

Provision Mapping – Uffculme School 2016-2017

Cognition and Learning including dyslexia

Level of frequency and severity	Provision for High Quality Teaching	Staff knowledge and understanding	Assessment, Planning and review
<p><u>Universal Provision-High Quality Teaching</u> Students operate broadly within their expected range of abilities but their progress/ development may occur at a slower pace than that of others.</p>	<ul style="list-style-type: none"> • Recognition and use of different teaching styles • Differentiated delivery eg clear and simple instructions, chunking of instructions, consideration of pace • Increased use of effective praise • Clear reward and sanctions systems • Key points/ instructions given • Increased visual aids and prompts • In class support in R4 sets. eg key instructions on mini whiteboards • Collaborative working opportunities • Key vocabulary displayed • Time given for processing • Consistent use of terms • Opportunities to access and record information in different ways: iPads, netbooks, dictaphones • Accelerated reading scheme • Clear seating plans • Use of writing frames and mind maps • Read,Write,Gold • Cuisenaire rods • Modified resources • Printing on coloured paper 	<ul style="list-style-type: none"> • Whole school awareness and training • Differentiated curriculum • Close communication between Learning Support and Teaching staff • SEN Inset day training • SEN audit • Read Write Gold training • Whole school literacy programme • Link to Local Offer on website 	<ul style="list-style-type: none"> • CATs tests in Year 7 • Yearly whole school reading and spelling audit • Regular in class assessment • Termly reports and parents evenings • Tests for students at the end of year 9 for Access Arrangements • Tutor /parents mentor day • Personal development lessons with Tutor

	<ul style="list-style-type: none"> • Word mats to support spelling 		
<p><u>Targeted Support</u></p> <p>Progress is at a very slow rate with additional provision required to achieve this.</p> <p>Student's attainment levels are well below age related expectations and there is evidence of a significant or increasing gap between them and their peers.</p> <p>Staff should decide on 'additional to' or 'different from' interventions.</p>	<ul style="list-style-type: none"> • As above • Coloured overlays/ reading rulers • Coloured book pages • TRUGS • 1 hour of intervention with literacy/numeracy for readers and spellers below 9 years • Structured phonics programmes • Access arrangements in year 7-11 • Learning support area available (please see Learning support timetable) • Learning Support postcards sent home • Spelling notebooks • Reading mentors scheme • Lower level accelerated reading books in Learning Support • Reading room in Learning Support • Reading programmes : Oxford Reading tree, Reading for Understanding, Rainbow reading, Phonicbooks • Study support • Parent Support group • Increased use of ICT programmes : Touch typing, Doorway online, Mr Thorne Apps 	<ul style="list-style-type: none"> • As above • Student passports • Support from external agencies • Code of Practice register 	<ul style="list-style-type: none"> • As above • Students views collected- student voice questionnaire • Parent support meetings • Devon Assessment Framework • Student reflection questionnaire • Intervention reports • Plan, Assess, Do sheets
<p><u>Specialist Support</u></p> <p>Students have significant and persistent learning difficulties</p>	<ul style="list-style-type: none"> • As above • Inset day training • Student passports 	<ul style="list-style-type: none"> • As above • Transition starts in Year 5 	<ul style="list-style-type: none"> • As above • Parents views collected • Students views collected

<p>despite access to appropriate learning opportunities and support.</p> <p>Students may have life-long learning difficulties or disabilities across several areas of development and will require more targeted and specialist advice support and intervention.</p> <p>Students are likely to have specific characteristics and levels of need in relation to one of more areas of need.</p>	<ul style="list-style-type: none"> • TA support in some lessons • Planned 1 :1 support. Extracted from English to work on booster literacy lessons • Planned 1 : 1 support. Extracted from Maths to work on booster maths lessons • Auditory processing activities • Practical language activities • Numicon • Dragon Naturally Speaking • Study support lessons available • Lunch time sanctuary • Timetable key fobs • Visual timetables • Use of Learning Support at lunchtime • Monitoring procedure at lunchtime • Access arrangements for tests • COP 	<ul style="list-style-type: none"> • Additional transition visits in year 6 • Student passports • Differentiated timetable • Vocational courses available in Years 10 and 11 • External agency reports on portal • TA support on educational visits • Annual planning meeting with the Ed. Psychologist • Specialist English Teacher in year 10 and 11 • Additional visits to post 16 college • SENCo runs CPD groups • Dyslexia specialist support • Dyslexia network meetings 	<ul style="list-style-type: none"> • Annual reviews of EHCPs and statements • Achievement monitored by SENCo
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