

HOLLY LODGE HIGH SCHOOL PROVISION MAP

Students who have Special Educational Needs or Disabilities will receive a GRADUATED RESPONSE to their needs. Some students may receive Waves of Intervention to address their needs. “High Quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.”

Area of Need/barriers/ SEND codes	Wave 1	Wave 2	Wave 3
	Provision Map and QFT strategies	Provision Map	Provision Map
<p>Cognition and Learning</p> <p>Which children? Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD)</p> <p>Barriers to Learning</p> <p>difficulties with reading, writing, spelling and number; poor coordination; poor concentration and lack of spatial awareness; mismatch between achievement and ability; poor behaviour as a result of being a frustrated learner (SpLD)</p> <p>Learn at a slower pace; difficulty acquiring basic skills in literacy and numeracy; difficulty understanding concepts;</p>	<p>Differentiated Curriculum</p> <p>Differentiated Delivery</p> <p>Differentiated Outcomes</p> <p>Differentiated Assessment Tasks</p> <p>Increased Visual Aids</p> <p>Visual Timetables</p> <p>Accelerated Reader</p> <p>Homework club</p> <p>Doddle</p> <p>After school learning clubs/Session 6</p> <p>Academic tutorials/Coach support</p> <p>Reading in form time</p> <p><u>Strategies</u></p>	<p>Support for X5, X6 and Y5 and Y6 in core subjects</p> <p>Phonics catch up – letters and sounds</p> <p>Reading club</p> <p>Spelling and handwriting interventions</p> <p>LSA/LSP support in Literacy/EAL interventions</p> <p>Specialist teachers for EAL/literacy</p> <p>Lexia</p> <p>Step Up</p> <p>Direct instruction</p> <p>Precision teaching</p> <p>Peer Reading Scheme</p> <p>KS4 Level 1 Learning</p> <p>Nova Training</p>	<p>Supporting children with gaps in their mathematical understanding</p> <p>Group withdrawal</p> <p>In-Class Support</p> <p>Speech & Language Intervention</p> <p>Orchard Curriculum P Scales resources</p> <p>Step Up</p> <p>SENAT L intervention</p> <p>Direct instruction</p> <p>Precision teaching</p> <p>Horticulture</p> <p>Titan</p>

<p>low self-esteem; some language delay; poor concentration; underdeveloped social skills; (MLD, SLD)</p> <p>Poor self-help skills; poor coordination and perception; severe and multiple learning difficulties with physical or sensory impairment (PMLD)</p>	<p>Illustrated Dictionaries</p> <p>Use of Writing Frames, sentence starters and speaking frames</p> <p>Literacy Mats</p> <p>Give extra time where needed, allowing student to work at own pace</p> <p>Break learning and tasks down into smaller steps</p> <p>Give step-by-step instructions and write down homework for them</p> <p>Model what you want the student to do (demonstration)</p> <p>Provide breaks between learning tasks</p> <p>Support written tasks with mind maps, writing frames, prompt cards, word lists, visual prompts, symbols</p> <p>Check student's understanding by asking them to repeat back what you have said and asked them to do, and to say what they have learned in the lesson</p> <p>Allow students to present their work/responses in a range of ways to writing, e.g. using multi-media, ICT</p> <p>Use a range of multi-sensory teaching and learning approaches (VAK)</p> <p>Give immediate positive praise and feedback to reward effort/outcomes</p> <p>Provide opportunities for over-learning to consolidate, use peer-to-peer tutoring</p> <p>Give students sufficient thinking time to process</p>		
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	<p>information</p> <p>Enable students to work in pairs, in a small group, independently, and whole class</p>		
<p>Communication and Interaction</p> <p><u>Which children?</u> Speech, language and communication needs (SLCN), Specific learning difficulties (SpLD), Autistic spectrum disorders (ASD), hearing impaired (HI)</p> <p><u>Barriers to Learning:</u> Difficulty with communication because they don't understand what others have said, or they can't form sounds, words or sentences (SLCN) (HI)</p> <p>Difficulty recognising words, difficulty with fine motor skills (writing) and coordination (SpLD)</p> <p>Difficulty with comprehending/understanding some communication and instructions (masked by learned phrases or echoing what a teacher says) (ASD)</p> <p>Difficulty with social interaction and imagination (ASD)</p> <p>Easily distracted, cannot cope with any change in</p>	<p>Flexible Teaching Arrangements</p> <p>Flexible Support arrangements</p> <p>Structured School and Class Resources</p> <p>Differentiated Curriculum Delivery</p> <p>Differentiated Outcomes</p> <p>Differentiated Assessment Tasks</p> <p>Increased Visual Aids</p> <p>Visual Timetables</p> <p>Accelerated Reader</p> <p>Homework club</p> <p>Doddle</p> <p><u>Strategies</u></p> <p>Use of Symbols and Pictures</p> <p>Use shorter sentences</p> <p>Speak clearly and avoid speaking too quickly</p> <p>Pair the student up with another peer who is a good language role model, and with a supportive group of friends</p> <p>Give the student simple messages to take to other peers or staff (verbal and written)</p> <p>Use open questioning, giving students time to</p>	<p>Support for X5, X6 and Y5 and Y6 in core subjects</p> <p>Phonics catch up – letters and sounds</p> <p>Reading club</p> <p>Spelling and handwriting interventions</p> <p>LSA/LSP support in Literacy interventions</p> <p>Specialist teachers for EAL/literacy</p> <p>Step Up – transition Nurture Group</p> <p>Direct instruction</p> <p>Precision teaching</p> <p>Induction Package for EAL students</p> <p>KS4 Level 1 Learning</p> <p>Nova Training</p>	<p>Supporting children with gaps in their mathematical understanding</p> <p>Group withdrawal</p> <p>In-Class Support</p> <p>Speech & Language LA Intervention</p> <p>CCAT intervention</p> <p>Autism UK support</p> <p>Orchard Curriculum P Scales resources</p> <p>Step Up</p> <p>SPLD intervention</p> <p>Direct instruction</p> <p>Precision teaching</p> <p>Horticulture</p> <p>Titan</p>

<p>routine, and gets upset by certain stimuli, e.g. loud noise (ASD)</p>	<p>respond</p> <p>Read aloud and use commentary to improve students' listening skills</p> <p>Use discussion and visual cues (symbols, pictures, photographs) to support written communication</p> <p>Use props to encourage students to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad</p> <p>Engage the student in sequencing and matching activities to develop language</p> <p>Teach language skills through games, e.g. 20 questions, role play, guessing games using verbal cues, hot seating</p> <p>Provide a quiet area for talking and listening activities in the classroom</p> <p>Provide key vocabulary and word lists</p> <p>Pre-tutor a student before a lesson to familiarise them with new vocabulary</p>		
<p>Social, Emotional and Mental Health</p> <p><u>Which children?</u> Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Obsessive compulsive disorder (OCD), Oppositional defiance disorder (ODD), Autistic spectrum disorders (ASD), including Asperger's syndrome</p>	<p>Whole School and Class Reward System</p> <p>Whole School and Class Rules</p> <p>Whole School Policy for Behaviour</p> <p>Growth Mindset</p> <p>Consistent use of ATL reminders to motivate students</p> <p><u>Strategies</u></p> <p>Consistently apply classroom/school rules for</p>	<p>Support for X5, X6 and Y5 and Y6 in core subjects</p> <p>Learning Mentors</p> <p>Anger management course</p> <p>Self-esteem course</p> <p>British Values</p> <p>Managed Move</p>	<p>BST involvement</p> <p>Nurture group on transition first half term</p> <p>1-1 with Learning Mentor</p> <p>Family Intervention with PSA</p> <p>1-1 Withdrawal</p> <p>1-1 In-Class Support</p> <p>Albion</p>

<p>and autism, bipolar disorder, anxiety disorder</p> <p>Barriers to Learning: Immature social skills, difficulty in making friends, withdrawn, socially isolated</p> <p>Challenging, disruptive or disturbing behaviour; aggressive behaviour Depression, mood swings Self-harming, eating disorders, substance misuse</p>	<p>behaviour</p> <p>Model good behaviour for learning, and pair the student up with a positive peer role model</p> <p>Incorporate turn taking cooperative learning activities in lessons</p> <p>Give one instruction and one task at a time, don't overwhelm the student</p> <p>Catch the student being good, use positive praise, focus on the student's strengths, talents and interests</p> <p>Defuse confrontation with humour, change the subject, send the student on a message, give them a classroom responsibility</p> <p>Provide time-out in a quiet calm distraction-free area of the classroom</p> <p>Provide them with anger management strategies, e.g. count to 10, deep breathing, use a stress ball, sit on hands</p> <p>Seat student at the front of the classroom away from busy areas and distractions,</p> <p>e.g. away from windows or doors</p> <p>Use non-verbal cues to deal with minor behaviour, e.g. raised eyebrows, being silent, making eye contact, using symbols, e.g. thumbs up, thumbs down; traffic light colours for mood, understanding</p> <p>Incorporate social stories in lessons, where appropriate, to help them understand feelings, develop empathy</p> <p>Use role play, hot seating, drama activities</p> <p>Develop their resilience, it is OK to make mistakes,</p>		<p>Off-site provision e.g. Ruskin House, Oakham</p> <p>EP intervention</p> <p>Step Up – transition Nurture Group</p>
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	<p>adopt a fresh start and 'can- do' approach – Growth Mindset</p> <p>Use visual timetables, symbols, pictorial instructions</p> <p>Prepare students in advance for any change in routines</p> <p>Make teacher expectations clear</p> <p>Provide access to multi-media technology for task completion</p>		
<p>Sensory and Physical</p> <p>Which children? Visually impaired (VI), Hearing impaired (HI), Multi-sensory impaired (MSI), Physical disability (PD)</p> <p>Barriers to learning: Limited mobility, physical tiredness due to side effects of medication or medical condition, poor concentration (PD)</p> <p>Unable to distinguish or hear sounds and speech (HI)</p> <p>Unable to see fully or partially (VI)</p> <p>Unable to see, hear or speak (MSI)</p>	<p>Flexible Teaching Arrangements</p> <p>Teacher Awareness of Sensory & Physical Impairment</p> <p>Availability of adapted resources</p> <p><u>Strategies</u></p> <p>Ensure all students can see the interactive whiteboard, TV, laptop etc</p> <p>Use a visualiser, enlarged text to point 18, or put text onto an audio player for those with VI</p> <p>Dim bright light to reduce glare, use window blinds, or re-seat student (VI)</p> <p>Provide a reader, where appropriate (VI)</p> <p>Produce written text in a range of alternative multi-media formats</p> <p>Provide extra time for completing tasks and tests</p> <p>Face HI students when speaking so they can lip read</p>	<p>Support for X5, X6 and Y5 and Y6 in core subjects</p> <p>Direct instruction</p> <p>Precision teaching</p>	<p>1-1 withdrawal from PE</p> <p>Direct instruction</p> <p>Precision teaching</p> <p>HI/VI LA support</p> <p>Independent Life Skills Intervention</p>

	<p>Use a hearing loop/lapel microphone for HI students</p> <p>Use subtitles on TV, video clips, and provide written transcripts (HI)</p> <p>Make use of visual or talking timetables and pre-tutoring (HI, VI)</p> <p>Ensure any misunderstandings, mistakes or misconceptions are dealt with sensitively and positively in the classroom</p> <p>Give breaks between learning activities</p> <p>Ensure safe movement around the classroom for wheelchair users (PD)</p> <p>Ensure learning resources for student use are accessible and clearly labelled (PD, VI)</p> <p>Seat students at the front of the class, away from busy areas (doors, windows) to avoid distractions, background noise</p> <p>Pair students up with other peers, enable them to work in a supportive group of peers (VI, HI, MSI, PD)</p>		
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