

### Overall Provision Map - Dene Magna School

Area of Need	High Quality Teaching	Targeted Catch-Up	SEN Provision
Cognition and Learning	<p>High levels of challenge and expectation</p> <p>Differentiated curriculum planning and engaging activities</p> <p>Formative assessment / effective feedback In-class</p> <p>TA support In-class targeted teacher support</p> <p>Differentiated questioning / modelling/ explaining</p> <p>Increased visual aids e.g. Visual timetables</p> <p>Use of writing frames/scaffolds</p> <p>Support for key words / subject specific vocab</p> <p>Access to ICT, including word processor</p> <p>Access to whole school homework clubs</p> <p>Revision classes/Period 6</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>RFL Reading Session</p> <p>Accelerated Reading Programme</p> <p>Adapted My Plan</p> <p>Repetition of instructions, Processing time</p> <p>Visual clues, scaffolding sentence starters</p> <p>Pre and overlearning of key words</p> <p>Strategic use of seating plans</p> <p>High levels of challenge and expectations</p>	<p>Catch up programmes – Literacy and numeracy sessions / exam booster classes</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Reading Intervention</p> <p>Maths, English and Science HLTA</p>	<p>Individual strategies outlined on My Plan and EHCP</p> <p>Reduced/ increasingly personalised timetable</p> <p>Small group or 1:1 literacy/ numeracy support</p> <p>Exam Access Alternative accreditation/ vocational courses e.g. ASDAN</p> <p>Advice from EP / Specialist teacher</p> <p>ILT homework club</p> <p>Additional support for transition e.g. extra visits</p> <p>Assistive technology – reading pens, laptops, voice to text</p> <p>Engagement cohort – academic mentoring, specialist Maths support, assigned keyworker</p>
Communication and Interaction	<p>High levels of challenge and expectation</p> <p>Differentiated curriculum planning and engaging activities</p> <p>Formative assessment / effective feedback In-class</p> <p>TA support</p> <p>In-class targeted teacher support</p>	<p>In class support from teacher or TA with focus on supporting speech and language</p> <p>Early speech and language therapy</p> <p>Speech and language group support</p>	<p>Individual strategies outlined on My Plan and EHCP</p> <p>Small group or 1:1 support for language</p> <p>Social skills group</p> <p>Speech and Language support / advice (NHS)</p>

	<p>Differentiated questioning / modelling/ explaining</p> <p>Learning through talk and discussion</p> <p>Use of simplified or alternative language</p> <p>Support for key words / subject specific vocab</p> <p>Increased visual aids e.g.Visual timetables</p> <p>Use of symbols/widgits</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>Use of Adapted Support Plan</p> <p>Modelling of conversations between peers</p> <p>Communication boards</p> <p>Use visuals/ multi-sensory strategies to support learning</p> <p>Red, amber, green cards to signify if help is needed</p>		<p>Exam access Advice from EP / Specialist teacher/ SALT team</p> <p>ILT homework club</p> <p>Additional support for transition e.g. extra visits</p> <p>Assistive technology</p>
Social, emotional and mental health	<p>High levels of challenge and expectation</p> <p>Meet and greet</p> <p>Formative assessment / effective feedback</p> <p>Whole school behaviour policy</p> <p>Whole school reward and sanctions systems</p> <p>RSHE focused tutor sessions</p> <p>Development of metacognitive skills</p> <p>Encouraging independence use of support plan</p> <p>Regular check ins for understanding and reassurance</p> <p>Rewards system</p> <p>Updates to changes in daily routines</p> <p>Avoidance of putting anxiety students on the spot in lesson</p> <p>Personalised praise and instruction</p> <p>Supportive seating plans</p> <p>Collaboration with keyworkers</p>	<p>In class support for supporting behaviour targets, access and safety</p> <p>Additional tutor group support during RFL</p> <p>Vocational options</p> <p>Support SEN – SEMH intervention</p> <p>Strategic use of time out passes</p> <p>Access to well being room</p> <p>Tom - school dog</p> <p>Emotion coaching</p> <p>Student coaching</p>	<p>Individual strategies outlined on SEN plan</p> <p>Small group or 1:1 support for social skills/SEMH Individual counselling</p> <p>Individual support or mentoring</p> <p>Individual reward system</p> <p>Social skills training Anger management skills</p> <p>Re-integration programme</p> <p>Advice from EP / Specialist teacher</p> <p>Pastoral support plan</p> <p>Time-out</p> <p>Additional support for transition e.g. extra visits</p> <p>Lunchtime Nurture Club</p>
Sensory and Physical	<p>High levels of challenge and expectation</p> <p>Formative assessment / effective feedback</p> <p>Flexible teaching arrangements</p>	<p>Additional keyboard skills training</p> <p>Additional fine motor skills practice</p>	<p>Individual strategies outlined on My Plan and EHCP</p>

	<p>Staff aware of implications of physical impairment</p> <p>Specialist resources e.g. Writing slopes, Pencil grips, switches</p> <p>Improved accessibility of building</p> <p>Moving and handling training</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>Use of personal care suite</p> <p>Strategic use of fiddle toys</p>	<p>In class support for supporting access, safety</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE and lunch time</p> <p>Medical support</p> <p>Physiotherapy programme</p> <p>Occupational therapy programme</p> <p>Motor skills programme</p> <p>Assistive technology</p> <p>Use of appropriate resources to aid learning</p> <p>Advice from EP / Specialist teacher</p> <p>Exam Access</p> <p>Additional support for transition e.g. extra visits</p>
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