** The Oswaldtwistle School Student Provision Map 2017-2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Name |  | Date of Birth |  | Year Group  10 |  |
| Previous School |  | **Date On Roll** |  | **SEN Stage**  **K** |  |

The Oswaldtwistle School student provision maps are designed to respond to student needs based on the 4 areas of SEND as defined by the Code of Practice (COP- Revised January 2015). Oswaldtwistle is a PRU that provides educational support to young people of secondary school age whose education has been interrupted for a time. Although their individual circumstances may vary widely, they all run the risk of a loss of self- confidence and a reduction in educational achievement because their normal schooling has been disrupted. Our flexible approach to learning, creative time-tabling and the provision of small teaching groups, or 1:1 ensure that we target the individual’s needs. Each student’s plan is informed by records from previous schools attended by the student, a report from an Educational Psychologist where possible, by good quality baseline assessments conducted at the start of our admission process, and by the student’s own and the parent’s or carer’s perceptions of the student’s needs.

**The 4 Areas of SEND**

|  |  |
| --- | --- |
| **Communication and Interaction** | **Social, Mental and Emotional Health** |
| **Cognition and Learning** | **Sensory and / or Physical** |

* Every teacher is responsible and accountable for **all** pupils in their class wherever, or with whoever the pupils are working.
* High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.
* SEN provision is underpinned by high quality teaching and is compromised by anything else.

**Steps to a provision map: the graduated approach.**

**Step1:**

**Identify needs**

**Step 2:**

**Implement** appropriate provision.

**Step 4:**

**Evaluate** provision for the next year.

**Step 3:**

**Assess** and **review provision** (This includes the on-going tracking of pupil progress)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Attainment | | | | | | | | |
| KS2 SATS | **English 4** |  | **Maths 4** |  | **Science 4** |  |  |  |
| WRAT Scores (standard) | **Spelling 100** |  | **Reading 114** |  | **Comp.** **97** |  | **Maths 71** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Category of Need | Wave One  Universal Offer  Inclusive Quality First Teaching | Wave Two  Additional In House Support  Small Group Alternate Provision and Interventions | Wave Three  Highly Personalised Additional Support and Provision. |
| Cognition and Learning | * National Curriculum * Differentiated curriculum planning, activities, delivery and outcome * Use of key words/access to ICT(laptops and IPads) to support students with literacy difficulties. * Concessions for testing * Access to IT facilities (Laptops and IPads) * Functional Skills * Entry Level * GCSE * Small class size * Subject specific Teaching Assistant support * 1 to 4 staff ratio * Class reward systems * Enrichment activities (Friday afternoon * Behaviour watch green slips * Personalised lesson plans * My Maths * Keyworker sessions * WRAT 4 testing on admission * BG Steem and Locus of Control Testing * Behaviour watch points | * Teaching and Learning supported through a Nurture Group setting * College Links programme(KS4) * Work related learning (KS4) * After school support (KS4) * IEP (Passport) produced through advice and support from Educational Psychologist * Careers advice event (KS4) | * The Alternative School (TAS) * High Support (1:1) * 1:1 TA support out of class * Enhanced curriculum activities * EP advice/involvement * SEND traded services * Part time timetable * Intense literacy/ numeracy support * Exam concessions (KS4) * Alternative accreditation/ vocational courses (KS4) * Bespoke timetable |
| Social, Emotional, Behavioural and Mental Health Difficulties | * Whole school behaviour policy supported by the Behaviour Watch system. * Access to Behaviour Support Manager and BASE (Behaviour and Supportive Environment) * Behaviour Management Plan * Class reward systems * Behaviour watch green slips * SEAL curriculum activities and resources * SMSC (Identified spiritual, moral, social and cultural development sessions) * Enrichment activities (Friday afternoon) * Reward attendance trip * Keyworker sessions * Regular home communication * Behaviour watch points to support engagement at school tuck shop * In class support for supporting behaviour targets * Support for unstructured activities (break time supported by all staff) | * Support from LCC * Wellbeing, Prevention & Early Help Service * Group counselling (Young Addaction, New Start) * Designated Youth Worker from East Lancs Wellbeing, Prevention & Early Help Service. KS4 * School Nurse * Identified Wellbeing sessions * Family involvement with on-site Pupil and Family Support Manager for family (as appropriate) * Common Assessment Framework completion (CAF) * Team Around the Family Meetings (TAF) * KS4 - Work-related learning | * School Links (Trinity Hospice) * ELCAS * ADHD support Nurse * Individual counselling(, Young Addaction) * Individual support (various) * Individual reward system * Re-integration programme * Advice from EP * MARMM |
| Sensory/Physical | * Flexible teaching arrangements * Staff aware of implications of mental/physical impairment * Alternative writing implements * Access to suitable resources that will remove barriers to learning * Access to IT to support alternative learning | * Family involvement with Pupil and Family Support Manager for family (as appropriate) * Physical Aids (hearing aids etc.) closely monitored to ensure effective utilisation | * Enhanced curricular activities |
| Speech, Language, Communication & Interaction | * Differentiated curriculum planning, activities, delivery and outcome * Structured school and class routines * Regular home communication * Parent forum * Parent open afternoon or evening * Whole school/class rules * Class reward systems | * Increased visual aids/modelling etc. * Visual timetables * Access to specific equipment to support learning (overlays, enlarged texts) | * Speech and Language support / advice * Advice/ Input from outside agencies i.e. EP CCC-2 |
| Independence and Self Help | * Taxi to school to support engagement and attendance * School council representatives from each form group * Keyworker sessions to support independence fortnightly | * Bus pass to support independence, engagement and attendance * Cooking lessons * Taylor made careers advice KS4 * Designated Youth Worker from Wellbeing, Prevention & Early Help Service KS4 |  |