

PROVISION MAPPING – TIVERTON HIGH SCHOOL 2015 - 2017

Level of Provision	SENSORY AND PHYSICAL NEEDS	TIVERTON HIGH SCHOOL
Universal Provision	<ul style="list-style-type: none"> • Student information sheet • Flexible teaching arrangements eg. seating, pupils being moved for maximum access to learning. • Teacher aware of implications of sensory and physical impairment eg not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers. • Specialist or recommended equipment, e.g. lap tops, adjustable benches in practical areas, radio aids • Lifts, ramps, access to all rooms • High visibility markings and signs • Differentiated resources, e.g. pen grips, writing slopes • Wheel chair access to toilets with changing facilities • Modified language; consideration of pace, saying/ understanding/processing. • Preparation for change of activity/lesson • Exam/test access arrangements • School nurse advice • Advisory teacher advice 	<ul style="list-style-type: none"> • Yr6 Transition programme from Primary to High School. • Student Information Sheet; the SIS indicates a) Strengths, areas of interest b) identifies areas of difficulties; specific information to help with class planning, organisation c) strategies specific to the student e.g. reduce anxiety, plans in non -structured times • Rehearsal of knowing how to talk and listen in a conversation, explanation of double meanings, sarcasm etc. • Curriculum intervention • Personalised exit cards • Systematic organisation of independent learning tasks e.g. task sheets • Clear rewards/sanctions including motivators. • Key instructions from subject TAs and teaching staff • Use of visual prompt/cues across the curriculum e.g. Communicate in Print • Pre-teaching of subject vocabulary; use of vocabulary cards and cues • Subject vocabulary dictionary • Use of mini-whiteboards • Developing/using note taking skills • Summarise key points at start and end of lesson, chunking information. • Broad range of sentence activities e.g. description, news telling • Name cueing • Access to lip reading/subtitles on audio visual material • Extra time to process, checking understanding, modelling

		<p>correct sentences</p> <ul style="list-style-type: none"> • Curriculum reflects disability awareness • Specialist Resources used in best practice teaching & learning: Visual timetables e.g Communicate in Print, Literacy packs, 5 point scale, Task sheets. • High colour contrast materials, including whiteboard Modified resources (e.g. large print) • Good quality print and photocopying • Pre-writing activities / warm up • Letter formation and fine motor skills activities • Range of pencils and grips & grip development • Pre-prepared work with date/LO etc. • Electronic copies of work • Use of carpets and curtains to support acoustics • Clean whiteboards and good quality pens • Sloping boards • Use of blinds/curtains to filter sun • Access to IT programmes and support tools • Processing and keyboard training • Exam arrangements adhere to Exam regulations • Social/life skills development • Buddy system. • Role play scenarios • Support for organisation • Seating plan, position of teacher, acoustics, good lighting, organised learning environment • Enhanced Transition in Year 9 & Year 11 • Physiotherapy sessions as agreed by NHS physiotherapist. Opportunities for students (from identified groups) to take part in SEN games. • Lunch times/break times; students can access the sanctuary rooms located in the Support Centre. • Staff training from teacher & HLTA e.g Disability awareness training
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<p>Student Support & EHCP</p>	<ul style="list-style-type: none"> • TA support; 1:1 support in class and safe movement around the school to facilitate access to the curriculum • Private space to manage personal medical needs • Early exit cards to avoid crowded corridors • Use of lift when necessary • Support as required at breaks/lunchtimes • Specialist trained TAs in areas of need • Specialist TAs trained in Moving and handling, Epipen, seizures, intimate care • Access to specialist group information e.g. CHASA, SHINE • Advice from ICT/PD advisors 	<ul style="list-style-type: none"> • As above and include: • Teaching Assistant training in Moving & Handling, updated as required. • Teaching Assistant and School Ground Technician training in use of EVAC chair. • Advice from Advisory Teachers; VI/HI team support • Additional evacuation practises; use of mobile phones to identify position. • Swimming lessons with qualified instructor • Mentor support • Use of Radio Aid (FM) system • Genie System Intercom and Room to Room Communication • Large print books • Electronic books • Low vision aids • Exam modifications • Personal laptop/iPad • Differentiated equipment across subjects • Fun Fit intervention • Live speaker / translator • Copies of scripts and subtitles • Adaptation of all materials • Personal/revised timetable • Access to specialist events e.g NDCS
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Provision map review date: Sept 2017. Staff responsible for review: Mrs. Becky Lean SENCO, Mrs. Lynn Doolan HLTA