Ilkley Grammar School

Provision Map 2024-2025

Throughout this Provision Map we have outlined a range of support and strategies that some of our students may require during their school journey. The provisions and support available may be adjusted as the needs of the students change and would be subject to budgetary constraints. The Provision Map has been divided into the four broad categories of need as outlined in the SEN Code of Practice 2015, (Communication & Interaction[6.28,6.29], Cognition & Learning [6.30,6.31], Social, Emotional & Mental Health [6.32,6.33], Sensory & Physical [6.34,6.35]). It follows a graduated response in line with the Bradford Matrix of Need.

Ordinarily Available Provision
Inclusive Quality First Teaching for all students

OAP describes the provision that is available to all students as part of *Inclusive Quality First Teaching* which considers all the students in the classroom. This includes adaptive and responsive teaching and creating an inclusive learning environment. This is our first step in responding to the additional educational needs of the student(s)

Targeted Provision
Additional support and interventions offered to identified students

Targeted Provision describes specific, additional, time-bound & quantifiable provisions provided for some students who may require additional support to be able to make progress dependent on their individual needs. This support will be targeted towards those students who are not making 'expected' progress through the **OAP**. Some students may also require additional support provided by external agencies. Students may be on the IGS Record of Need at an SEN Support level (in line with the Bradford Matrix of Need).

Personalised Provision
Additional and bespoke provision to support students to access the curriculum

Personalised Provision describe the targeted and bespoke provisions which are required for a few students where it is necessary for a high level of personalised interventions to support their personal and academic development to enable them to achieve their personal best. This may include 1:1 or specialist interventions. Students will be on the Record of Need, may have an EHCP or being considered for a statutory assessment.

As part of our classroom practice at Ilkley Grammar School we endeavour to use 'best bets' to ensure that all of our students are included within our learning environments. Teachers use the *Exceptional Teaching Toolkit* which considers a range of inclusive practices.

Reasonable Adjustments

We make reasonable adjustments to meet the needs of the students including:

- Making adjustments to our pedagogy.
- Adjusting the environment.
- Providing additional aids to support learning.

Relevant Legislation and documentation

SEND Code of Practice 2015

Equality Act 2010

Children & Families Act 2014

Bradford Matrix of Need

The provisions detailed in the whole school provision map may occur in several of the sections. No provision is exclusive to an individual area of need and reasonable steps will be taken to ensure that provisions applied addresses the needs of the student.

Clearly Sequenced Curriculum

If taught in a logical sequential way, a progressive and cumulative curriculum is the most effective resource to support all learners, including those who are disadvantaged or have SEND.

Chunking Content

When information is new to learners, the best way for them to process this is in small, manageable bites or chunks, due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on.

Retrieval Practice

A strategy designed to recall and remember information. Often termed 'low stakes testing', these can take the form of quizzes, flashcards, clickers and multiple choice questions.

Concrete Examples

For many learners, including those with SEND, understanding abstract concepts and ideas are difficult to comprehend, therefore concrete examples using visuals and other sensory stimuli, as well as real-life examples, will help understanding.

Explicit Teaching of New Vocabulary

It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words - even if they have been covered in a previous scheme of work. When teaching new vocab pupils should: read it, explore its origins, understand it, see it in different contexts, and use it.

Pre-Teaching and Over-Learning

Where pupils struggle with new content pre-teaching introduces new vocab and ideas based on what they already know, whilst over-learning offers regular review and recall.

Modelling

As with babies taking their first steps, learners moving towards independence need the guidance of the teacher to be shown the way. Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do.

Effective Questioning

Question starters should begin with *what, where, why, how*. Bloom's Taxonomy provides a range of question stems that can be used to draw out knowledge and understanding.

Dual Coding

When learning new material, our short-term memory is limited and this impacts on our attention and cognitive load. Presenting information through both words and images helps with new learning and retrieval. Examples include infographics, diagrams, sketch notes etc

Feedback

Feedback opens the lesson with clear aims and objectives, it is used throughout the lesson to acknowledge correct understanding or address misconceptions and is used on completion of work to advise how to improve or build on current knowledge.

Crossley, Nicola and Hewitt, Des (2021) Inclusion: A Principled Guide for School Leaders: Routledge

Cognition & Learning

Ordinarily Available Provision Inclusive Quality First Teaching for all students.	Targeted Provision Additional support and interventions offered to identified students.	Personalised Provision Additional and bespoke provision to support students to access the curriculum.
Additional time- Allow for additional time to be able to process information, complete tasks. **Dual Coding-** Use of diagrams and visuals to add meaning alongside text. **Explicit Teaching of Vocabulary**- Use clear explanation of Tier 1, 2 and 3 vocabularies. **Visual stimuli/recording**- Use alternative ways to demonstrate understanding e.g. Diagrams, Mind Maps, Voice notes. **Review Points**- Ensure key learning points are reviewed regularly throughout the lessons**.** **Curriculum links**- Ensure links to prior learning are explicitly made. **Modelling**- Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do. **Executive Functioning**- Explicitly teach organisation and management skills such as resources, equipment, OneDrive, routines and maintain high expectations of these. **Chunking Content-** The best way to process new information is in chunks due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on **Effective Feedback**- Learning points are reviewed at appropriate times in lessons to address misconceptions, reinforce key concepts and articulate next steps. **Scaffolding**- Provide scaffolded materials such as writing frames. As student confidence, knowledge and skills improve, these can be withdrawn. **Level of text**- Ensure that you understand the level of difficulty for any text you expect students to read.	**OnePlan**- Students will have a OnePlan/Passport/Plan to communicate their needs and recommended strategies with their teachers and staff. **Examination Access Arrangements**- EAA's will be considered in line with the JCQ guidelines which must be adhered to by centres. Students can be formally assessed no earlier than the start of Year 9. Criteria for external validation must be available to complete a Form 8. **Literacy Assessment Online**- The assessment of Relative Reading Age for students in Key Stage 3. **Phonics intervention** **Reading Intervention** **Use of assistive technology** such as a digital exercise book **Handwriting** **Numeracy Intervention** **Guided Options**- Supported curriculum pathways at Year 9 and for GCSEs including options *Accelerated Literacy (9), Preparation for Adulthood (9) and Functional Skills English (10/11).*	**EHCP/My Support Plan**- Few students may have an EHCP (or having evidence gathered for assessment) which details statutory provisions in Section F. **Curriculum adjustment/Modified Timetable**- Some students as part of the graduated response may require adjustments to their curriculum. These will only be considered with supplementary evidence and evidence of how the graduated response has been approached. **External agency referral**- Some students may require external agency involvement such as the Bradford SCIL team (Cognition & Learning) or, Education Psychology Team (EPT). **Diagnostic Assessments**- Needs such as Dyslexia require a specialist assessment which is not available through IGS. A private diagnosis would need to be sought. **Alternative Provision**- In few and rare cases, students may require consideration to for the use of alternative provisions. These will be discussed on an individual level with a panel of senior leaders in school with evidence detailing the reasons for the need for AP. **Learning Support Assistant Support**- The alignment of LSA support will be identified in a student's EHCP.

▪ **Note Taking**- Where possible, minimise copying from the board. Use Showbie or in cases provided a printed copy of materials**.** ▪ **Pre-teaching**- Pre-teach vocabulary and provide regular opportunities to embed their use. ▪ **Retrieval Practice**- Give opportunities for students to recall and retrieve learning such as low stakes testing. ▪ **Memory Strategies**- Teach and model memory strategies such as storage, retrieval, reducing working memory) for specific tasks. ▪ **Task Plans**- Use task plans as a tool to support students to understand the lesson phases. ▪ **PowerPoints/Presentations**- Keep presentations uncluttered and free from noise. Use clear fonts to support those with additional educational needs. ▪ **Assistive Technology**- Make use of Assistive Technologies to access lesson materials		

Communication & Interaction

Ordinarily Available Provision Inclusive Quality First Teaching for all students.	Targeted Provision Additional support and interventions offered to identified students.	Personalised Provision Additional and bespoke provision to support students to access the curriculum.
Visual Timetables- Use visual timetables which are personalised to the student. **Processing time**- Deliver information slowed down with additional time as required to enable processing. **Seating Plans-** As a result of the students' needs, consider adaptation to be made to the seating plans in lessons. **Relationships Policy**- Consider reasonable adjustments to the Relationships Policy. Some students have difficulty receiving negatives on CC. **Communication**- Ensure that preferred methods of communication are known by teachers given to the student. Don't enforce eye contact. **Chunking Content**- The best way to process new information is in chunks due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on. **Modelling**- Model coping strategies for emotional regulation and social problem solving. **Modelling**- Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do. **Multi-Sensory Delivery**- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play	**OnePlan**- Students will have a OnePlan/Passport/Plan to communicate their needs and recommended strategies with their teachers and staff. **Examination Access Arrangements**- EAA's will be considered in line with the JCQ guidelines which must be adhered to by centres. Students can be formally assessed no earlier than the start of Year 9. Where a student has a complex need such as Autism, the SENCO/Access Assessor with be required to complete a Form 9. **Plymouth Council Social Communications Difficulties Checklist**- This checklist may be used to support families who feel that there may be a presentation of need in the area of Communication & Interaction. **Coventry Grid**- A tool used for comparison of behaviours which may be Attachment vs. Autism. **Talkabout** **Social Stories/Comic Conversations** **Zone of Regulation** **Keyworker** **Lego Therapy** **Nurture Centre referral**	**EHCP/My Support Plan**- Few students may have an EHCP (or having evidence gathered for assessment) which details statutory provisions in Section F. **Curriculum adjustment/Modified Timetable**- Some students as part of the graduated response may require adjustments to their curriculum. These will only be considered with supplementary evidence and evidence of how the graduated response has been approached. **External agency referral**- Some students may require external agency involvement such as the Bradford SCIL team (Communication & Interaction, SEMH) or, Education Psychology Team (EPT). **Diagnostic Assessments**- A neuro-developmental assessment for needs such as Autism would be sought by avenues such as CAMHS, GP however, the NHS waiting times are long. Some families opt for right to choose or a private assessment. **Alternative Provision**- In few and rare cases, students may require consideration to for the use of alternative provisions. These will be discussed on an individual level with a panel of senior leaders in school with evidence detailing the reasons for the need for AP. **Autism Education Trust Progression Framework**- The Progressions Framework is intended to assist practitioners in identifying areas where autistic students may require additional support, so that specific programmes can be planned and implemented. **Learning Support Assistant Support**- The alignment of LSA support will be identified in a student's EHCP.

Social, Emotional & Mental Health

Ordinarily Available Provision Inclusive Quality First Teaching for all students.	Targeted Provision Additional support and interventions offered to identified students.	Personalised Provision Additional and bespoke provision to support students to access the curriculum.
Relationships Policy- Understand the students and their needs. Consider reasonable adjustment and considerations to the implementation of the relationships policy. **Chunking Content**- The best way to process new information is in chunks due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on. **Visual Prompts**- Use visual prompts and stimuli to support understanding. **Communication**- Communicate in a calm and clear manner. **Language**- Use simple language which can be supported by visual cues. **Positives**- Recognise and acknowledge the positives. Sometimes the small recognitions can go a long way. **Seating Plans**- Based on the child's individual needs, consider the seating arrangements to best support them. **Task Parameters**- Set clear task parameters. This can support anxiety management as the student is aware of the duration of the tasks and expectations. **Instructions**- Keep instructions short, precise, and positive. **Visuals**- Use tools such as visual timetables or task plans to show the learning journey. Use visual timers to show how long a student has to complete tasks. **Task Transitions**- Keep transitions between tasks simple. Don't clutter content moving between, paper, book and iPad tasks. This causes overload and anxiety for neurodiverse students.	**OnePlan**- Students will have a OnePlan/Passport/Plan to communicate their needs and recommended strategies with their teachers and staff. **Examination Access Arrangements**- EAA's will be considered in line with the JCQ guidelines which must be adhered to by centres. Students can be formally assessed no earlier than the start of Year 9. Where a student has a complex need such as Autism, the SENCO/Access Assessor with be required to complete a Form 9. **Coventry Grid**- A tool used for comparison of behaviours which may be Attachment vs. Autism. **Boxall Profile**- An evidence-based tool supporting a whole school approach for assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. **Anger management.** **Zones of regulation.** **Talkabout.** **Social groups.** **Nurture groups.** **Keyworker.** **Wellbeing referral** **Nurture Centre referral**	**EHCP/My Support Plan**- Few students may have an EHCP (or having evidence gathered for assessment) which details statutory provisions in Section F. **Curriculum adjustment/Modified Timetable**- Some students as part of the graduated response may require adjustments to their curriculum. These will only be considered with supplementary evidence and evidence of how the graduated response has been approached. **External agency referral**- Some students may require external agency involvement such as the Bradford SCIL team (SEMH) or, Education Psychology Team (EPT). **Diagnostic Assessments**- A neuro-developmental assessment for needs such as ADHD would be sought by avenues such as CAMHS, GP however, the NHS waiting times are long. Some families opt for right to choose or a private assessment. **Alternative Provision**- In few and rare cases, students may require consideration to for the use of alternative provisions. These will be discussed on an individual level with a panel of senior leaders in school with evidence detailing the reasons for the need for AP. **Learning Support Assistant Support**- The alignment of LSA support will be identified in a student's EHCP.

Sensory and/or Physical		
Ordinarily Available Provision Inclusive Quality First Teaching for all students.	**Targeted Provision** Additional support and interventions offered to identified students.	**Personalised Provision** Additional and bespoke provision to support students to access the curriculum.
▪ **Adapted resources-** Large font, coloured paper, modified papers etc. ▪ **Adjustable tables**- Adjustable height tables available in school. ▪ **Lift access**- please note that there isn't lift access to all areas of the school. ▪ **First Aid**- There are a number of staff in school trained as first aiders. ▪ **Adapted equipment**- Pencil grips, writing slopes, scissors etc. ▪ **Ramp access**- Where required, ramp access is available. ▪ **Accessible W.C.**- Accessible toilet facilities are available across the school site. ▪ **Educational visits/trips**- We work with trip and visit leaders and families to ensure these are accessible. ▪ **Subtitles**- Use of subtitles when using media such as YouTube. ▪ **Seating Plans**- Ensuring students are sat in appropriate areas of the classroom**.** ▪ **Assistive Technology**- Using a range of accessibility features from Microsoft and on the student iPads. ▪ **Ear Defenders**- To support those with sensitivity to noise.	▪ **OnePlan**- Students will have a OnePlan/Passport/Plan to communicate their needs and recommended strategies with their teachers and staff. ▪ **Examination Access Arrangements**- EAA's will be considered in line with the JCQ guidelines which must be adhered to by centres. Students can be formally assessed no earlier than the start of Year 9. Where a student has a complex, physical or medical need, the SENCO/Access Assess is required to complete a Form 9. ▪ **Sensory Profile**- Where students are experiencing sensory overload, a sensory profile may be completed to ascertain areas of additional support for the student.	▪ **EHCP/My Support Plan**- Few students may have an EHCP (or having evidence gathered for assessment) which details statutory provisions in Section F. ▪ **Curriculum adjustment/Modified Timetable**- Some students as part of the graduated response may require adjustments to their curriculum. These will only be considered with supplementary evidence and evidence of how the graduated response has been approached. ▪ **External agency referral**- Some students may require external agency involvement such as the Bradford SCIL team (Low Incidence teams) or, Education Psychology Team (EPT). ▪ **Alternative Provision**- In few and rare cases, students may require consideration to for the use of alternative provisions. These will be discussed on an individual level with a panel of senior leaders in school with evidence detailing the reasons for the need for AP. ▪ **Learning Support Assistant Support**- The alignment of LSA support will be identified in a student's EHCP.

RESPONSIBILITY RESPECT COURAGE RESILIENCE PRIDE KINDNESS