

Provision Mapping – Uffculme School 2016-2017

	Provision for High Quality Teaching	Staff knowledge and understanding	Assessment Planning and review
<p><u>Universal Provision/High Quality teaching</u></p> <p>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"> • The student will remain part of the mainstream timetable • A consistent learning environment with established practices and routines. • Well-resourced classrooms to support independent learning. • Consistency from all staff including non-teaching staff. • Provision based on four part cycle: Assess, Plan Do review. 	<ul style="list-style-type: none"> • All staff differentiate the curriculum appropriately. • Effective systems of communication exist to share appropriate information about student's needs. • All staff are aware of national documents relating to SEN, Disability and Inclusion • Knowledge of the schools SEN policy and how additional needs are identified in school. • All teachers manage and monitor group and individual programmes to meet specified identified needs. • All teachers are able to plan and facilitate termly review meetings with parents 	<ul style="list-style-type: none"> • Formative assessment informs planning for suitably differentiated teaching • There are rigorous assessment tracking and outcome setting systems in place for all students. • Regular reviews take place to monitor student progress against expected outcomes. • Parental engagement is encouraged. Parents are well informed about provision and expected outcomes for their child. • Students are enabled to participate in the setting, monitoring and review of their learning outcomes. • Regular communication is maintained with parents about how they can support their child's learning.
<p><u>Targeted Support</u></p> <p>Progress is at a very slow rate with additional provision required to achieve this.</p>	<p>As above plus:</p> <ul style="list-style-type: none"> • Provision is based on the 4 part cycle: Assess, Plan, Do Review • A plan will be written and reviewed regularly 	<ul style="list-style-type: none"> • Effective systems of communication exist to share appropriate information about student's needs. 	<ul style="list-style-type: none"> • A person centred approach is used to support parent and student participation in outcome setting, planning and review • Appropriate visual, pictorial or ICT resources are used to support when gathering students views.

<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"> • Interventions are identified and put into place • Evidence of implementation of advice from external agencies • Evidence of the impact of an intervention is recorded • Close supervision and monitoring of the quality and effectiveness of the intervention by the SENDCo 	<ul style="list-style-type: none"> • Knowledge of the schools SEN policy and how additional needs are identified in school. • All staff make increased use of appropriate differentiation strategies. • All staff involved with a student with SEN are confident and knowledgeable about the nature of their needs and how to support them. • Teachers plan personalised access for learning and develop plans to meet specified identified needs implementing advice received from the SENDCo and relevant external agencies. 	<ul style="list-style-type: none"> • Parental consent is given and consultation and referral takes place with external agencies where appropriate. • More detailed assessment is carried out to identify gaps in learning. • Standardised tests are up to date and well-constructed • Any assessment and intervention advice from outside agencies is incorporated into the student's individual plan. • The assessment of the pupil takes into account the range of possible needs contributing to a child's difficulties. • Provision, evidence of impact and level of pupil engagement are recorded • Progress is reviewed at least termly with student and parent involvement. • Outcomes and interventions are reviewed.
<p><u>Specialist support</u></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</p>	<p>As above plus:</p> <ul style="list-style-type: none"> • Assessment informs daily teaching. • All staff working with a student are aware of and work towards agreed outcomes using agreed intervention strategies consistently. • Students have personalised plans and intervention strategies recorded on an individual plan (MyPlan) 	<ul style="list-style-type: none"> • Staff are aware that pupils with learning difficulties will learn at a slower pace than others and may have greater difficulty than their peers in acquiring basic literacy and numeracy skills even with appropriate differentiation. • Teaching staff have received relevant training on how to assess and meet the needs of pupils with significant learning difficulties using a range of approaches. 	<ul style="list-style-type: none"> • Parent and student involvement is central to the planning and review process • Parents are fully aware and jointly engaged with how pupil progress is assessed and measured • National comparators such as P scales and more detailed assessment and monitoring systems are used.

<p>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">• Interventions outlined in the student's EHCP if appropriate are in place.	<ul style="list-style-type: none">• Staff have attended relevant training on specific learning difficulties.	<ul style="list-style-type: none">• Regular detailed analysis of skills and progression must be carried out and accurately recorded.• Short SMART targets are based upon on going assessment and are derived from long term objectives.• On-going review of pupil outcomes by school staff informs daily teaching• Termly reviews of progress with pupil and parent involvement.• Annual reviews of EHCPs or Statements.
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