

Provision map and ordinarily available SEN provision

IVC aspires to provide for all who share in the life of the college a quality of experience which respects them as individuals and gives fulfilment and reward. We recognize that equality of opportunity does not necessarily mean treating everyone the same and that failure to acknowledge differences can have negative influences on individual and collective identities. We positively welcome the diversity present in our College, and recognise that different students may need different support to their peers, and/or over the course of their education.

According to the SEN Code of Practice, “**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age**”.

This document outlines the support and provision that is available to students. Universal support is support all students receive at IVC on a day-to-day basis, and benefits everyone. The better our universal support, the fewer students who will need additional support.

Ordinarily available provision is the resources and support available to all young people at the college who may have SEN. Students do not require a diagnosis or EHCP to access this support.

Personalised/specialist support is that which is only available to a small minority of students, most of whom will have EHCP, and some of whom will require additional funding to be provided through their EHCP. A very small number of students are allocated Enhanced Resource Base (ERB) placements, and information on this can be found [here](#).

We are not able to provide all of the support below, to all students, all of the time, and students will be prioritised for support dependent on need.

A glossary of words used within this document can be found [here](#).

Assessment

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support for students with EHCPs In addition to universal support and ordinarily available provision
All teachers follow the college policies for regular in-class assessment, marking and feedback, and this informs teaching on a classroom and individual level All teachers refer to the SEN department any students they believe may require exam access arrangements, or who	Use of the assess, plan, do, review cycle Reasonable exam access arrangements in place for all public examinations and national tests, and as early as possible for classroom-based work and test	Specialist assessments completed as appropriate, possibly by external professionals (which may be subject to referral criteria)

<p>may require specialist assessment for potential SEN</p> <p>All students screened in year 7 and 9 for basic literacy attainment</p>		
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Home/school partnerships

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students	Personalised/specialist support
<p>Parents and carers are aware of who they can contact to discuss their child and staff are helpful in arranging calls/meetings etc as required</p> <p>Regular opportunities are planned for parents and carers to meet their child's tutor and teachers</p> <p>The House team liaise more regularly with parents/carers where there are concerns</p> <p>Parents carers and young people are actively involved in decision making and their views are sought regularly</p> <p>Parents/carers have access to key information and reports through Edulink (i.e. attendance, behaviour points etc)</p>	<p>Parents/carers are informed about special educational provision/the SEN status of their child</p> <p>Parents/carers are signposted to the local offer (link)</p> <p>Formal and informal events and processes are planned to support the gathering of the views of parents/carers and young people with SEN</p>	<p>In addition to universal support and targeted support</p> <p>Home/school books (or other targeted means) to support liaison between parents/carers and the SEND department/TAs</p>

Pastoral Care

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students	Personalised/specialist support
	<p>In addition to universal support</p>	<p>In addition to universal support and targeted support</p>

<p>Awareness and sensitivity of peers and staff towards difference (including SEND) is raised at a whole setting level. Focussed work is planned for classes and groups regarding specific needs or conditions where necessary.</p> <p>A calm, safe learning environment is created by and for all staff and CYP.</p> <p>A pastoral support space is well-staffed and available for students throughout the day.</p> <p>CYP can identify a 'safe space' (pastoral area or pavilion) and are able to use the space when required, for example via an exit card.</p> <p>As per the behaviour policy/pastoral curriculum, language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship - based approaches).</p> <p>PSHE (i.e. tutor time) is used to develop well-being and resilience.</p> <p>Negative attitudes, beliefs or practices towards individuals or groups are challenged.</p> <p>CYP's voices are encouraged through, for example, student councils, pupil representatives, surveys.</p> <p>Access to YMCA counselling (subject to referral and waiting times)</p>	<p>Named/key adults are identified for individual students when required. This could be a tutor, teacher, peer mentor, pastoral manager, or classroom teaching assistant.</p> <p>All SEND students have a student profile. All staff know the pupils in their classes with SEND. They know how best to support them and their strengths. They know which key person is supporting the CYP.</p>	<p>Time and space and appropriate communication aids are made available for CYP with significant communication needs to express themselves. This could include augmented and alternative communication aids such as symbol systems, sign and gesture or text-based systems.</p>
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The learning environment and resources

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>Staff are aware of sensory needs and physical accessibility issues that may impact on learners (see physical and sensory needs section)</p> <p>Learners have easy access to sensory equipment that they require, within what is reasonable, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, coloured overlays.</p> <p>Physical resources such as PE and Maths equipment are adapted within reason to promote independence for example, different size balls.</p> <p>ICT is used to support alternatives to written recording and to promote independent learning.</p>	<p>Extra-curricular activities and educational visits are planned in line with the Equalities Act 2010, and reasonable adjustments are made.</p> <p>The physical accessibility of the building and individual learning spaces is assessed regularly and adapted within reason in line with the Equality Act – see Accessibility Plan on the College website</p> <p>Fully accessible disabled toilets are available</p>	<p>Liaison with NHS OT staff to ensure specialist equipment is suitable, maintained etc</p>

Teaching and learning

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>Lessons are well-planned and routinely involve</p>		<p>Planning incorporates more detailed specialist advice.</p>

<p>scaffolding, modelling, and assessment for learning.</p> <p>Staff have high expectations of students and set a high level of challenge.</p> <p>Lessons are planned to encourage active engagement.</p> <p>Manipulatives and concrete examples are used where possible i.e. number lines, manipulatives.</p> <p>Explicit teaching of key words/vocabulary</p> <p>Adaptive teaching strategies used by teachers (differentiation) (including for homework) provides suitable learning challenges and caters for different learning needs, including the need for repetition and overlearning of key concepts.</p> <p>Aspects of structured teaching are used according to pupil needs, for example, visual timetables, clear concise instructions with written or visual prompts (for example, now and next cards), particularly during transitions.</p> <p>Learners are given time to process information before being asked to respond.</p> <p>Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them.</p>		<p>Use of additional adults (i.e. TAs) is planned to maximise their impact on learning.</p> <p>Pre-teaching outside of the classroom is facilitated by TAs, but teachers and the SEND team are responsible and accountable.</p> <p>Additional adults are used to support independence rather than create dependence.</p>
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<p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role models, mixed-ability groups, structured opportunities for conversation and sharing of ideas, with access to additional adults where they are available.</p> <p>See also cognition and learning section</p>		
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Staff skills and training

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.</p> <p>Staff collaborate and best practice is shared.</p> <p>The college has effective links with other relevant outside agencies and specialists.</p>		<p>Specific staff members receive more specialist training from outside agencies/professionals as and when required.</p>

Transition

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>Staff provide support and guidance around transitions, such as from College to post-16, and this includes a College careers advisor and</p>	<p>Additional opportunities for information sharing between settings as required.</p>	<p>Additional adult (i.e. TA) support provided to support with transition visits.</p>

<p>referral to the local authority senior transitions advisor.</p> <p>Staff are aware of those who will need additional support and plan for this.</p> <p>Information is actively sought and shared about learners to support successful transitions and manage change both within the setting and beyond. This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required.</p>	<p>Additional opportunities created for transition visits as required, as well as resources to support transition such as photographs, social stories etc.</p>	<p>Referral to the additional needs pathway advisor (ERB only).</p>
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In addition to the above, some young people may need support as outlined in some or all of the areas below.

Cognition and Learning

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>Use of specialist standardised literacy and numeracy tests to understand learning needs and to measure progress.</p> <p>Period 6/lunch time catch up/revision sessions</p> <p>Faculty homework catch up</p> <p>See teaching and learning section</p>	<p>Specific literacy interventions (see reading policy) such as Lexia Core 5, Lexia PowerUp, Lexonic, and Expanded Rehearsal Technique (ERT).</p> <p>Specific numeracy interventions such as Dynamo Maths and Numicon</p> <p>Booster English and Maths lessons in place of foreign languages</p> <p>Alternative accredited qualifications (i.e. Entry Level)</p>	<p>Pre-teaching and overlearning (small group or 1:1)</p> <p>Small group teaching for most subjects (ERB only)</p> <p>Alternative qualifications (ASDAN) (ERB only)</p>

Social, Emotional and Mental Health

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>Follow college absence policy to allow for early identification of CYP at risk on non-attendance, and to actively involve parents/carers and young people</p> <p>Buddy/peer support</p> <p>Risk assessments as appropriate</p> <p>Professional/multidisciplinary meetings</p> <p>The careful use of reduced timetable/IAEPs</p> <p>Referral to school chaplain, YMCA, CAMHS or other agencies</p> <p>Identifying patterns in behaviour (i.e. through anxiety mapping, ABC charts), and understanding behaviour is communication</p> <p>Follow college behaviour policy i.e. de-escalation, unconditional positive regard</p> <p>See also pastoral care</p>	<p>Small group social skills/emotional regulation group (focus dependent on the needs of the young people) for a finite amount of time. May include comic strip conversations/social stories.</p>	<p>Liaison with professionals/specialists as appropriate (may be subject to a referral and referral criteria)</p> <p>Social skills teaching embedded into the curriculum (ERB only)</p>

Physical and Sensory

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students	Personalised/specialist support

	In addition to universal support	In addition to universal support and targeted support
<p>Follow specific guidance around reasonable adjustments for specific impairments i.e. hearing impairment – support lip reading by facing the speaker</p> <p>Learners' physical/medical and sensory needs are known and used to plan seating arrangements and movement breaks</p> <p>See also physical environment and resources</p>		<p>Liaison with professionals/specialists as appropriate i.e. QTVI/QTHI</p> <p>Specialist multi-adapted PE/swimming (usually ERB only)</p> <p>Manual handling training, intimate care plans as appropriate</p> <p>Direct delivery of physiotherapy/occupational therapy plans by trained TAs (under advice from NHS)</p>

Communication and Interaction

Universal support (i.e. quality first teaching)	Ordinarily available provision for SEN students In addition to universal support	Personalised/specialist support In addition to universal support and targeted support
<p>Modelling and scaffolding of appropriate language</p> <p>Tailor delivery style according to the learner's needs for example, give name and clear short instruction or language modification techniques (i.e. avoiding sarcasm and figures of speech).</p>	<p>Access to an oral language modifier for assessments in accordance with JCQ regulations (The Oral Language Modifier (OLM) is a role created to provide a reasonable adjustment in examinations for candidates who require a level of language support beyond that provided by a reader).</p>	<p>One to one or small group speech and language sessions with a teaching assistant to work through any NHS therapist recommended programs and/or the teaching of vocabulary, such as word aware.</p> <p>Providing an additional method of communicating, for example, use of ICT, symbol communication (Makaton, PECS). This could include the use of technology as well as approaches that do not use technology.</p>

Medical conditions



See separate policy.

