

WAVE 3 PROVISION MAP

Key stage (KS)	Cognition and Learning	Communication and Interaction	Behaviour, Emotional and Social (Behaviour for Learning)	Medical Sensory and/or Physical
Transition	<ul style="list-style-type: none"> • Taster lessons during induction; 2 days – TA's allocated to tutor groups. • Data gathered from Junior schools. Kings SENCO meets Junior School SENCO to gather data. • Year 5/6 curriculum days. 	<ul style="list-style-type: none"> • Liaison with Junior school. Transition information collated into SEN/EAL registers and shared with staff. • Statemented students offered separate visit to Kings with a TA from their current school to familiarise themselves. • Kings TA will visit Statemented student at their Junior school for afternoon to see how they are supported – information shared with staff. 	<ul style="list-style-type: none"> • HOH/SENCO/Student Support/Child Protection Officer involved in Junior school visits and available at student induction days. • Transition group - 3 sessions prior to, and one session post induction days (for Surrey Heath vulnerable students). 	<ul style="list-style-type: none"> • Liaison with Junior school. Transition information shared with whole school. • O/T and Physical Sensory service reports gathered – follow on plans put into place.
KS3	<ul style="list-style-type: none"> • Students on the SEN/EAL registers are tested each year and their reading and spelling is monitored. Test results are used to formulate small group and withdrawal provision. • SEN/EAL registers and test results are available to all staff via a desktop icon. • Those students with at or below level 3 in Maths are placed in a small group taught by a special needs teacher. • Those students at or below level 3 in English are disapplied from languages and instead receive in year 7/8 - small group literacy 3 times per week. In year 9 these students study 2 periods of personal finance and 1 period of Literacy per week. • Intensive support in one or more curriculum areas. • Directed seating plans are implemented to maximise learning showing SEN/EAL and level of attainment. 	<ul style="list-style-type: none"> • Regular e-mails between SENCO and parents where needed. • SEN/EAL students encouraged to join the wide range of clubs/activities before, during, after school and in school holidays. • Advice from outside agencies to develop programmes is sought and acted upon. All relevant staff are informed or suggestions made. • Staff are encouraged to model appropriate languages and sit students with these difficulties with good role models. • Student Review Days/ individual students targets - SENCo available to meet with parents. • Parents evening – SENCo attends and makes appointments to see individual students. • Students are assessed for exam concessions and trained in use of their 	<ul style="list-style-type: none"> • In house behaviour management/ internal inclusion room, whole school behaviour policy. Consistent use of behaviour programmes which clearly outline rules, positive re-enforcement and appropriate sanctions. • Implementation and monitoring of Pastoral support Programme – SENCo involved with students who have SEN. • Revised timetable and/ or adapted curriculum. • Time out card. • Child protection/Student Support Officer and SENCo attend outside agency meeting. 	<ul style="list-style-type: none"> • Flexible teaching arrangement - reasonable adjustments made where ever possible for disabled students. • Students with SEN allocated TA support according to their Statement. • O/T and Physical Sensory service visits arranged. • O/T and Physical Sensory service continue to monitor. • Provision where possible is implemented. • SEN staff trained to support needs. • Individually prepared materials. • Enlarged exam papers.

WAVE 3 PROVISION MAP

<ul style="list-style-type: none"> • Differentiated curriculum planning and work. • Collaborative group/paired work. • In class shared Teaching Assistant support is allocated dependant on the needs of each pupil. Statemented students have their statutory needs met via in-class and withdrawal sessions. • TA's are linked to departments dependant on their own specialisms. • ICT Facilities/ LRC available out of hours. ICT is used to support learning. • Homework is set to timetable. • Academic mentoring. • Guided options choices – year 9 – SENCO involved with year 9 interviews. • Career days – Pathways involved with Statemented year 9 students. • School marking policy. • Learning objectives stated at the beginning of each lesson. • Multisensory teaching is used to allow all students access. • Students are assessed for exam concessions. • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. <p>Small groups can include:</p> <ul style="list-style-type: none"> ○ Small group with SENCO ○ Small group with Maths specialist ○ Small group with SPLD teacher ○ Small group with TA or HLTA 	<p>concession. Student are encouraged to practice use of exam concessions in class and for mock exams.</p> <ul style="list-style-type: none"> • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. <p>Whole staff inset – topics covered have included:</p> <ul style="list-style-type: none"> ○ Working with Autistic youngsters. ○ Dyslexia - how to support. ○ Behaviour Management. ○ English as another language. ○ Best use of Teaching Assistants. <p>Small groups can include:</p> <ul style="list-style-type: none"> ○ Reading comprehension. ○ Speaking and listening. ○ Social skills. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. ○ Family Support Workers. 	<ul style="list-style-type: none"> • Student Support Officer – appointments arranged as needed. • Listening service. • Risk assessment in place for key students. • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. <p>Small group sessions can include:</p> <ul style="list-style-type: none"> ○ Small group behaviour/self-esteem groups. ○ ASD family evening 12 week course. ○ Wise Guys. ○ Wise up. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Educational Psychologist. ○ Behaviour Support/Pyrford Centre. ○ Listening Service. ○ Family Support Workers. ○ CAMHS. ○ EWO. 	<ul style="list-style-type: none"> • Exam concessions. • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Physical and Sensory Support Services. ○ Occupational Therapy. ○ Physiotherapy.
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WAVE 3 PROVISION MAP

	<ul style="list-style-type: none"> ○ Reading comprehension. ○ Phonics. ○ Creative writing. ○ Handwriting. ○ Literacy. ○ Maths booster. ○ Toe by-toe reading programme. ○ EAL support. ○ Homework club. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. 			
KS4	<ul style="list-style-type: none"> ● Student progress is closely monitored and measured against national expectations. Provision is adjusted accordingly. ● Directed seating plans are implemented to maximise learning. ● Academic mentoring. ● Work experience – students and parents are supported with work experience choices. ● Differentiated teaching and planning. ● Revision classes. ● Mentoring. ● Supplementary coursework sessions. ● Careers days/careers guidance. ● KS4 option choices/curriculum pathways. Pathways agency involved 	<ul style="list-style-type: none"> ● School planners. ● Student council. ● School website. ● Parentmail/ ParentPay. ● Wide range of clubs/activities before, during and after school. ● Head Girl/Boy/Prefects. ● Annual reports. ● Student Review Days. ● Whole staff inset. ● Statement reviews annually – attended by Pathways to give guidance and formulate follow on plan for college. ● Mentoring. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. 	<ul style="list-style-type: none"> ● Tutorial programme PDP. ● Achievement awards. ● Behaviour for learning - Kings top 10. ● Behaviour watch – positive rewards systems. ● Behaviour management/internal inclusion room. ● All staff are responsible for student welfare and wellbeing. ● Prom points. ● Student support officer – appointments arranged as needed. 	<ul style="list-style-type: none"> ● Lift access in main school block. ● Ramps and hand rails. ● Identified staff for medical situations. ● Accessibility plan in place and up to date. ● Reasonable adjustments made wherever possible. ● Briefing notes available to teachers. ● O/T and Physical Sensory service visits arranged. ● O/T and Physical Sensory service continue to monitor.

WAVE 3 PROVISION MAP

	<p>with Statemented students in year 10/11 and write follow on plans for college placement.</p> <ul style="list-style-type: none"> • Vocational Opportunities – students have opportunity to visit Vocational course supplier. • Collaborative group/supported paired work. • ICT Facilities/ Library available out of hours. • Learning objectives stated at the beginning of each lesson. • Students are assessed for exam concessions, teachers are aware and programme this into their exam preparations. • English assessment option (CGSE/IGCSE coursework/exam) based on students individual needs. • Outside agencies are asked to either attend or support reports for annual reviews. • Statement reviews are pupil centred. <p>Small group activities:</p> <ul style="list-style-type: none"> ○ Study skills. ○ Specific Maths or English support. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Language and Literacy Service. ○ Educational Psychologist. ○ Speech and Language. 	<ul style="list-style-type: none"> ○ Educational Psychologist. ○ Speech and Language. ○ Family Support Workers. 	<p>Small group sessions can include:</p> <ul style="list-style-type: none"> • Small group behaviour/self- esteem groups. • ASD family evening 12 week course. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Educational Psychologist. ○ Pырford Centre. ○ Listening Service. ○ Family Support Workers. 	<ul style="list-style-type: none"> • Provision where possible is implemented. • SEN staff trained to support needs. <p>Agencies available:</p> <ul style="list-style-type: none"> ○ Physical and Sensory Support Services. ○ Occupational Therapy. ○ Physiotherapy.
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WAVE 3 PROVISION MAP

	○ Pathways.			
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