

## Provision map and ordinarily available SEN provision

At Witchford Village College all young people will have the opportunity to reach their full potential.

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.

At Witchford Village College each young person is a unique individual with their own strengths and areas for development. It is therefore not expected that every young person will need every intervention and/or support strategy outlined in the document. Rather, the family, young person and school will work together to identify those that are most helpful. These will be reviewed as the young person makes their way through the school.

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**”.

The term ‘ordinarily available provision’ comes from the SEN code of practice

This document outlines the support and provision that is available to students:

- **Universal support** is the support that all students receive at Witchford Village College 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** comes from the SEND code of practice and refers to the support that all SEND students can receive. 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 – The Cabin) 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](#).

**This document has 2 parts.**

**Part 1 – has eight sections**

- *Assessment*
- *Home/School partnership*
- *Pastoral Care*
- *The learning environment*
- *Teaching and learning strategies*
- *The Learning environment & Resources*
- *Staff Skills & Training*
- *Transition and transfer*

**Part 2 – is divided into 4 main areas of need outlined in the SEND Code of Practice.**

- *Cognition and Learning*
- *Communication and interaction*
- *Social, Emotional and Mental Health*
- *Sensory and/or physical needs*

However, it is recognised that needs seldom fall into one discrete category and several areas may need to be considered for the same learner.

## Assessment

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support for students with EHCPs</b> In addition to universal support and ordinarily available provision
<p>All teachers follow the college policies for regular in-class assessment, marking and feedback, and this informs teaching on a classroom and individual level</p> <p>All teachers refer to the SEN department any students they believe may require exam access arrangements, or who may require specialist assessment for potential SEN</p> <p>All students screened in year 7 and 9 for basic literacy attainment</p> <p>A wide range of assessments are used to inform planning and interventions, and review progress within interventions</p>	<p>Regular use of the assess, plan, do, review cycle is used to ensure learners are making progress.</p> <p>Reasonable exam access arrangements in place for all public examinations and national tests, and as early as possible for classroom-based work, assessments and mock exams</p>	<p>Specialist assessments completed as appropriate, possibly by external professionals (which may be subject to referral criteria)</p>

## Home/school partnerships

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> In addition to universal support and targeted 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>Parents/carers are informed about special educational provision/the SEN status of their child</p>	<p>Daily tracker and daily communication home for Cabin students.</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 and carers are signposted to the local offer:  <a href="https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page">https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page</a></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>Learners and staff are involved in the graduated approach: APDR process and reviews</p>	<p>Named adults/keyworkers are allocated to all CABIN students.</p> <p>Named contact adults/Key contacts are allocated to all EHCP students</p>
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## Pastoral Care

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> In addition to universal support and targeted support
<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 social time 'safe space' The Cube.</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>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 Pupil Passport. All staff know the pupils in their classes with SEND. They know how best to support them and their strengths.</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>

<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 CENTRE 33 counselling (subject to referral and waiting times). CENTRE 33 offer 'walk in' opportunity please use the link for more details  <a href="https://centre33.org.uk/">https://centre33.org.uk/</a></p>		<p>Named adults/keyworkers are allocated to all CABIN students.</p> <p>Named contact adults/Key contacts are allocated to all EHCP students.</p>
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## The learning environment and resources

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> In addition to universal support and targeted support
<p>Staff are aware of sensory needs and physical accessibility issues that may impact on learners (<b>see physical and sensory needs section</b>)</p> <p>Classrooms are designed to be visually accessible</p> <p>Use of pale background and accessible (i.e. sans serif) font styles on the whiteboard.</p> <p>Where identified learners are signposted 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>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>Liaison with NHS OT staff to ensure specialist equipment is suitable, maintained etc</p>

ICT is used to support alternatives to written recording and to promote independent learning.	Fully accessible disabled toilets are available	
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## Teaching and learning

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> In addition to universal support and targeted support
<p>Lessons are well-planned and routinely involve 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, task planners).</p>	<p>Pupil Passports are available and known by staff.</p>	<p>Planning incorporates more detailed specialist advice.</p> <p>Use of additional adults (i.e. TAs) is planned to maximise their impact on learning.</p> <p>Support beyond 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>

<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>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><b>See also cognition and learning section</b></p>		
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## Staff skills and training

<b>Universal support</b> (i.e., quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> 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>Targeted student strategy meetings for staff.</p> <p>Specific staff members receive more specialist training from outside agencies/professionals as and when required.</p>	<p>Specific staff members receive more specialist training from outside agencies/professionals as and when required.</p>

## Transition and transfer

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> 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 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 for information sharing between 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>Additional adult (i.e., TA) support provided to support with transition visits.</p> <p>Referral to the additional needs pathway advisor (ERB only).</p>

### **Part 2:**

In addition to the above, some young people may need support as outlined in some or all of the areas below.

### **Cognition and Learning**

#### **Approaches and Strategies**

- Differentiated to ensure the development of literacy, numeracy, expressive language, communication skills, minimise unhelpful behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include a focus on phonological awareness or motor skills programme.
- Effective use of IT equipment to support learning
- Teaching assistants are trained and skilled in supporting students with general and specific learning difficulties.

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> 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>Lunch time catch up Revision sessions</p> <p>Faculty homework catch up</p> <p>Dyslexia Friendly classrooms</p> <p>Use of IT to support learning.</p> <p>A whole school vocabulary approach</p> <p>Use of task planners, where appropriate embedded into teaching.</p> <p>Recap and pre -learning incorporated into lessons.</p> <p>Consideration of EAL - fluency at home.</p> <p><b>See teaching and learning section</b></p>	<p>Specific literacy interventions (see literacy policy) such as</p> <ul style="list-style-type: none"> <li>➤ Lexia</li> <li>➤ Lexonic</li> <li>➤ Leap</li> <li>➤ Switch on</li> </ul> <p>Assessment through learning to identify areas of need.</p> <p>Clear information about time missed in education and the knock-on effect.</p> <p>Social stories</p> <p>Chunking, cognitive load and working memory supported</p> <p>A neurodiverse approach to celebrate the strengths of each learner.</p> <p>Timetable Rockstars</p> <p>Targeted interventions</p>	<p>Pre-teaching and overlearning</p> <p>Small group interventions as required</p> <p>Adapted timetable to meet individual need</p> <p>Where identified targeted support - English and Maths</p>

## Social, Emotional and Mental Health

<b>Universal support</b> (i.e. quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> 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 CENTRE 33, CAMHS, KOOTH or other agencies.</p> <p>Trained emotional literacy support</p> <p>Identifying patterns in behaviour (i.e. through anxiety mapping) and understanding behaviour by pastoral support.</p> <p>Social time 'safe space</p> <p>Follow college behaviour policy i.e., de-escalation, STEPS and unconditional positive regard.</p> <p>Student Support mentor meetings</p> <p><b>See also pastoral care</b></p>	<p>Small group social skills/emotional regulation group (focus dependent on the needs of the young people) for a finite amount of time.</p> <p>Identified small group bespoke PSHE sessions delivered, and therapeutic interventions delivered.</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

<b>Universal support</b> (i.e., quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> 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><b>See also physical environment and resources</b></p>	<p>Where identified sensory needs considered and adaptations made.</p> <p>Modified exam resources are applied for when evidenced.</p> <p>Manual handling training, intimate care plans as appropriate</p>	<p>Liaison with professionals/specialists as appropriate</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

<b>Universal support</b> (i.e., quality first teaching)	<b>Ordinarily available provision for SEN students</b> In addition to universal support	<b>Personalised/specialist support</b> 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>Traffic light/visual &amp; written aids communication to support learning</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</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>

	language support beyond that provided by a reader).	Providing an additional method of communicating, for example, use of ICT, symbol communication (PECS). This could include the use of technology as well as approaches that do not use technology.
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## Medical conditions

See separate policy.