ULIDIA
INTEGRATED COLLEGE

NEEDS BASED WHOLE SCHOOL & SEN PROVISION MAP

2021-22

RATIONALE

A graduated approach: All pupils in Ulidia Integrated College will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of pupils who need extra help with their learning or behaviour.	**Wave 2** is a specific, additional and time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.	**Wave 3** is targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils to achieve their potential. This may include one to one or specialist interventions.

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Speech and Language	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a pupil's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Pupils with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some pupils with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Pupils who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the pupil becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Over-arching Need: **Cognitive & Ability**

Whole School Provision	Strategies
Quality First Teaching **Wave 1**	Class teachers meet the needs of learners on a day-to-day basis through: • Baseline CEM testing at Year 8, Year 11, Year 13 and reading ages tested **Strategies to Support Planning:** • Areas for personalised and differentiated teaching, including questioning, learning outcomes and expected work produced. • Variety of teaching styles giving opportunities for open and closed tasks, visual, auditory, and kinesthetic learning, matched to individual needs. • Range of access strategies that will help pupils overcome barriers to learning e.g., use of models and images. • pupils are provided with relevant and accessible resources e.g., number lists, words list, dictionaries spell checkers. • Consideration of the use of peers to maximise opportunities for extension of learning and classroom participation for all students. **Strategies to support questioning:** • Pupils are given time or support before responses are required. • Range of differentiated questioning used to include all pupils in lessons including use of open and closed questions and use of higher order questioning. **Strategies to support differentiation.** • Tasks are clearly explained and modelled with success criteria being clear and expected outcomes known. • Break down tasks into smaller, clear steps to make them more manageable. • Provide structure to encourage independent working e.g., writing frames, revision frames, task lists. • Identify core vocabulary and concepts for lessons. Ensure new vocabulary is clarified, written up, displayed and referred to regularly; go back through at a later date to process • Use of procedural facilitators e.g., writing frames, accompanied by higher order questioning and teaching dialogue to extend learning. • Alternatives to written recording are used where appropriate. e.g., mind mapping • Differentiated learning resources to support individual learning e.g., word lists, number lines, dictionaries, spell checkers • Enhanced learning through technology using IPADS, Computers, Word processing, Netbooks and IWB where relevant. • Classroom displays are used to support teaching and learning. Refer to visual displays related to the topic where possible. • Label resources and equipment and where they are to be stored, to promote independence

Special Education Provision: **Small Group Targeted Intervention & Support** Wave 2

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Reading and Literacy Skills Development	1:4	J Nordmann (LSA)	40 min group lesson weekly for 12 weeks	Fischer Family Trust "Reciprocal Reading Programme" utilising Reading Comprehension assessment at start and end of process	Pupils who have acquired decoding skills, but have poor understanding of text. Pupils for whom English is not their first language	Progress in reading accuracy and pupil comprehension metacognition
Booster Maths Sessions	1:4	L Crawford & T Galloway	25 min group lesson twice weekly as required	"Math Recovery"	Pupils who require additional support or booster in a targeted specific mathematical area	To build pupil engagement and consolidate maths knowledge

Special Education Provision: **Intensive Individualised Learning Wave 3**

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Reading Mentor Scheme	1:1	Sixth Form Mentors	20 min twice weekly for 12 weeks	Reading age assessed at beginning and end of process. Mentors trained on Paired/Shared Reading Programme by SMH as part of Enrichment	Pupils identified as having a low reading age but don't meet the lower threshold for "Toe By Toe"	To raise the reading age of individual pupils to age 12 and above.
Reading and Literacy Skills Development	1:1	M Mulholland	25 min every week for 12 weeks	"Toe By Toe" Reading Programme	Pupils identified through testing as having the greatest need for support with word recognition and phonics.	To raise the reading age of individual pupils to age 12 and above.
Mental Numeracy Skills Development	1:1	L Crawford	25 min every week for 12 weeks	"Power of 2" Mental Numeracy Programme	Pupils with Dyslexia and/or Dyscalculia or those identified, through testing who would benefit from repeated maths practice	To put in place the building blocks of number and develop skills with mental calculations.
Personalised Curriculum is offered where students cannot access their given timetable E.G., 1:1 support sessions/Study Skills	1:1	LSA	Where Necessary	N/A	Statemented pupils who cannot access the full curriculum offered	To lend additional time and support to areas of curriculum where there may be gaps in knowledge or a need for additional study

Literacy Support	1:1	LTSS EANI	50 min once per week	Hampshire Spelling Programme	Intensive support for pupils with a specific learning difficulty/dyslexia	To develop essential decoding and sounding skills in reading

Over-arching Need: **Speech and Language Difficulties**

Whole School Provision	Strategies
Quality First Teaching Wave 1	Class teachers meet the needs of learners on a day-to-day basis through: A communication friendly environment to develop positive communication and interaction skills for all pupils, including specific consideration for those with communication and interaction needs. **Teaching and Learning** • A multi-sensory approach to the whole curriculum. • Provide a meaningful context for pupils' learning e.g., relate learning to their own experiences and interests and differentiate appropriately. • Teach metacognitive skills e.g., how to ask questions to clarify misunderstandings or use a visual 'I need help' cue card. • Provide positive framework and feedback - teach what to do rather than what not to do. • Visual information should support verbal input e.g., key vocabulary is displayed and supported by symbols and photos. • A visual timetable is used for the whole class. **Language and communication** • Teacher language - staff are aware of their own use of language and non-verbal gestures/communication e.g., pointing and natural gesture to aid language. They are able to adapt it for pupils with communication and interaction difficulties (e.g., reducing the length of sentences, explaining idioms, jokes, sarcasm and irony). • Employ varied questioning techniques but avoid over-questioning. • Instructions - break instructions down into small sequential steps and keep them short and clear, unambiguous and positive • Support pupils to use simple plans and checklists (use symbols, pictures or key words) to increase independence in carrying out instructions. • Cue the pupil by saying their name before the instruction. **Listening and comprehension** • Remind pupils to listen and check their understanding at 5 whole class, small group and individual level. • Coach active listening skills to the whole class throughout the day.

Spoken language

- Support spoken language with visual cues where possible and give additional time for pupils to process information and respond.
- Develop spoken language through role play and drama can also provide opportunities for language development.

Special Education Provision: **Intensive Individualised Learning Wave 3**

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Financial Cost	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Speech and Language Development	1:1	LSA	20 min Twice per week	N/A	Transition Programme Provided by Speech and Language Therapy "Talkabout: Social Communication Skills Package"	Pupils with delayed speech development, transitioning from Specialist Provision	To develop Post Primary "readiness" To help pupils fully engage with their education

Over-arching Need: **Social, Emotional, Behaviour and Well-being Difficulties**

Whole School Provision	Strategies
Quality First Teaching **Wave 1**	Class teachers meet the needs of learners on a day-to-day basis through: • High quality teaching and learning • All staff have high expectations for all pupils. • All lessons have varied pace and challenge • Group work is assessed on individual pupils and appropriate groups are selected. • All staff model 'appropriate behaviour' • Pupils are given opportunities to talk to adults • Relevant pupils are given time out in class where needed • Lunchtime "Friendship" club is available for pupils to attend • All pupils are aware of individual teachers' expectations and classroom agreement • All pupils are aware of the "Behaviour for Learning" policy • All pupils are aware of the "Attitude to Learning" policy • Staff robustly follow the imbedded "Behaviour for Learning" and "Attitude to Learning" policies • All pupils have the opportunities to earn rewards through the Attitude 2 learning and Credits programmes

Special Education Provision: **Small Group Targeted Intervention & Support** Wave 2

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Social/Emotional/ Behavioural Skills Development using Group Art	1:6	T Watson	25 min once per cycle	N/A	Pupils who are highlighted as having a particular social/emotional/behaviour need based on: • Expressed anxieties • Number of Suspensions • Number of Detentions • Number of SIMS Behaviour Points • All A3 and below for Attitude to Learning	Targeted pupils would learn to feel more secure in their own worth, more able to articulate their feelings, managing anger and other heightened emotions, less withdrawal from school.
LEGO Group (ASD and Social Communication)	1:3	N Montgomery	20 min twice weekly for 12 weeks	"Bricks for Autism"	Pupils with ASD & ADHD Diagnosis who are deemed to be struggling in the classroom situation	Targeted pupils develop social skills such as turn taking, collaboration and social communication.
Pets as Therapy	1:4	K Connolly	35 min once weekly		Pupils with ASD & ADHD Diagnosis who are deemed to be struggling in the classroom situation	Targeted pupils will have reduced stress and anxiety and develop communication skills and emotional literacy
Friendship Club	1: 10	MCG & N Montgomery, 6th Form Mentors	3 lunchtimes per week	N/A	Pupils with ASD & ADHD Diagnosis who are deemed to be struggling with peer relationships	Targeted pupils will have reduced stress and anxiety and develop

Special Education Provision: **Intensive Individualised Learning Wave 3**

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Behaviour Support	1:1	NEGC	20 min once per week		Pupils who require the most intensive support for social/emotional/behaviour	Few behaviour incidents. Targeted pupils learn to better regulate their emotions
Autism Support	1:1	AAIS Staff			Pupils who require the most intensive support to cope with their ASD diagnosis	Targeted pupils develop understanding and acceptance of their ASD diagnosis

Over-arching Need: **Sensory Difficulties & Physical Needs**

Whole School Provision	Strategies
Quality First Teaching Wave 1	Class teachers meet the needs of learners on a day-to-day basis through: **Differentiation to Support Sensory Difficulties** • The classroom environment is organised to make sure it is a conducive for learning. Background noise is avoided, light source is in front of the teacher, and we take action to avoid unnecessary distractions. • Staff avoid shouting and take action to support pupils when fire bell sounds. • Staff understand the need for sensory stimulation for some pupils: - Discrete use of fidget toys is deemed acceptable. • Staff are conscious not to invade pupils' 'personal space'. **Differentiation to Support Social Cognition** • Pupils with autism can lack flexibility of thought and action. Making choices can be difficult for some pupils. Staff limit choice where appropriate, model how to make choices, or differentiate by giving choice free tasks. • Changes to routine may be a cause of extreme anxiety. Every effort is made to inform the pupil, parents, and support staff of known changes: - School trips, visitors into school, work experience interviews and placements etc. by parent mail and visual information for pupils as they may not grasp the verbal information. • Routine is maintained and change is managed pro-actively. • All staff use seating plan and a leave copy for Cover Teachers. • Some pupils with autism have difficulty acquiring and developing planning and organisational skills. To encourage independence and generalisation of skills tasks are broken down into smaller, clear steps to make them more manageable. • Staff provide structure to encourage independent working: - Writing frames, revision frames, task lists, differentiate task and / or how this is communicated to the pupils. • Homework can be an issue for pupils with autism. Staff will differentiate task/time allowed, break down tasks into chunks (mini-deadlines). Homework will be written in the planner in the middle of the lesson to allow time for discussion and ensure understanding. LSA will help to write in planner and check the student understands task. • Some pupils need support following rules. Rules are clear, followed by all and applied consistently. • Understanding and managing time effectively is difficult for pupils with autism and working to time limits is a source of extreme anxiety: Pupils are taught self-help skills by: - Providing sequencing frames/writing frames/flow charts to aid the structure of the lesson

- Pupils are taught how to use a planner effectively and strategies to help them become more organised such as use of post-its, colour coding, folding pages over etc.

Special Education Provision: **Small Group Targeted Intervention & Support** Wave 2

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Organisational Skills Development and Study Skills	1:4	LSA	20 mins once per week	N/A	Pupils with a diagnosis of ASD who require help with organisational and/or study skills	Targeted Pupils will learn how to plan more effectively and become more organised

Special Education Provision: **Intensive Individualised Learning** Wave 3

Intervention	Staff/Pupil Ratio	Staff	Cost in Time	Assessment Tool Used	Targeted Individuals	Intended Outcomes
Quiet Room/Sensory Space	1:1	N Montgomery/M McColgan	N/A	"Take Ten"	Pupils requiring "Time Out"	For pupils with sensory difficulties to help relieve anxiety or overstimulation that may have occurred in the classroom.