

# Archbishop Sentamu Academy whole school Provision map September 2016 - 2017



## SEN needs and support

These support measures are available to all students, as, when and if they are deemed appropriate.

### **Contact details of SEN staff in school:**

Assistant Vice Principal (SENCO) - Miss C Bowes  
AEN Support - Mrs W Kirby  
EAL Co-ordinator - Ms M Verity  
Transition Co-ordinator - Miss A Moorhouse

**Hull's Local Offer can be found at:** <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelid=3018&lockLA=True>

<p><b>1. Communication and Interaction</b></p>	<p>Quality First Teaching, flexible teaching arrangements, structured school and class routines, differentiated curriculum delivery, differentiated outputs, increased visual aids, visual timetables, use of symbols, Talking Partners.</p> <p>In class support from TA with some focus on supporting speech and language. Additional use of ICT to support the curriculum.</p> <p>Speech and Language support from iPASS, followed up in school if and when needed.</p> <p>Speech and Language Therapist - Nick Trapnell working within the MAT.</p> <p><b>KS3/4 - Access to Speech &amp; Language advice and/or programme if appropriate</b> Access to Northcott Outreach In-class support if appropriate Specialist teaching if appropriate Visual timetable if appropriate Social stories if appropriate Comic strip conversations if appropriate Whole school INSET Use of symbols / visuals Structure school &amp; class routines Social Skills groups/ 1:1</p>
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<p><b>2. Cognition and Learning</b></p>	<p>Quality First Teaching, differentiated curriculum planning, activities, delivery and outcome, increased visual aids, modelling etc. visual timetable, use of writing frames, access to word processor depending on student ability, TA support in class, focused group work e.g. support when reading.  Literacy and numeracy interventions delivered by Level 2/ 3 TA's and numeracy and Literacy interventions, coordinated by B. Joules.</p> <p><b>KS3</b> - Individual or group support plans  In-class support (Teaching Assistant/mentor support when appropriate)  Specialist teaching  Additional Literacy / Numeracy teaching  Team teach / modelling  Student Information to staff  Exam concessions / special arrangements  External provisions for students to meet their needs</p> <p><b>KS4</b> - As above plus:  Guided options choices  Modified curriculum to suit students individual needs  Special exam arrangements  Revision and intervention classes - Curriculum based when appropriate</p>
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<p><b>3. Social, mental and emotional health</b></p>	<p>Quality First Teaching, whole school and class reward systems, whole school/class rules, whole school policy for behaviour and tutor time when appropriate.  Support for unstructured times: Vulnerable Room, Student Services, Staff on duty, Lable of love, Chaplin, Animal Care and Library.  Individual counselling and emotional support from mentor  SLOs - KS3/4.  Julian Fenton - Mental Health Nurse - CAMHS liaison</p> <p><b>KS3</b> - In-class support (Teaching Assistant or other)  Pastoral support from tutor/HoH/SLO/mentor  Time-out when appropriate  Social skills/Crucial skills</p> <p><b>KS4</b> - As above plus:  Guided options choices  Reduced curriculum  Social skills  Mentoring</p>
<p><b>4. Sensory and/or physical needs  Medical conditions</b></p>	<p>Quality First Teaching, flexible teaching arrangements, teacher aware of S&amp;P impairment and/or relevant medical information, availability of resources prior to lesson if it will benefit the student/s.  Additional handwriting practice. Access to equipment (e.g. large space lined paper available).  Speech and Language Therapist if required, working within the MAT.</p> <p><b>KS3/4</b> - ASA offers an individual response to sensory/ physical/medical needs, the wide range of needs from monitoring to in class support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to ASA.</p> <p>Staff are aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered if appropriate.  Some in-class support may address health and safety or access issues.</p>

<p><b>Liaising with Parents</b></p>	<ul style="list-style-type: none"> <li>• SENCo - by request or at scheduled review meetings</li> <li>• Subject teachers - by request or at scheduled Parents' Evenings</li> <li>• Form Tutor, SLO, HoHS, Attendance Manager, Careers advisor, Counsellor/Therapist - via referral</li> <li>• Educational Psychologist - via referral</li> <li>• Other external agencies - via referral</li> <li>• Parent support in meetings and with reports</li> <li>• Text-Home system</li> <li>• positive postcards/ letters.</li> </ul>
<p><b>Partner Agencies</b></p>	<p>Educational Psychology • Attendance Manager (On site) • Careers Advice (On site -) • Youth Offending Team • IPASS CAMHS • Parent support groups • KIDS</p>
<p><b>Continuing Professional Development (CPD)</b></p>	<p>Whole school training from SENCo • Targeted departmental / individual training • Knowledge circulated • Inclusive practice evaluated . CPD for Trainees and NQTs</p>