

PROVISION MAPPING – TIVERTON HIGH SCHOOL 2015-17		
Level of Provision	COGNITION & LEARNING	TIVERTON HIGH SCHOOL
Universal Provision	<ul style="list-style-type: none"> • Student information sheet • Recognition and use of different learning styles; differentiated delivery. • Alternative means of recording including use of laptop for extended writing • Dyslexia friendly interventions (overlays, enlarged text, simplified text, visual support)In class support from subject TAs • Clicker 6 • Spelling techniques e.g soundspelling • 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 • Whole school awareness and training • Homework intervention in support centre • Reading and spelling assessment for age equivalent scores • Consistent implementation of rewards and sanctions • Multi-sensory approach to learning (visual, auditory and kinaesthetic) • Handwriting club • Targeted/ guided sessions – Literacy and Numeracy (for 1 50 min session weekly) • Reinforcement and practice input • Reduced homework to core subjects only • LUCID assessment 	<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. • 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, linked to reading & spelling • Pre-teaching of subject vocabulary • Use of mini-whiteboards • Buddy system. • Support for organisation • Broad range of sentence activities e.g description, news telling • Name cueing. • Chunked information. • Department training from Outreach teacher • 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

PROVISION MAP – Cognition & Learning BLea 2015

	<ul style="list-style-type: none"> • Subject or SEND Support in class to facilitate access to the curriculum • Small group Literacy Intervention programmes • Differentiated Timetable • Differentiated expectation of Homework • Enhanced use of visual aids 'Communicate in Print' resources. • Developing touch typing • Study skills • Specialist support and interventions (EPs, Advisory teacher, OT,) • Develop a range of working memory strategies • Pre teaching vocabulary/topic in a group • Whole School awareness and training. • External agency support • ARROW • EP cognitive assessment • Support for core subjects (12x50 mins) • Access arrangements for tests and exams • Individual mentoring and/or counselling 	<p>As above and include:</p> <ul style="list-style-type: none"> • Enhanced transition arrangements in Yr 5 to Yr6 at Primary school • Voice recognition software e.g Dragon Dictate Specific & regular small group attention & listening activities. • Range of specialised programmes, e.g. Sounds Write, Catch-Up Literacy • Specific phonemic awareness programme. • Mentoring including adult and peer. • Opportunities for students to complete homework in Support Centre. • Enhanced use of Communicate in Print • Pre-teaching for GCSE & Btec courses • Exam arrangements including sensory identification. • Transition reviews (Year 9) for those students without a statement/EHCP plan. • <u>Resources:</u> Word Shark, Nessy (software to improve Literacy Skills), ARROW (spelling programme)
<p>EHCP</p>	<ul style="list-style-type: none"> • Curriculum support for greater than 12x50 mins • Increased contact with parents/carers • Scheduled long term study skills support • Termly review meetings. • Enhanced outside agency intervention. 	<p>As above</p>

Provision map review date: Sept 2017 Staff responsible for review: Mrs. Tipping, SENCO, Mrs. Wells HLTA