

Summary of Provision for SEN pupils at Harris Academy Falconwood – Key Stage 3 & 4

	Universal	Targeted	Specialist
	All students	Students with additional needs	Students with significant needs Students with complex needs
Communication and Interaction needs	<p>All students' progress tracked and key strategies implemented across subjects.</p> <p>Pastoral support from form tutors each morning.</p> <p>Opportunities at break and lunch to interact with peers.</p> <p>Opportunities for class discussion across the curriculum.</p> <p>Consistent encouragement of formal language.</p> <p>Visual prompts and aids across the curriculum, which are subject specific.</p> <p>Transition for Year 11 to further education.</p>	<p>Access to speech and language therapist.</p> <p>Student's profile circulated to all teachers.</p> <p>Specific interventions to support communication and learning needs.</p> <p>Social skills groups.</p> <p>1:1 support in lessons from trained learning support assistants.</p> <p>TA intervention in class to support language.</p> <p>CPD for teachers to support children with specific needs.</p> <p>Break and lunchtime provision.</p> <p>Specific transitional visits to further education.</p>	<p>1:1 speech and language therapist assessment and recommendations.</p> <p>Speech and language small group work.</p> <p>CPD for staff working with children with significant and/or complex needs.</p> <p>Small group social skills and language development groups.</p> <p>Specific transitional visits and meeting key staff.</p>
Cognition and Learning needs	<p>Differentiated lessons according to student's ability.</p> <p>Range of learning styles incorporated across the curriculum.</p> <p>Range of resources to encourage cognitive development.</p>	<p>Specific learning interventions which are time specific and have clear outcomes.</p> <p>Access to Educational Psychologist.</p> <p>Student's profile circulated to all teachers.</p> <p>Access arrangements for exam compensation can include: extra time, reader, scribe, language modifier.</p>	<p>Personalised timetables with differentiated activities.</p> <p>Task adjustment with additional learning resources.</p> <p>Specific environments for learning.</p> <p>Differentiated assessment with access arrangements.</p>

Social, Mental and Emotional health	<p>Staff presence around the academy during structured and unstructured times of the day. High expectations of behaviour. Focus days and LBC days for all students. Clear behavioural steps visible to all students in planner. All behaviour recorded and tracked on system. Wide variety of extracurricular activities. Rigorous behaviour management system.</p>	<p>Counsellor service (internal) Pastoral support (internal) Life coaching support (internal) TA mentors. Access to Educational Psychologist. Student's profile circulated to all teachers. Pupil support plans in place where appropriate. Break and lunchtime provision in SSC.</p>	<p>Supervised lunch and break provision in SSC to encourage social language. Counselling service (internal) Pastoral support (internal) Life coaching support (internal) Educational psychologist involvement. CAMHS referral as appropriate. Referral to alternative educational provision as appropriate</p>
Sensory and/or Physical needs	<p>Air conditioning and heating. Stairwells clearly marked. Interactive whiteboard in every classroom. Extracurricular clubs and opportunities.</p>	<p>Lifts access Disabled toilets. Space to leave books/equipment throughout the day. Pen and pencil grips. Fine motor and handwriting groups. TA support in PE lessons where appropriate.</p>	<p>Referral to Occupational therapy/physiotherapy activities. Pen and pencil grips. Sensory equipment. Hearing Loop and Radio Aid as appropriate Enlarged Modified VI resources as appropriate Specialist VI Equipment as appropriate</p>

*Above provisions will be employed according to students' individual needs.