham School
Provision Map 2017-2018

Please be aware that this provision reflects our current intake of students. Wave 2 and 3 provisions will depend on the student intake, staffing and resources.

Wave 1 Provision (Quality First Teaching) is the provision that is universal for all students. The majority of students needs will be met through this provision. This provision includes high quality teaching and learning.

Wave 2 (Targeted) Provision is additional, time-limited provision, normally in the form of small-group interventions to accelerate progress and enable students to work at age-related expectations. Wave 2 interventions are not primarily for students with SEN and students do not have to be on the Code of Practice in order to access these. These provisions will be put in place following careful analysis of progress data and/or teacher identification.

Wave 3 (Personalised) Provision is specific, targeted interventions for students with SEN who are identified as requiring additional support. This will be put in place when Quality First Teaching and Targeted Provision are not, on their own, enabling the student to make appropriate progress. This will involve provision such as focused teaching activities that tackle fundamental errors and misconceptions and enable the student to make further progress. As with Wave 2 interventions, students will be identified following analysis of progress data and/or teacher identification.

Quality First Teaching (Wave 1 Provision)	
<u>Curriculum</u> Appropriate and relevant curriculum	<u>Environment/Facilities</u> Curriculum areas Accessible facilities
<u>Staffing</u> Qualified teachers High quality lessons as shown by termly monitoring Regular training – areas covered include dyslexia, ASD, sensory difficulties, ADHD, attachment difficulties.	<u>Support</u> Pastoral Teams – tutors, Year Leaders, Assistant Year Leaders, Year Managers
Wave 2 (Targeted) Provision	
<u>Curriculum</u> Small groups dependant on the needs of the students e.g. working memory, dyslexia, literacy, social skills, self-esteem Small groups focusing on increasing progress in English and Maths including Toe by Toe, supported reading, Digit by Digit KS4 flexible curriculum for identified students	<u>Support</u> 1-1 and small groups run within the Student Support Centre (SSC) Lunchtime and after school homework club run by the Inclusion department Specialist assessments for access arrangements – can include one or more from reader, scribe, use of a word processor, extra time, quiet room, rest breaks, prompt (this list is not exhaustive). Termly Inclusion drop-ins for parents to attend Meetings with parents

<p><u>Staffing</u> LSA/HLTA support in class for identified students Emotional Literacy Support Assistant (ELSA) Counsellor Youth relational worker SLT mentoring Staff mentoring</p>	<p><u>Environment/Facilities</u> Student Support Centre – as above but also used as a quiet area if required Assistive technology including use of laptops for identified students</p>
<p>Wave 3 (Personalised) Provision</p>	
<p><u>Curriculum</u> Precision teaching (English and Maths) ASD 1-1 sessions Transition Group 1-1 Withdrawal Social skills groups Support Plans Transition meetings to new provisions Support with transition</p>	<p><u>Pastoral</u> External courses, such as the Well Project, YES – via referral Pastoral Support Plans (PSPs)</p>
<p><u>Staffing</u> Keyworker Home School Link Worker – via referral Referrals to outside support as required – including occupational therapy (OT), speech and language therapy (SLT), ASD outreach, educational psychologist (EP), Learning and Language Support (LLS).</p>	<p><u>Environment/Facilities</u> Inclusion teaching rooms – smaller environments for 1-1 and small group teaching resources with computers.</p>