

Provision Map

<p>Universal – (available to all)</p>	<p>Targeted – (available to some)</p>	<p>Specialist (Access to Specialist Assessment)</p>
<ul style="list-style-type: none"> • Differentiation within the lesson • Differentiated prep tasks and support from SSD staff in prep • Visual aids (e.g. visual timetables/prompts, reading rulers/overlays) • Use of writing frames, scaffolding tasks • Clear and explicit modelling of skills by teacher • Quality First Teaching • Access to subject specific clubs • Revision classes • Access to whole school support software such as SHOW MY HOMEWORK, Memrise in languages, MathsWatch and others • Structured routines, clear expectations and boundaries, clear system of sanctions and rewards • Subject/organisational buddy • Big sisters in Year 7 for transition year 	<ul style="list-style-type: none"> • Strategies for individuals e.g. rest breaks/access to rest room • Modified curriculum: <p>Key stage 3:</p> <ul style="list-style-type: none"> ➤ Reduced timetable for languages <p>Key stage 4:</p> <ul style="list-style-type: none"> ➤ 3 options instead of 4 and a Study Skills option where appropriate ➤ A science certification course in Year 10 with the option to take 1 or 2 sciences in Year 11 ➤ A Math’s certification course which runs alongside the GCSE course. <ul style="list-style-type: none"> • Student passports/student profiles • Access Arrangements in tests and exams • 1:1 withdrawal for specialist teaching in numeracy/literacy and study skills 	<ul style="list-style-type: none"> • Specialist professionals: Occupational Therapist, Speech and Language • Counselling • Door extenders, tap extenders

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<ul style="list-style-type: none"> • Support from Form Tutor (e.g. organisational skills) • Support from Head of Year • Support from school nurse/Boarding • Encouragement towards co-curricular activities • Wellbeing programme (e.g. understanding discrimination and stereotypes, coping with emotions, resilience etc.) • Access to Well Being Centre resources/programme and Anti Bullying Ambassadors • Games club to promote social skills 	<ul style="list-style-type: none"> • 1:1 withdrawal for TA support with numeracy/literacy/study skills/organization/prep • Use of ICT/laptop/iPad for classwork and prep • Docs software for iPad/laptop to support writing/speech recognition • Reading Pens • Speech to text software where appropriate • TA support within the classroom and/or small group intervention • Wobble cushion • Writing slopes • Fiddle toys • Use of on-line resource Spellzone 	
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