Send Support Provision Map

All students who are on the SEND register will have a student profile in place outlining their individual needs and suggested strategies for support, adaptations and access arrangements

Other Policies and guidance most relevant to this map are: SEND Policy, Behaviour for Learning Policy, Medical Needs Policy, Accessibility Plan, SEND 14 Questions school response, Anti-Bullying Policy, Equality Policy and the SEND Code of Practice

Updated September 2022

Area of Need: Sensory & Physical

Suggested interactions and strategies	Possible support or interaction	Possible support
- Flexible teaching arrangements e.g. seating, resources - Staff aware of implications of physical impairment - Medical support - Care plan / risk assessments - Modifications around the school site to enable access to most areas by all students, for example, lift and ramps - Extra time to complete tasks - Early exit from lessons to avoid busy corridor environments - Refer to the Equality Policy, Accessibility Plan and SEND Policy - Restorative approaches used	- External agency involvement, Physical Sensory Support Team which supports: - Visual Impaired - Hearing Impaired - Physical Impairment - Awareness of need to minimise impact of impairment, e.g. seating arrangements, levels of background noise, lighting/glare, furniture, resources, classroom access and arrangements during exams. - Possible change to the classroom - Alteration to timetable - Scribes/use of word processor or chrome books - Support from Occupational Therapy	- Liaison with Physical & Sensory Support Service - Assessments by County specialist teachers and recommendations / strategies are circulated to staff and put in place - Individual adapted materials where required i.e. enlarged papers etc. - Individual support in class during PE, Physiotherapy programme and Occupational Therapy - Access to appropriate technology and software where reasonable - Early exit from lessons. - Adult assistance to support with transfers around school site - Individual access arrangements for exams. - Scribes/use of word processor or alpha smarts

Area of Need: Cognition and Learning

Suggested interactions, support including policy and guidance documents	Possible support or SENS and EHCP	Possible support for high level SENS and EHCP
- Differentiated curriculum including assessment activities, delivery and outcome - Increased use of visual aids / exemplar work /modelling, etc. - Collaborative approaches to learning e.g. group/paired work - Use of writing frames - Tutorial programme with weekly focus on literacy activities - Access to ICT facilities and LRC availability - Option choices at KS4 - In-class support from Teaching Assistant - Regular assessment to ensure students are in appropriate sets - Regular staff training on teaching and learning - Homework club (after school) - Supervised learning resource area before and after school and during break and lunch times - Stimulating learning environments with subject specific displays to support learning - Focus on key words within learning objectives - SEND policy, Equality Policy and Behaviour for Learning Policy	- Paired reading scheme - In-class support from Teaching Assistant - Additional numeracy support - Subject specific catch up programmes, lunchtimes and after school - Specialist teacher support if appropriate - Referral to outside agency to seek recommended support for student where necessary e.g. - Speech and Language Therapy - Learning and Language support - Behaviour Management Service - Occupational Therapy - Physical & Sensory Support Service - Woodfield Outreach - CAMHS - Counselling - Young Carers - Subject specific targeted small group work. - Use of immersive reader - Exam Pen/reading pen - Exam Access Arrangements - Spelling & Reading 1 to 1 and small groups. - Support from Maple room/The Bridge.	- Specialist teacher support - Literacy support - Small group teaching to build literacy and numeracy skills - Adapted catch-up programmes - Additional individual reading support 1:1 - Consideration of exam access arrangements - Referral to outside agency to seek recommended support for student where necessary e.g. - Speech and Language Therapy - Educational Psychologist - Learning and Language support - Behaviour Management Service - Occupational Therapy - Physical & Sensory Support Service - ASD Outreach - CAMHS - Counselling - Young Carers - Local Authority placement in the SLCN (Speech & Language Communication Needs) unit - Laptop / ICT support - Support from Maple room and/or the Bridge - Application for EHCP if criteria met

	- SEND register, student profiles, teaching and learning strategies to inform teacher planning, approaches and seating plans - Application for EHCP if criteria met - Withdrawn for 1 : 1 over-learning	

Area of Need: Communication and Interaction

Suggested interactions	Possible support for SENS and EHCP	Possible support for high level SENS and EHCP
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, use of visual aids / modelling of higher level work etc. - Clearly planned routines around the school day - Assemblies reinforcing school ethos and modelling appropriate behaviour - Staff modelling and reinforcing appropriate behaviour - Postcards home to recognise achievement - Half termly newsletter to parents - Tutorial programme that encourages group/team interaction - House competitions and themed House days - After school clubs - sporting, academic and creative - Training for staff from ASD Outreach - Lunch club provision - Parents' Information Evenings - Immersive Reader - Literacy option	- In-class support from Teaching Assistants, with some focus on supporting speech and language - Additional use of ICT - laptop/tablet - Teaching Assistant Keyworker - Transition support groups - Individual transition support - Parents' SEND information evenings - Homework club (after school) - Social Skills groups - Paired reading & spelling - Exam Access arrangements - Support from Maple room/Bridge.	- Support from Speech and Language Therapy Service (individual and group), followed up in school - Input from Autism Outreach Team - CAMHS/TAMHS advice - ASD Keyworker support - Access to laptop/tablet - Individual student profiles generating strategies and approaches - regular monitoring and review - Social stories approach to develop reflection skills and understanding - Local Authority placement in the SLCN (Speech & Language Communication Needs) unit - Individual specialist teacher support.

Area of Need: Social, Emotional and Mental Well-being

Suggested interactions	Possible support for SENS and EHCP	Possible support for high level SENS and EHCP
- Whole school behaviour and anti-bullying policy - Assertive discipline approach - Whole school / class rules - Class reward and sanctions systems - Pastoral support system - Themed assemblies and registration activities to promote spiritual, moral, social and cultural themes - Lunch club provision - Curriculum planned to match needs of students with individual, group and whole class strategies and advice for teachers - Differentiated learning to target learners' needs encompassing visual, auditory and kinaesthetic approaches - Seating plans in place with individual needs being taken into account. - The Bridge/Maple room	- Individual student self- monitoring reports - Positive report cards - Anger management, social skills, self-esteem, conflict resolution, restorative approach - Key worker support - Transition support groups - Student permission to leave class cards - Youth Engagement Scheme Project - Medium term provision - off site at Reigate Valley College or Saffron Valley (Croydon) - Holding room facility to support students to manage their behaviour - Short term personalised timetable to support positive behaviour management - Lunch club provision to support vulnerable students and provide structure as well as social skills awareness - Transition planning to support vulnerable students - School counsellor ~~through Learning Space~~ - Counselling/learning mentor/ELSA - Early Help Intervention - The Bridge - Maple Room	- Consistent use of behaviour strategies which clearly outline rules, positive reinforcement and appropriate sanctions: - Access to student support - Teaching Assistant support to focus on behaviour targets - Key worker support to focus on behaviour targets - Head of House and Tutor support - House Intervention Plan - Individual counselling / listening - Advice and training from outside agencies e.g. Educational Psychologist, Behaviour Support Team to develop strategies and approaches in collaboration with the school - Block placement – (6 weeks) off site at Reigate Valley College or Saffron Valley (Croydon) - Referrals to CAMHS or TAMHS, EWO, Young Carers, GP. - Implementation and monitoring of Support Plan - Individual exam access arrangements - Revised timetable and/or adapted curriculum offer - TAF meetings - The Bridge - Maple Room