



Victoria College Prep School

Whole School and Special Educational Provision Map (Pre-Code & Stages 1-3)

Current provision 2023-24, <i>desired provision in italics</i> for during the academic year subject to availability of Additional Adult Assistance and EA support				
SEN Focus Area/s for this academic year: developing Speech, Language & Communication support throughout Prep targeting complex ASD needs in P4 & P7 revisiting in-class Dyslexia support (post-Covid disruption to learning)				
	Cognition & Learning	Social, Behavioural, Emotional & Wellbeing	Speech, Language & Communication	Sensory & Physical
Whole School Educational Provision	<p>For pupils displaying or experiencing Cognition & Learning Difficulties</p> <ul style="list-style-type: none"> • <i>Revisit whole school awareness training on Dyslexia</i> • involving parents - attendance at meeting to discuss child's needs • Providing visual prompts and cue cards • Pairing with another peer • Allowing time for processing • "Chunking" instructions • Differentiating and facilitating small reading groups with high interest level reading materials based at appropriate reading ages • Using ICT to support Big Write and recording • Having some homework electronically available - Seesaw • Using alternative recording methods e.g. Power Point presentations, making posters, oral presentations, mind maps, writing frames, cloze procedures, prompt sheets with keywords/openings to build paragraphs around etc. • Using spelling word banks 	<p>For pupils displaying or experiencing SBEW needs</p> <ul style="list-style-type: none"> • <i>Revisiting whole school training on positive behaviour management</i> • Involving parents - attendance at meeting to discuss child's needs /home school liaison book • Adhering to whole school Positive Behavioural Policy • Using Circle Time to teach and practice social skills • Regular use of class/group Reward Systems as well as Star of the Week/attribute • Seating of pupil in a quieter area of the classroom with minimal environmental distractions • Having agreed taught, clear consistent classroom rules, routines and consequences • Using Incentives that are valued by pupils • Putting up a written/ visual timetable at the beginning of the day and talking through • Using auditory/visual indicators to end or change an activity 	<p>For pupils displaying or experiencing SLC difficulties</p> <ul style="list-style-type: none"> • <i>Planning for whole staff training in SLCN</i> • Involving parents - attendance at meeting to discuss child's difficulty • <i>Using cued listening</i> • <i>Planning and evaluation of differentiated curriculum activities, delivery and outcome</i> • Being aware of the number of information carrying words being used • Chunking instructions, giving processing/response time and stressing keywords • Supporting oral presentation with visuals/ kinaesthetically • Using visual introductions/ summaries of discussions – mind maps, flow charts, comic strip format, bullet points etc. • Using consistent non-verbal signs for good looking/ good listening look/hands up/wait/quiet etc. • Accepting the pupil's verbal feedback and modelling the correct phrasing if required 	<p>For pupils experiencing sensory or physical needs</p> <ul style="list-style-type: none"> • Involving parents - attendance at meeting to discuss child's needs • Seating the pupil at the front of the class with their back to the window/preferential seating • Facing the pupil when speaking to them and speak clearly at a normal rate • Minimising background noise when possible, have some areas carpeted if possible/ rubber feet on tables/chairs/close windows and doors • <i>Facilitating access to quiet room</i> • Employing a variety of methods for recording information, e.g. computer, diagram, mind map • Involving parents at attendance of meetings/ use of strategies • Good lighting in classrooms • Chunking of classroom instructions, using of visual aids and emphasising keywords • <i>Using clear, well-spaced font type (optimum size 14) that has good contrast and is non-cluttered.</i>



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	<ul style="list-style-type: none"> • Timetabling Paired Reading Programmes/ Literacy Mathematics booster groups, • Using variety of teaching styles and approaches with both open and closed tasks matched to the needs of the individual/ revisit, revise, repeat • Using a multisensory learning approach – visual, auditory & kinaesthetic learning – and making use of music, graphics, actions etc. • Providing aids (alphabet strip, pocket calendar, table squares calculator, reading ruler etc) for sequences such as days of the week, months of the year, the alphabet, times tables and number facts • Using clear, well-spaced print (optimum size 14) that has good contrast • Availing of Dyslexia Friendly Toolbox - magnetic letters, ICT software, electronic spellers, literacy games, word mats, whiteboards, overlays, self-check cue cards: Capital Letters, Punctuation, Spelling • Giving opportunities for revision and overlearning; strategies to develop and extend listening and attention • Transition Programmes in preparation for post primary including pupil profile • Using cursive handwriting within KS2 programme to support motor memory for spelling • 	<ul style="list-style-type: none"> • Using visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hands up, wait, quiet) to show expectations of social behaviours • Providing specific direction, “Put your hands on your knees” as opposed to “Don’t” • Facilitating access to quiet room/ Use age-appropriate Time Out pass • Having a sensory box accessible within the classroom • Provision of worry boxes in classrooms • Sit ‘n’ Move cushions • Organised seating plan and layout that is flexible for appropriate delivery of different activities and allows easy access to resources • Planning and delivering differentiated lessons • Planning for opportunities to teach and model conflict resolution skills • Using Circle Time to teach social skills/ Golden Rules etc. • Providing structure for unstructured times e.g. Playground Pals (within class group), Guardian Angels, Buddies - Craze of the Week, outdoor toys as funding permits • Self-monitoring and self-assessment activities • Providing additional “take up time” to respond • Pupils have a record of their progress and achievement • Organising peer support • Relaxation breaks - yoga, brain gym etc. 	<ul style="list-style-type: none"> • Structuring school and class routines • Rooms/environment labelled • Explaining metaphorical language and idioms • Having a traffic light/ thumbs up symbol system for pupils to visually record their understanding of an activity • Reducing background noises and distractions • Having Think, Pair, Share strategy • Using social stories to teach specific scenarios and prepare for change • Playground buddy system • Demarking a quiet area for use in the classroom • Seating pupil away from busy displays and distractions • Movement breaks/ sensory & fidget toys • Using Circle Time to teach social skills/ Golden Rules etc. • Providing structure for unstructured times e.g. Playground Pals (within class group), Guardian Angels, Buddies - Craze of the Week, outdoor toys as funding permits • Using a class/ individualise timetable - visual or written • Using visual task plans and frameworks • Transition Programmes for moving classes/ school • Talking Partners 	<ul style="list-style-type: none"> • Using Accessibility Options on laptops/iPads for example colour contrast for pupils with colour blindness • Having slant boards available • Modifying workspaces to avoid clutter • Keeping of corridors and thoroughfares free of school bags and clutter • Labelling classrooms and providing clearly illustrated information on notice boards and doors • Employing a variety of methods for recording information, e.g. computer, diagram, mind map • Making sure all staff are aware of the nature of the disability and any perceptual or motor ability difficulty associated with a specific condition • Adapting the layout of the classroom to maximise pupil independence • Disabled entrances/ toilet facilities • Checking seating height • Having access to a quiet room • Buddy system • Accessibility planning for environment, curriculum, After School Clubs and school trips • Using adaptable PE programmes that support inclusive practice/specialist equipment • Care Plans and Risk Assessments
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		<ul style="list-style-type: none">Delivering Self Esteem programmes and activities within PDMU and adhering to school's Pastoral Care Policy		
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	Cognition & Learning	Social, Behavioural, Emotional & Wellbeing	Speech, Language & Communication	Sensory & Physical
Stage One Special Educational Provision	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> • Withdrawal/in-class groups for 20 minutes x 2 times per week for 8-10 weeks on targeted and sequential literacy intervention programmes as per child's IEP • Evaluation and monitoring using quantitative data • Providing Maths small group withdrawal and/or 1 to 1 support such as Numicon or concrete maths activities • Providing 1 to 1 and/or small group support by dyslexia support teacher/CA • Introduction of specific SEN Reading scheme and providing resources for additional home support (e.g. Harberton) • Recording homework for pupil that they can stick into their book or the information is recorded/electronically available • Using individualised worksheets adapted to strengths of pupils 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> • Risk Assessment and Risk Management Plans • Individualised Profile available for substitute staff • Timetabling an adult for a daily one to one Meet and Greet • Creating a personal behaviour book with the pupil and using to teach and reinforce preferred behaviours eg daily sandwich • Using a designated quiet area for de-escalation after an incident as agreed and recorded in Individual Behavioural Plans • Teaching consequences and pre-agreed strategies that can be used by the pupil to de-escalate, e.g. listening to music, self- talk • Promoting pupil involvement in planning, implementation and review of targets • Teaching and using comic strip and social stories in preparation and debriefing sessions • Facilitating timetabled and supervised Brain Breaks • Teaching anxiety and anger management techniques such as deep/controlled breathing Teaching of Resilience Programmes in small group sessions or one to one 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> • Risk Assessments/ Management Plans • Individualised Profile available for substitute staff • Delivering Speech & Language Programme recommended by the pupil's S&L Therapist • Teaching and generalising of strategies to help process information e.g. silent rehearsal, identifying keywords • <i>Circle of Friends Programme</i> • Using a personalised home/school diary • Using visuals to teach and enable communication of feelings e.g. anxiety / change card etc. • "I am working for ..." board • Availing of pre/post tutoring in timetabled specific lessons to ensure vocabulary is familiar prior to class work and retained • Giving extra time for listening, thinking and responding verbally and in written format • Delivering programmes for extension of language • Delivering social skills activities devised to suit the needs of the individual 	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> • Availing of pre-tutoring in timetabled specific lessons to ensure vocabulary is familiar prior to class work • Giving extra time for listening, thinking and responding verbally and in written format • Delivering programmes for extension of language • Tailoring the quantity of work while still fulfilling the objective of lesson • Post tutoring for some lessons to ensure consolidation • Recording homeworks on iPad • Teaching touch typing / use a high visibility keyboard • Teaching the pupil to verbalise needs by specifying what they can/cannot visually access • Providing adaptive materials • Offering additional time for completion of tasks / tailoring quantity of work • Participation in an Individualised handwriting programme devised and delivered by CA on a one to one/small group basis including OT exercises



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				<ul style="list-style-type: none">• Participation in Individualised motor skills one to one programme following advice from OT report• <i>Delivering social skills activities devised to suit the needs of the individual</i>
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	Cognition & Learning	Social, Behavioural, Emotional & Wellbeing	Speech, Language & Communication	Sensory & Physical
Stage Two Special Educational Provision	<p>All adjustments available at Whole School and Stage One plus:</p> <p>Support and advice from:</p> <ul style="list-style-type: none"> EA Literacy Service SEN Early Years Inclusion Service (SENEYIS) 	<p>All adjustments available at Whole School and Stage One plus:</p> <p>Support and advice from:</p> <ul style="list-style-type: none"> EA Behaviour Support and Provisions SENEYIS and/or HSCT 	<p>All adjustments available at Whole School and Stage One plus:</p> <p>Support and advice from:</p> <ul style="list-style-type: none"> EA Language and Communications Service SENEYIS Autism Advisory Intervention Service and/or HSCT 	<p>All adjustments available at Whole School and Stage One plus:</p> <p>Support and advice from:</p> <ul style="list-style-type: none"> EA SEN Inclusion Service - Learning and Medical Needs, Sensory Support Service and/or HSCT Epilepsy Nurse Catheter Nurse RHSC Allergy Nurse OT Mitchell House EA Support for Visually Impaired
Stage Three Special Educational Provision	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> Statement of SEN Support, intervention or advice from EA external agencies EA funded adult support 	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> Statement of SEN Support, intervention or advice from EA external agencies and HSCT EA funded adult support 	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> Statement of SEN Support, intervention or advice from EA external agencies and HSCT EA funded adult support 	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> Statement of SEN Support, intervention or advice from EA external agencies and HSCT EA funded adult support



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