

Provision Mapping – Uffculme School 2016-2017

Sensory and Physical needs.

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"> • Uncluttered and well organised learning environment • Good lighting • Preferential seating and position of teacher • Reduced background noise • Flexible teaching arrangements eg room changes on ground floor, seating arrangements • Access to lip reading, subtitles, transcripts • Teacher aware of implications of sensory and physical impairment eg. Not covering mouth when talking to pupil with hearing impairment, not facing away from the child when talking • Specialist vocabulary available • Key points summarised at start and end of lesson • Extra thinking time • Developing note taking skills • Specialist equipment eg. Laptops, adjustable benches /sinks, cushions, sloping boards, cushions • Lifts, ramps, access to rooms • Fire Evacuation guidelines 	<ul style="list-style-type: none"> • SEN inset day training • Disability awareness training • SEN audit • Code of practice • Resource modification training • Read Write Gold training • Epi-pen training • Health and safety training • Link to Local Offer on website • Risk assessments for visits -JR 	<ul style="list-style-type: none"> • Termly reports and parents evenings • Tutor/ Mentoring days • Personal development sessions with Tutor weekly. • Concerns raised to SENCo by staff

	<ul style="list-style-type: none"> • First Aiders • High visibility markings and signs • Differentiated resources eg. Braille graph paper, plain work books, coloured overlays, coloured books, pen grips, writing slopes • Accessible toilets with changing facilities • Exam access arrangements • School nurse advice 		
<p>Targeted Support 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 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 • Mentor support • Student passport • Medical Care Plan • Tactile graph paper provided • Plain page workbooks provided • Code of practice register • Access arrangements in year 10 and 11. • Modified papers and resources • Electronic books • Radio Aid FM transmitter • Spare equipment kept in Learning Support office • TA support for note taking • Medical equipment eg epi pen kept in school office • Monitoring at lunchtimes • TA support on activities and trips Procedure when taking students out on trips and activities 	<ul style="list-style-type: none"> • As above • SENCo meets with students on a regular basis • Moving and Handling training for selected TAs • Evac chair training for all TAs and selected teaching staff • Sling training for all TAs • Risk assessments displayed in staff room • Medical Care Plans on portal and displayed in staff room. • Care Plan displayed in staff room and accessible on portal • SENCo meets with Hearing Advisory teacher • External agency reports on the portal 	<ul style="list-style-type: none"> • As above • Devon Assessment Framework • Regular meetings with parents • Student views sought • Parents views sought

<p><u>Specialist Support</u> 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"> • As above • Physio programme • Intimate care Plan • Risk assessments written • Toileting with selected TAs • Class teachers issued with Care Plan • Daily care plan which student/parent completes • Medication kept in school office • Antiseptic wipes and spray used throughout the day • Accessible toilet sanitised daily. Key kept in school office. • 1:1 TA (medically trained) when appropriate • Use of lift • Use of Learning Support at lunchtime • Emergency procedure file kept in school office • Use of wheelchair when required • Early exit to avoid crowded class rooms • Monitoring procedure at lunchtime • High involvement of school nurse • Access arrangements for tests • Code of practice register • High energy snacks and drinks kept in school office 	<ul style="list-style-type: none"> • As above • Transition starts in Year 5 • Additional transition visits in year 6 • SENCo meets with Physio • Risk assessments displayed in staff room • Care Plans displayed in staff room • Training from Specialist support service eg Cystic Fibrosis nurse • Regular contact with parents • Annual planning meeting with an Educational Psychologist 	<ul style="list-style-type: none"> • As above • Annual reviews of EHCP's and Statements • Achievement and progress monitored by SENCo
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