Ulidia Integrated College

Whole School and Special Educational Provision Mapping (Pre-Code – Stage 3)

2025 – 2028 – Focus Areas – Development the culture of high impact independent learners and Development of a curriculum for all. (Linked to the SEN Action Plan and School Development Plan)

	Cognition & Learning	Social, Behavioural, Emotional and Well Being	Speech, Language and Communication Needs	Sensory – Hearing and Vision Impairment	Physical Needs
	Consideration of the	Consideration of the	Consideration of the	Consideration of the	Consideration of the
	following approaches	following	following	following approaches	following
	may be helpful –	approaches may be	approaches may be	may be helpful –	approaches may be
		helpful –	helpful –		helpful –
	Consideration of seating			Consideration of seating	
	arrangements	Adhere to the whole	Whole school	arrangements	Make staff aware of
		school behavioural	training of ASD		any specific
	Visual, written,	policy		Face the pupil when	condition or
	repeated instructions		Consideration of	speaking	disability
Whole School		Use Take 5	seating		
Provision	'Chunking' instructions	Framework	arrangements	Speak clearly at a	Consideration of
	– step by step			normal pace	seating
Access		Whole school	Visual, written,		arrangements
Arrangements as	Sharing learning	training for	repeated	Minimise background	
required	expectations or aims of	behaviour and	instructions	noise when possible	Change of chair or
	the Lesson	positive			height of desk and
		relationships	'Chunking'	Be aware of lighting, use	chair
	Use spelling word banks		instructions – step by	of blinds to reduce glare	
	– key words in each	Know your pupils –	step		Accessibility
	topic. Common	everyday interests,		Visual, written,	planning – after
	misspelt words	learning styles,		repeated instructions	school clubs and
		testing scores to			school trips

	Provide visual prompts	identify further	Provide visual	'Chunking' instructions	
	and cue cards	supports	prompts and cue	- step by step	Use of aids in
		σαρροιτο	cards		classroom to
	Provide a demonstration	Welcoming	Carao	'Thinking Time' – allow	support inclusion –
	of the activity	classroom	Structured class	time for processing	PE, HE etc.
	or the detivity	environment	routines – when	time for proceeding	1 2,112 000.
	1.1 Explanation (pupil	CHANGINIONE	possible, discuss any	Provide visual prompts	Care Plans and Risk
	and teacher)	'Helpers' within the	planned changes	and cue cards	Assessments if
		classroom to	ptarifica charigos	and cae cards	required
	Peer Helpers – Pairing	facilitate movement	Map of School,		required
	with another pupil	breaks	labelled classrooms,	Use ICT supports and	Lift Pass
	with another papit	breaks	colour coded levels	resources within the	LIICI 033
	Effective Questioning	Learning for Life and	Colour coded levels	classroom	Priority placement in
	Lifective Questioning	Work to teach social	Indication Card	Classiooni	queues if required
	'Thinking Time' – allow	skills	indication Card	Worksheets/Information	queues ii required
Whole School	time for processing	SKILLS	Non-verbal	- clear font, well-	
Provision	little for processing	Form Time and	indications – thumbs	spaced text. Clear	
FIOVISION	 Variety of Teaching	Assembly to discuss	up, traffic lights etc.	copies of pictures and	
Access	Styles	current issues	up, trainic tignts etc.	sources. Colour coded	
Arrangements as	Styles	Cultelli issues	Peer Helpers –	notes, larger prints as	
required	Variety of recording	Write timetable into	Pairing with another	required. Organised	
required	methods – power point,	planner daily or	pupil	notes	
	worksheets, posters,	weekly during form	pupit	notes	
	oral presentations, mind	time	'Helpers' within the	Detailed notes on topics	
	maps, cloze	uiiie	classroom to	Detailed notes on topics	
	procedures, scaffolded	Clear and	facilitate movement	Map of School, labelled	
	writing frames, timed	consistent	breaks	classrooms, colour	
	questions	classroom rules and	DIEGKS	coded levels	
	questions		Pupils recording own	Coded levels	
	Individual Tasks, group	expectations	achievements and	Lift Pass	
	work, mixed groups	Use of the Credit		LIILFASS	
	work, mixed groups	System and	targets	Priority placement in	
		System and		- ·	
				queues if required	

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	Use ICT supports and	department reward	Opportunities for		
	resources within the	schemes	individual		
	classroom		presentations		
		Consideration of			
	Provide Aids – mini	seating			
	whiteboards, mnemonic	arrangements	Homework club		
	devices, colour of				
	monitors, structure	Use of timers or	The Nest during		
	strips, timetables	countdowns during	unsupervised time		
	square, language words	class activities			
	etc.		Arrival times to		
		Visual, written,	school and class		
	Worksheets/Information	repeated			
	– clear font, well-	instructions	Key person - use of		
	spaced text. Clear		time out card		
Whole School	copies of pictures and	Peer Helpers –			
Provision	sources. Colour coded	Pairing with another	Sensory Space –		
	notes, larger prints as	pupil	Study Centre		
Access	required. Organised				
Arrangements as	notes	Pupils recording	Regular pastoral		
required		own achievements	check-ins		
•	Detailed notes on topics	and targets			
	•		Sensory toolkit – ear		
	Stretch and Challenge	Opportunities for	defenders, fidget		
	Activities	individual	toys etc.		
		presentations	,		
	WAGOLL and interactive	1			
	wall displays	Parental Contact –			
	, -	phone calls,			
	Differentiation	meetings, parent			
	23.3	teacher interviews,			
	Revision Aids –	weekly newsletters			
	repetition, GCSE style	WOOKLY HOWOLOCLOID			
	Topodicion, OCOL Style				

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	questions, revision	Key person - use of
	classes, checklists,	time out card
	pupil friendly mark	
	schemes, past papers,	Bespoke timetables
	knowledge organisers,	to encourage full
	retrieval, revision lists,	attendance
	revision materials,	
	revision guides,	Homework club
	websites and quizzes	
	etc.	The Nest during
		unsupervised times
Whole School	Exam Technique –	
Provision	command and exam	Sensory Space –
	words, timed questions,	Study Centre
Access	varied assessments	
Arrangements as		Extra equipment if
required	Homework – tasks listed	needed
	and explained, use of	
	Google classroom for	TLC List
	electronic hand in	
	Evaluation of Topics –	
	reflection on learning,	
	feedback from pupils	
	Feedback to pupils on	
	how to improve work	
	and what they have	
	done well	

Parental Contact

Praise

Position and use of Learning Support Assistants in classroom Communication between pastoral, curriculum and SENCo regularly

	Cognition & Learning	Social, Behavioural, Emotional and Well Being	Speech, Language and Communication Needs	Sensory – Hearing and Vision Impairment	Physical Needs
	All adjustments	All adjustments	All adjustments	All adjustments	All adjustments
	available within Whole	available within	available within	available within Whole	available within
	School Provision plus	Whole School	Whole School	School Provision plus	Whole School
	additional provision	Provision plus additional provision	Provision plus additional provision	additional provision	Provision plus additional provision
Stage One Special	Evaluation and	Daily pastoral	Daily pastoral check-	Pupils are likely to be	Pupils are likely to
Educational	monitoring using	check-in with Form	in with Form Tutor or	known to the EA	be known to the EA
Provision	quantitative data	Tutor or Head of Year	Head of Year	services	services
Personal Learning	1.1 Support and Small		Use of sensory space	School to make contact	School to make
Plans with specific	Group support can be	Use of sensory	in the Study Centre	regarding these	contact regarding
targets agreed with	provided through the	space in the Study	as a designated quiet	supports	these supports
pupils and parents	following interventions	Centre as a	area for de-		
Referrals to relevant	<u>Literacy Support</u>	designated quiet area for de-	escalation as agreed by pastoral leads		Handwriting support
EA services as		escalation as agreed			LEGO – social skills
required	Toe by Toe	by pastoral leads			activities
			Settling into BIG		
	Reading Mentors	Settling into BIG	school		
		school			
	Handwriting Support		Plan to Succeed		
		Plan to Succeed			

	Spelling Support		Emotional	
		Emotional	Regulation Toolkit	
	Comprehension Skills	Regulation Toolkit		
	·		Counselling	
	Reciprocal Reading	Counselling		
		_	Pets as Therapy	
	Steps to GCSE English	Pets as Therapy		
Stage One Special			LEGO – social skills	
Educational	Numeracy Support	LEGO – social skills	activities	
Provision	, , ,	activities		
	Power of 2	Art Intervention	Art Intervention	
Personal Learning				
Plans with specific	Timetables Intervention	Behavioural Toolkit	Behavioural Toolkit	
targets agreed with				
pupils and parents	Maths Recovery			
Referrals to relevant	Steps to GCSE Maths			
EA services as				
required	Revision Supports			
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	Study Skills Group			

	Cognition & Learning	Social, Behavioural, Emotional and Well Being	Speech, Language and Communication Needs	Sensory – Hearing and Vision Impairment	Physical Needs
Stage Two Special	All adjustments available within Whole School Provision plus Stage One provision	All adjustments available within Whole School Provision plus Stage One provision	All adjustments available within Whole School Provision plus Stage One provision	All adjustments available within Whole School Provision plus Stage One provision	All adjustments available within Whole School Provision plus Stage One provision
Educational Provision	Support and Advice	Support and Advice	Support and Advice	Support and Advice	Support and Advice
Personal Learning Plans with specific targets agreed with pupils and parents	from the EA Literacy Service and MLD	from the PPBS and HSCT	from EA SLC, AAIS and HSCT	from EA, Sensory Support Service and HSCT	from EA SEN Inclusion Service – Learning and Medical Needs and HSCT
Consideration for Statutory Assessment					

	Cognition & Learning	Social, Behavioural, Emotional and Well Being	Speech, Language and Communication Needs	Sensory – Hearing and Vision Impairment	Physical Needs
	All adjustments available within Whole School Provision plus Stage One and Two provision	All adjustments available within Whole School Provision plus Stage One and Two provision	All adjustments available within Whole School Provision plus Stage One and Two provision	All adjustments available within Whole School Provision plus Stage One and Two provision	All adjustments available within Whole School Provision plus Stage One and Two provision
Stage Three Special Educational Provision	Statement of SEN Support, Intervention or advice from EA External Agencies	Statement of SEN Support, Intervention or advice from EA	Statement of SEN Support, Intervention or advice from EA External Agencies	Statement of SEN Support, Intervention or advice from EA External Agencies	Statement of SEN Support, Intervention or advice from EA
Personal Learning Plans with specific targets agreed with pupils and parents	EA funded adult support	External Agencies EA funded adult support	EA funded adult support	EA funded adult support	External Agencies EA funded adult support