

Provision Mapping – Uffculme School 2016-2017

Social and Emotional Health including ADHD

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>• Clear whole school behaviour policy</li> <li>• Consistent use of rewards and sanctions</li> <li>• Differentiated delivery eg modified language, consideration of pace</li> <li>• Reinforcement of rules-visual prompts to support if needed.</li> <li>• Social seating and close proximity to Teaching staff</li> <li>• Positive intervention strategies</li> <li>• Flexible approaches to a range of different behaviours</li> <li>• Time out/ quiet areas systems</li> <li>• Supportive peer systems</li> <li>• Use of net books</li> <li>• Use of I pads</li> <li>• Clear seating plans</li> <li>• 1 hr PSHe with Tutor group each week.</li> <li>• Thrive workshops</li> <li>• Student Welfare Officer</li> <li>• School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• SEN training Inset day</li> <li>• Whole school behaviour policy</li> <li>• Safeguarding policy and training</li> <li>• Time out procedure</li> <li>• Weekly Pastoral meeting/ vulnerable student meeting</li> <li>• Weekly HOYs meeting</li> <li>• Weekly Tutor and HOY meeting</li> <li>• Referral to Student Welfare Officer system</li> <li>• School nurse referral system</li> <li>• Mind Ed : Mental Health training</li> <li>• CPD twilight sessions</li> <li>• Training from outside agencies : CAMHS- Panic attacks and anxiety</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/Mentor days</li> <li>• Personal development lessons with Tutor daily.</li> </ul>
<p><b><u>Targeted Support</u></b>                      Progress is at a very slow rate with additional provision required to achieve this.</p>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Student passport</li> <li>• Code of Practice</li> <li>• Careful monitoring or targeting</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Student passport</li> <li>• Student Welfare Officer</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Regular communication between parents and Pastoral team</li> </ul>

<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"> <li>• Small carefully thought out group settings</li> <li>• Lunch club/sanctuary</li> <li>• Use of social stories</li> <li>• Medication issued and kept in School office</li> <li>• Access to Learning Support for homework and study support</li> <li>• Access arrangements in Year 10 and 11 if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice from outside agencies: CAMHS, Youth offender team</li> <li>• Code of practice register</li> <li>• Access to information via the portal on conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Devon Assessment Framework</li> <li>• Achievement monitored by SENCo</li> <li>• Behaviour monitored by Deputy Head Pastoral</li> <li>• Medication monitored by RA</li> <li>• Students views gathered</li> <li>• Parents views gathered</li> </ul>
<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>• Personalised curriculum</li> <li>• Vocational course in Year 10 and 11 if appropriate</li> <li>• Identified key adults</li> <li>• TA support in some lessons</li> <li>• Flexible Learning Centre for study support</li> <li>• Lunch time sanctuary</li> <li>• Early exit card for lessons</li> <li>• Student Welfare Officer involvement</li> <li>• School nurse</li> <li>• Regular involvement of external agencies to support and monitor progress eg :CAMHS, YSmart</li> <li>• Student Attendance Officer</li> <li>• TA support on trips and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Programmes of support from external agencies</li> <li>• CPD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Regular Team around the Child meetings</li> <li>• Annual reviews of EHCP and statements.</li> </ul>