

PROVISION MAPPING – TIVERTON HIGH SCHOOL 2015-17		
Level of Provision	COMMUNICATION AND INTERACTION INCLUDING AUTISTIC SPECTRUM CONDITIONS	TIVERTON HIGH SCHOOL
Universal Provision	<ul style="list-style-type: none"> • Student information sheet • Recognition and use of different learning styles; differentiated delivery. • Modified language; consideration of pace, saying/understanding/processing. • Awareness of over/under sensitivity to senses. • Preparation for change of activity/lesson • Moderate use of visual aids • In class support from subject TAs • Clear classroom routines • Calm learning environment • Use of IT; Spellcheckers, digital camera to record practical work, use of laptop • Use of writing frames and mind maps • Exams / tests access arrangements available • Literacy intervention; comprehension, decoding • Lunch club /Sanctuary provision • Whole school awareness and training 	<ul style="list-style-type: none"> • Yr6 Transition programme from Primary to High School. • Student Information Sheet; the SIS indicates a) Strengths includes hobbies, areas of interest b) identifies areas of difficulties; specific information to help with class planning, organisation c) strategies; specific to the student. • Rehearsal of knowing how to talk and listen in a conversation, explanation of double meanings, sarcasm etc. • Strategies to reduce anxiety; seating plan, plans in non -structured times, personalised exit cards. • Use of visual prompt/cues across the curriculum; these may include Communicate in Print • Systematic organisation of independent learning tasks e.g task sheets • Clear rewards/sanctions including motivators. • Key instructions from subject TAs and teaching staff • Literacy intervention within class teaching, oral blending/segmentation linked to reading & spelling • Pre-teaching of subject vocabulary • Use of mini-whiteboards • Emotional literacy; emotion cards and activities. • Buddy system. • Simple social stories • Role play scenarios • Extra time to process, checking understanding, modelling correct sentences • Support for organisation • Broad range of sentence activities e.g description, news telling • Name cueing.

		<ul style="list-style-type: none"> • Chunked information. • Monitoring cards • ASC Awareness week, Department training from ASC Outreach teacher & HLTA • SLCN staff training from teacher & HLTA • Lunch times/break times; students can access the sanctuary rooms located in the Support Centre. • SLCN & ASC classroom audit; response to audit requests. • Specialist Resources used in best practice teaching & learning: Visual timetables e.g Communicate in Print, Literacy packs, 5 point scale, Task sheets. • Enhanced Transition in Year 9 & Year 11
<p>Student Support (SEND)</p>	<ul style="list-style-type: none"> • Subject or SEND Support in class to facilitate access to the curriculum • Small group sessions (SLCN & ASC) • Differentiated Timetable • Differentiated expectation of Homework • TEACHH principles. • De-sensitised/calm safe place • Enhanced use of visual aids ‘Communicate in Print’ resources. • 1:1 Social Story programme. • Elklan approaches. • Enhanced emotional literacy. • Visual reward/sanction system with close monitoring. • Visual Prompt cards. • Speech Therapy Programme as identified from SLCN report. • Pre teaching vocabulary/topic in a group • Counselling support. • Whole School awareness and training. • Support in CAIRB • External agency support • Thrive assessments. 	<p>As above and include:</p> <ul style="list-style-type: none"> • Enhanced transition arrangements in Yr 5 to Yr6 at Primary school • Application of specific speech targets. • Specific & regular small group attention & listening activities. • Specific & regular small group oral blending and segmentation linked to reading & spelling. • Specific phonemic awareness programme. • Mentoring including adult and peer. • Chaperone • Access to sensory room • ASC & SLCN baseline assessment ‘ I can’ statements: social skills, learning. • Non-literal language training e.g idioms, jokes. • Social skills: Personalised social stories, complex in nature. • Social skills: Comic strip conversations, small group discussions, role-play, School grounds training, Travel Training. • Social skills: Predicting and understanding others, facial expressions, rigid thinking, social interaction, extreme reactions. • Social Skill: small group visits • Specialised adaption to uniform • Lego therapy • Opportunities for students to complete homework in Support

		<p>Centre/defer from homework completely.</p> <ul style="list-style-type: none"> • Exit cards; movement between lessons, early access to break time/ lunchtime queues. • Sanctuary provision with ASC & SLCN qualified TAs. • Specific interest clubs • Enhanced use of Communicate in Print • Pre-teaching for GCSE & Btec courses • Exam arrangements including sensory identification. • College vocational courses • Transition reviews (Year 9) for those students without a statement/EHCP plan. • <u>Resources:</u> Language for thinking, Speechlink resources, Personalised keyrings /fobs. Talkabout, Talkabout Teenagers, I am special, Volcano in my Tummy, 50 self esteem games, Looking and Thinking, Toe by Toe, Managing Anxiety, Teen Issues, Clinical Language Intervention, Emotional Intelligence, Developing Social Communication Skills, SEAL, Role Play packs, Numicon, Counting to Calculate, ASC Fiction (Bluebottle), Finish the Story, Barrier Games.
<p>EHCP</p>	<ul style="list-style-type: none"> • Advice from ASC specialists in addition to School CAIRB (Communication and Interaction Resource Base) • Bespoke Timetable (as agreed by all partners) • Support package from ASC base; physically challenging behaviour, social, mental & emotional behaviours, high anxiety needs. • Transport (as agreed by Devon County Transport Dept) • Increased contact with parents/carers • Scheduled long term study skills support • Termly review meetings. • Enhanced outside agency intervention. • Therapy based approach. • Speech Therapy 1:1 long term programme. • Makaton/ Total Communication 	<p>As above and include:</p> <ul style="list-style-type: none"> • Multiple specialist involvement; paediatricians, CAMHS, Neuro-developmental team, police etc. • Bespoke timetable to incorporate advise from NHS partners and response to identified additional needs; Horse Care, Swimming, Outdoor education, Gym sessions • Additional & regular access to education and employment partners; Petroc, Exeter College, Local employers e.g Sunningmead Community Centre, Tanglewood Project • Individual & supervised work station • Sensory breaks • Access to Alternative education packages; AEC. • Enhanced social skills training; independence, hygiene related to sensory needs

Provision map review date: Sept 2017 Staff responsible for review: Mrs. B Lean SENCO, Mrs. K Matthews HLTA