

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

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

<p>Whole School Provision</p> <p>Access Arrangements as required</p>	<p>Use ICT supports and resources within the classroom</p> <p>Provide Aids – mini whiteboards, mnemonic devices, colour of monitors, structure strips, timetables square, language words etc.</p> <p>Worksheets/Information – clear font, well-spaced text. Clear copies of pictures and sources. Colour coded notes, larger prints as required. Organised notes</p> <p>Detailed notes on topics</p> <p>Stretch and Challenge Activities</p> <p>WAGOLL and interactive wall displays</p> <p>Differentiation</p> <p>Revision Aids – repetition, GCSE style</p>	<p>department reward schemes</p> <p>Consideration of seating arrangements</p> <p>Use of timers or countdowns during class activities</p> <p>Visual, written, repeated instructions</p> <p>Peer Helpers – Pairing with another pupil</p> <p>Pupils recording own achievements and targets</p> <p>Opportunities for individual presentations</p> <p>Parental Contact – phone calls, meetings, parent teacher interviews, weekly newsletters</p>	<p>Opportunities for individual presentations</p> <p>Homework club</p> <p>The Nest during unsupervised time</p> <p>Arrival times to school and class</p> <p>Key person - use of time out card</p> <p>Sensory Space – Study Centre</p> <p>Regular pastoral check – ins</p> <p>Sensory toolkit – ear defenders, fidget toys etc.</p>		
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<p>Whole School Provision</p> <p>Access Arrangements as required</p>	<p>questions, revision classes, checklists, pupil friendly mark schemes, past papers, knowledge organisers, retrieval, revision lists, revision materials, revision guides, websites and quizzes etc.</p> <p>Exam Technique – command and exam words, timed questions, varied assessments</p> <p>Homework – tasks listed and explained, use of Google classroom for electronic hand in</p> <p>Evaluation of Topics – reflection on learning, feedback from pupils</p> <p>Feedback to pupils on how to improve work and what they have done well</p>	<p>Key person - use of time out card</p> <p>Bespoke timetables to encourage full attendance</p> <p>Homework club</p> <p>The Nest during unsupervised times</p> <p>Sensory Space – Study Centre</p> <p>Extra equipment if needed</p> <p>TLC List</p>			
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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
Stage One Special Educational Provision Personal Learning Plans with specific targets agreed with pupils and parents Referrals to relevant EA services as required	All adjustments available within Whole School Provision plus additional provision	All adjustments available within Whole School Provision plus additional provision	All adjustments available within Whole School Provision plus additional provision	All adjustments available within Whole School Provision plus additional provision	All adjustments available within Whole School Provision plus additional provision
	Evaluation and monitoring using quantitative data	Daily pastoral check-in with Form Tutor or Head of Year	Daily pastoral check-in with Form Tutor or Head of Year	Pupils are likely to be known to the EA services	Pupils are likely to be known to the EA services
	1.1 Support and Small Group support can be provided through the following interventions	Use of sensory space in the Study Centre as a designated quiet area for de-escalation as agreed by pastoral leads	Use of sensory space in the Study Centre as a designated quiet area for de-escalation as agreed by pastoral leads	School to make contact regarding these supports	School to make contact regarding these supports
	<u>Literacy Support</u> Toe by Toe Reading Mentors Handwriting Support	Settling into BIG school Plan to Succeed	Settling into BIG school Plan to Succeed		Handwriting support LEGO – social skills activities

Stage One Special Educational Provision Personal Learning Plans with specific targets agreed with pupils and parents Referrals to relevant EA services as required	Spelling Support	Emotional Regulation Toolkit	Emotional Regulation Toolkit		
	Comprehension Skills	Emotional Regulation Toolkit			
	Reciprocal Reading	Counselling	Counselling		
	Steps to GCSE English	Pets as Therapy	Pets as Therapy		
	<u>Numeracy Support</u>	LEGO – social skills activities	LEGO – social skills activities		
	Power of 2	Art Intervention	Art Intervention		
	Timetables Intervention	Behavioural Toolkit	Behavioural Toolkit		
	Maths Recovery				
	Steps to GCSE Maths				
	<u>Revision Supports</u>				
	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 Educational Provision Personal Learning Plans with specific targets agreed with pupils and parents Consideration for Statutory Assessment	All adjustments available within Whole School Provision plus Stage One provision Support and Advice from the EA Literacy Service and MLD	All adjustments available within Whole School Provision plus Stage One provision Support and Advice from the PPBS and HSCT	All adjustments available within Whole School Provision plus Stage One provision Support and Advice from EA SLC, AAIS and HSCT	All adjustments available within Whole School Provision plus Stage One provision Support and Advice from EA, Sensory Support Service and HSCT	All adjustments available within Whole School Provision plus Stage One provision Support and Advice from EA SEN Inclusion Service – Learning and Medical Needs and HSCT

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