

**Whole School Provision Map 2023-24**

**An Overview of our Provision at Pudsey Grammar School 11 – 18 years**

**Our Universal Offer (Wave 1 Quality First Teaching)**

The majority of children achieve well through high quality classroom teaching.

Quality First Teaching is at the heart of a broad and rich curriculum that engages children in a range of activities and experiences to develop their skills, knowledge and understanding.

**Wave 2 – Targeted Support**

Some children require additional support to achieve well. This can often be provided through small group intervention programmes delivered by a member of the school’s classroom based support team that will advance children’s progress and help them achieve in line with their peers.

**Wave 3 – Specialist SEND Support**

For those children who require the personalised approach of a programme that is tailored to their specific, often severe difficulties.

**Educational Health Care Plans (EHCPs)**

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

**Provision at Pudsey Grammar School 11 - 18 years**

Please find below our SEND offer for each area of SEND

|  |  |  |
| --- | --- | --- |
| **Universal Offer** | **Targeted Support** | **Specialist provision** |
| **Environments:**   * Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards) * Calm and purposeful environments for children to thrive in * Visual resources easily accessible * Dyslexia-friendly resources used for all pupils such as decluttered power point presentations * Resources are readily available and differentiated according to need * Modelling handwriting to showcase expectations consistently * A range of multi-sensory resources are   used within and across lessons   * All areas of the site are accessible through ramps and lifts * Seating plans on Class Charts | * Break out spaces for children who need more time and space to regulate * Access to the SEND Base during break times and lunchtimes | * Now and Next boards used to support sequencing, reduce anxiety and visible at all times * Visual feedback prompts used to show the child has understood – personalised sign * Task sheets/whiteboards to break down the information within instructions. This is to support independence. * Outdoor learning and spaces are used to support children * Sensory circuits * Designated Care Suite * Visual prompt cards, Autism Awareness card available for all ASD children to communicate feelings * Access to the SEND area during lessons |
| **Universal Offer** | **Targeted Support** | **Specialist provision** |
| **Cognition & Learning difficulties:**   * High expectations for all of our pupils * Clear learning outcomes using key skills * Clear steps within lesson to scaffold and support * Teaching of key concepts and language to support progress * Differentiation to support children’s access to key skill development * Use of a range of resources to support (concrete objects, images, sequencing, kinesthetic etc.)      * A clear focus on talk, modelling and independent learning in each lesson * Scaffolding * Purple Challenge to extend learning * Minimal copying from the board * High quality modelling and use of good examples to aid memory and support expectations * Subjects are planned around the use of high, quality texts to develop a real love of reading * High quality ‘on the spot feedback’ and corrective teaching to ensure that all children make progress * Ongoing teacher assessment for, and of, learning * Clear targeted questioning/reframing of questions   as appropriate   * Repetition of core concepts * Chunking of key tasks * Key word lists * Instructions broken down and check ins * Tasks to stretch and challenge | * Standardised reading tests to assess reading ages * Standardised   Spelling tests to assess spelling ability   * Booster sessions * Reading interventions * Dyslexia Screening * IDL programme * Interventions in order to ensure pupils catch up and stay up * Small literacy and numeracy groups * Clubs – Extra  Curricular activities * Exam access arrangements. Including prompt, rest break, smaller room. * training e.g. software * Homework clubs * IDL enrolment * Coloured worksheets/overlays * SEND focussed learning walks | * Pre-teach sessions * Personalised provision targeted work * 1:1 classroom support * Dyslexia Interventions * EHCP Assessment/Process * Individualised resources * Access Arrangements * Use of a laptop/ assistive technology * Memory interventions * Individual passports * Touch type * Sessions for children who struggle with transcription * Support   from: Educational Psychologists SENIT   STARS  SALT   * Access arrangements including, scribe and reader |

|  |  |  |
| --- | --- | --- |
| **Universal Offer** | **Targeted Support** | **Specialist provision** |
| **Social, emotional, mental health needs:**   * A culture and climate based on positivity and nurture * Careful seating plans * Carefully planned collaborative work * Praise is specific and named * Pupil jobs to raise self-confidence and responsibility * A staff team who see each child as unique and find their hidden talents * Staff team who are trained in attachment theory and understand the impact of early trauma * Calm area in school to support self-regulation * Resources used to support regulation * Visual timetable to support familiar routines * Secure, trusting relationships between all adults and children * Regular talk time to support collaboration * PSHE curriculum built around core values to support explicit teaching * Clear sanctions to support choice and consequences * Use of restorative approaches * Clear rewards systems * Use of parental and home contact * Pastoral Team check ins * Assemblies – awareness of stress and anxiety with self-coping mechanisms. * Early signposting to support services i.e. MindMate, Kooth.com, CAMHS Crisis team. * Pupil voice | * Focused sessions with pastoral team for friendships, collaboration skills and understanding emotions * SEMH Mentor * Autism specific   focused mentoring – strategies   * Sensory Breaks * Sensory Circuits * Social groups * Well-being groups * Time out pass * SEND area pass * SNAP B * IDL Wellbeing * Chunking instructions, fiddle toys used, transition times * Mental Health First Aiders * Mental Health Lead x3 * Behaviour Support worker mentoring sessions * Body Maps to help students recognise the signs of anxiety | * Reasonable adjustments to the behaviour policy * Regular check-ins from key staff * Involvement with other professionals such as CAMHs * Support from the SEMH team * AIP support and training * Educational Psychologist input and recommendations * Private Counsellor sessions * Social worker input * SENIT inclusion support * Personalised provision and strategies: post it notes to avoid calling out, blocked time learning, * Inclusion base * EHCP Assessment/Process * Risk assessments * Differentiated pathway including Autism Lead, Speech and Language. * 1:1 mentoring/pastoral support * Bespoke and reduced timetables * Liaison with the Medical Needs Teaching Service, One Adoption and the Virtual School. * Cluster support and counselling services * Individual provision maps * Early Help Plans * Time out pass * All about me pupil profile * Mindmate Support Team * Clear exit strategy and safe space. * Risk assessments * Personalised reward system * Assessment for Access arrangements * Team around the child meetings with teaching and support staff to share best practice and effective strategies. * Educational Psychologist involvement |
| **Universal Offer** | **Targeted Support** | **Specialist provision** |
| **Communication and Interaction:**   * Lessons built around talk and oral rehearsal * Oracy used in lessons * Reading aloud time (intonation and expression) * Drama and role play planned into teaching sequences * Collaborative learning across the curriculum * After school clubs * Autism-specific trained staff * Visual images * Careful seating plans | * Small group work sessions to develop interaction skills * Small group speaking and listening sessions * Social skills groups * Transition support * Socialising in a supportive environment * SALT small group sessions * Break and Lunch time small group clubs | * Enhanced pathways: and referrals to specialists including STARS, SALT, Cluster, Speech and Language. * SALT 1:1 sessions * STARS – training for staff and consultations for children with clear recommendation * Personalised provision/ targeted work * 1:1 talking mat sessions * Autism Lead – Weekly mentoring * Bespoke timetable * Individual Provision Map * Lesson support * St Giles in house support mentor |
| **Universal Offer** | **Targeted Support** | **Specialist provision** |
| **Sensory and/or physical needs:**   * Pupil copies of work are of an appropriate size and font * Handwriting lines to support effective transcription * Tasks steps and sequences clear * Careful seating plan * Facing students when you are talking to them * Repeating information * Use of visual prompts * Enlarging information * Changing font size as appropriate * Pupils have access to appropriate equipment * All areas of the site are accessible through ramps and lifts * Classroom and corridor displays are thoughtfully considered * Access to First Aid and First Aid on call | * Handwriting sessions * Fidget toys * Sensory resources in SEND area * Movement breaks built in to the day * Ear buds/ loops * Access to the lift | * Touch type group sessions * Personalised provision e.g. writing slopes, pencil grips, wobble cushions * Occupational Therapist support and input Moving and Handling support Team * Sensory breaks * DAHIT and VI team training * Specialised medical care/intimate care * Specific Physio programmes where recommended/advised * Modifying resources for the visually impaired. * Bespoke timetables * Support around the site * Individual Health plan/PEEP * Assistive technology 1:1 classroom support * Access Arrangements * Individual Provision Map * Designated Care Suite * Access to SEN area * Early exits from lessons * Toilet pass * Time Out pass * Ear defenders * Leeds City Council Health and Safety visit and consultation |

**Assessments**

**(In addition to whole school assessment cycle)**

**Cognition and Learning:**

* Reading standardised screener
* Spelling standardised screener
* Reading comprehension screener
* Access arrangements assessments
* Access Reading assessments
* LUCID Rapid screener
* SENIT assessments
* GL Assessments (English, Maths and Science)
* Educational Psychology assessment

**Communication and Interaction:**

* SALT assessments and plans
* STARS assessments and plans
* Pupil Voice
* Talking mat
* Body mapping

**Social Emotional Mental Health:**

* SDQs (strengths difficulties questionnaire)
* Talking mat
* Pupil voice
* CAMHS assessments
* Social Care assessments
* SNAP B

**Sensory and/or physical needs:**

* Sensory Profiling
* Physiotherapy assessments
* OT assessments
* STARS assessments
* DAHIT and VI assessments
* Nursing team assessments
* CAMHS assessments
* Social Care assessments
* Cluster Team assessments
* LA Health and Safety Team

**Universal information gathering:**

* Lesson observations
* Pupil Voice
* Parent referrals
* Teacher and support staff feedback
* SEN Concerns log for staff