

Poole Grammar School: Whole School Provision Map

This provision map highlights the graduated measures of support within Poole Grammar School. Each wave shows the support that might be appropriate at each stage. **It is not a checklist, but an indication of what might be implemented if appropriate.**

	All pupils at PGS	SEN (Special Educational Needs) Support	Specialist Support and EHCP (Education Health and Care Plan)
	Wave 1 Quality First Teaching	Wave 2 Additional intervention	Wave 3 Targeted and personalised Interventions to ensure progress
Cognition & Learning	<ul style="list-style-type: none"> ● High quality teaching techniques, underpinned by Rosenshine’s principles of instruction. ● Use of writing frames/ scaffolding ● Subject specific key terms ● Questioning strategies to support learning ● Progress tracked, recorded, and monitored by subject teacher ● Appropriate policies in place to identify and support students with SEND (Special Educational Needs and Disabilities) ● Teacher discussions at parents' consultation evening ● Support for EAL (English as an Additional Language) – bilingual dictionaries where needed. ● Staff training on neurodiversity and classroom practice ● Centre Arranged Access Arrangements: e.g., laptops/prompts / headphones /coloured overlay ● Rewards system ● School values as a basis for learning; compassion, integrity, motivation, respect, teamwork and wisdom 	<ul style="list-style-type: none"> ● “Assess, Plan, Do and Review” process started with SENDCo ● Individual Learning Plan (ILP) ● Personalised visual cues ● Screening for specific learning difficulties ● Examination Access Arrangements in place from a learning difficulties assessment where evidence e.g. reader, 25% extra time where evidenced, rest breaks ● Individual Learning Plan created ● Shared LSA (Learning Support Assistant) support ● Further adapted teaching than quality first teaching ● Subject specific workshops in particular year groups ● Academic 6th form mentoring scheme ● Small group support for organisation (7-9) and revision (10-11) 	<ul style="list-style-type: none"> ● Targeted LSA (Learning Support Assistant) support ● Bespoke curriculum where appropriate ● Specific teaching interventions with LSAs or other staff ● Targeted literacy support 1:1 or very small group ● Support from Educational Psychology service ● Enhanced support from Outreach services ● Personalised liaison with home ● Enhanced training for staff involved with student ● ‘Team Around the Child’ meeting with professionals involved

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • High quality teaching techniques, underpinned by Rosenshine’s principles of instruction. • Seating plan consideration • Subject Specific key terms • Visual cues • Language of classroom to be modified appropriately • Centre Arranged Access Arrangements: e.g., laptops/prompts / headphones • Teacher discussions at parents’ consultation evening • Exit/Time Out cards • Access to ICT • Structural changes to school day as a temporary measure • School values as a basis for interaction; compassion, integrity, motivation, respect, teamwork and wisdom 	<ul style="list-style-type: none"> • “Assess, Plan, Do and Review” process started with SENDCo • Individual Learning Plan (ILP) • Personalised visual cues • Application for Access Arrangements e.g. reader, 25% extra time where evidenced, rest breaks • Shared LSA (Learning Support Assistant) support • Social Stories interventions • Outreach services • Referral to NHS paediatrician for assessment e.g. ASC after appropriate steps taken • Enhanced safeguarding education where needed 	<ul style="list-style-type: none"> • Targeted LSA (Learning Support Assistant) support • SALT (Speech and Language Therapist) Support from NHS SALT Team • 1:1 SALT Support • Support from Educational Psychology service • Enhanced support from Outreach services • Personalised liaison with home • Enhanced training for staff involved with student • ‘Team Around the Child’ meeting with professionals involved
<p>Social, Emotional & Mental Health</p>	<ul style="list-style-type: none"> • High quality teaching techniques, underpinned by Rosenshine’s principles of instruction. • Consistent behaviour policy & intelligent consistency exercised in relation to individual needs • Age-appropriate Life Skills curriculum • Anti-bullying champions • Seating plan consideration • ADHD (Attention Deficit Hyperactivity Disorder) Training for staff • Trauma informed school training • Online safety learning • Centre Arranged Access Arrangements: e.g., laptops /prompts / headphones where evidenced. • Teacher discussions at parents’ consultation evening 	<ul style="list-style-type: none"> • “Assess, Plan, Do and Review” process started with SENDCo • Individual Learning Plan (ILP) • Shared LSA (Learning Support Assistant) support • ELSA • Application for Access Arrangements e.g., reader, rest breaks, 25% extra time where evidenced • Kooth – advisory information • Social Skills Groups • Alternative break and lunch time arrangements • Exit card/Time out card • Early Help Team involvement • Referral to and support from external agencies: e.g., CAMHS (Children and Adolescent Mental Health Services), EDS 	<ul style="list-style-type: none"> • Targeted LSA (Learning Support Assistant) support • Enhanced pastoral support • Bespoke curriculum where appropriate • Personalised reward system • Support from Educational Psychology service • Enhanced support from Outreach services • Personalised liaison with home • Enhanced training for staff involved with student • ‘Team Around the Child’ meeting with professionals involved

	<ul style="list-style-type: none"> • Pastoral support from form tutor; Head of Year • Exit/Timeout card • Whole School Behaviour Policy • Whole school rewards/sanctions • Access to School Counsellor • Mentoring • My Time Young Carers group • Well-being strategy • Extra-Curricular clubs • Student leadership opportunities • School values as a framework; compassion, integrity, motivation, respect, teamwork and wisdom 	<p>(Eating Disorders Service), Mosaic, School Nurse, Triple P parenting courses</p> <ul style="list-style-type: none"> • Referral to NHS paediatrician for assessment e.g. ADHD after appropriate steps taken • Enhanced safeguarding education where needed 	
Physical and Sensory	<ul style="list-style-type: none"> • High quality teaching techniques, underpinned by Rosenshine's principles of instruction. • Ramps, lifts, accessible toilets, stair markings • Trained first aiders on site at all times • Consistent behaviour policy & intelligent consistency exercised in relation to individual needs • Seating plan consideration • Teacher discussions at parents' consultation evening • Centre Arranged Access Arrangements: e.g., laptops /prompts / headphones where evidenced • Medical exit card/Toilet Card 	<ul style="list-style-type: none"> • "Assess, Plan, Do and Review" process started with SENDCo • Individual Learning Plan (ILP) • Application for Access Arrangements e.g., reader, 25% extra time where evidenced • Shared LSA (Learning Support Assistant) support • Use of specific ICT equipment • Ear defenders • Adapted resources for learning e.g., enlarged font, alternative coloured paper, alternative coloured pens, coloured exercise books • Adapted Games/PE • Liaison and referral to occupational therapist, physio, or school nurse (BCP not individual to school) • Access to RNIB Bookshare 	<ul style="list-style-type: none"> • Targeted LSA (Learning Support Assistant) support • Support from Educational Psychology service • Enhanced support from Outreach services • Bespoke curriculum where appropriate • Personalised liaison with home • Enhanced training for staff involved with student • 'Team Around the Child' meeting with professionals involved • Individual Health Care Plan in place • Specialised ICT equipment • Personal Emergency Evacuation Plan • Liaison with VI / HI Support Service