

Provision Mapping – Uffculme School 2016-2017

Communication and Interaction including Autism

Level of frequency and severity	Provision for High Quality Teaching	Staff knowledge and understanding	Assessment, Planning and review
<p><b><u>Universal Provision- High Quality Teaching</u></b>                      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"> <li>• Recognition and use of different teaching styles</li> <li>• Differentiated delivery eg clear and simple instructions, chunking of information, extra processing time</li> <li>• Increased visual aids</li> <li>• Clear rewards and sanctions</li> <li>• Calm learning environment</li> <li>• Visual timetables</li> <li>• Simple social stories</li> <li>• In class support in R4 sets. eg key instructions on mini whiteboards/ prompt cards</li> <li>• Use of net books</li> <li>• Use of I pads</li> <li>• Clear seating plans</li> <li>• Use of writing frames and mind maps</li> <li>• COP</li> <li>• Autism Education Trust Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school awareness and training</li> <li>• Close communication between Teaching staff and SENCo</li> <li>• SEN inset day training</li> <li>• ASD training for all TAs and new teaching staff available</li> <li>• SEN audit</li> <li>• Link to Local Offer on website</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reports and parents evenings</li> <li>• Tutor/parents mentor days.</li> <li>• Personal development lessons with Tutor weekly.</li> </ul>
<p><b><u>Targeted Support</u></b>                      Progress is at a very slow rate with additional provision required to achieve this. Student's attainment levels are well below age related expectations and there is evidence of a significant or</p>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Mentor support</li> <li>• TA/ mentor time</li> <li>• Time out/ distraction free environment</li> <li>• Comic Strip conversations</li> <li>• Exit card</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Code of practice register</li> <li>• Student passport</li> <li>• Achievement monitored by SENCo</li> <li>• Identified key worker in school</li> <li>• Arrangements made for cover</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Devon Assessment Framework</li> <li>• Regular communication between parents and SENDCo parents</li> <li>• Liaison with Teaching staff</li> </ul>

<p>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"> <li>• Sanctuary in learning support at lunchtimes</li> <li>• Use of social stories</li> <li>• Access arrangements in year 7-11 if needed</li> <li>• Mrs Davison available at lunchtimes</li> <li>• Social skills group</li> <li>• TA support if needed on outside activities.</li> <li>• Parent Support meetings</li> </ul>	<p>lessons/ assemblies/periods of high anxiety</p>	<p>regarding access arrangements</p>
<p><b><u>Specialist Support</u></b></p> <p>Students have significant and persistent learning difficulties 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"> <li>• As above</li> <li>• Individualised timetable if required</li> <li>• Increased level of TA support in lessons</li> <li>• Alternative teaching space if required</li> <li>• Individual vocal workbook</li> <li>• Support from Communication and Interaction team</li> <li>• Support from Speech and Language</li> <li>• Support from ICT advisory service</li> <li>• Speech and language programme of work</li> <li>• Study support lessons available</li> <li>• Registration/ break time and Lunch time sanctuary</li> <li>• Early exit card to avoid crowds</li> <li>• Timetable/ key fobs</li> <li>• Visual timetables</li> <li>• Communication book between</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Code of practice register</li> <li>• Transition starts in Year 5</li> <li>• Additional transition visits in year 6</li> <li>• Access arrangements in year 10,11</li> <li>• Vocational courses available in year 10 and 11</li> <li>• External agency reports on portal</li> <li>• Achievement monitored by SENCo</li> <li>• Additional visits to post 16 college</li> <li>• Assistant SENDCo runs CPD groups</li> <li>• Makaton training for TA team</li> <li>• Annual planning meeting with an Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Annual reviews of EHCP and Statements</li> <li>• Students views obtained</li> <li>• Parents views obtained</li> <li>• Achievement and progress monitored by SENDCo</li> </ul>

	<p>school/ home used</p> <ul style="list-style-type: none"><li>• Use of Learning Support at lunchtime for games homework clubs</li><li>• Makaton training and signing by staff</li><li>• Monitoring procedure at lunchtime</li><li>• Access arrangements for tests</li></ul>		
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