

LVS Hassocks – Examples of provision at different levels of need – September 2016
Provision may vary depending on the needs of groups or individuals at any one time

Area of need	Wave 1 All pupils, where appropriate.	Wave 2	Wave 3
Cognition and learning.	<p>Differentiated curriculum planning, activities, delivery and outcome. Visual supports/aids and modelling. Visual timetables. Small class sizes. Access to computer for recording work. In class TA support. Focussed group work with class teacher. Use of mind mapping and visual supports for thinking. Planner to organise day and needs Specialist intervention staff training – difficulties in reading and spelling Workskills/work experience/employability support individualised to learners Differentiated support with transitions Accelerated reader programme My Maths</p>	<p>Small intervention group work on maths/literacy Accelerated reader Additional support in class from LSA/LST Tasks broken into smaller steps. Increased tasks in areas of strength Assistive technology to access sessions or record work. 1:1 teaching time for new concepts and skills Team focus meeting with Ed Psych Self learn read and spell Word shark Number shark</p>	<p>Access to safe place for working away from peers/group Dyslexia specific reading scheme Support from specialist LSA Additional ICT support – Clicker 6 1:1 support during school day to be able to access curriculum Learning mentors Targeted support and preparation for individual work experience Standardised assessments Catch up Literacy and numeracy programmes</p>
Communication and interaction.	<p>Differentiated curriculum planning. Use of restricted language code Advice from SALT team on identifying opportunities for communication Advice from SALT on maximising visual supports Provision of information from SALT on language and communication levels for learning Increased visual aids and modelling of tasks.</p>	<p>Friendship groups Allocated student mentor Small group Social Skills sessions. SALT programme and targets monitored by SALT Integrated SALT in the classroom Social Literacy programme Reflection time after interactions Targeted support for exam preparation</p>	<p>1:1 support to facilitate interactions with peers Increased SALT sessions integrated into school and residential time with individualised goals Standardised assessments</p>

	<p>Peer group based on social level/needs relating to ASC</p> <p>Structured school and class routines.</p> <p>Learning Passport</p> <p>Staff training on communication difficulties and interventions</p> <p>Access to differentiated IT equipment and programmes</p> <p>Social Skills sessions</p> <p>Word focus work to support curriculum language</p> <p>Emotion recognition groups</p>		
Emotional, Behavioural and Social Needs.	<p>Whole School behaviour policy – promoting positive behaviour. Whole school rules</p> <p>Classroom rules</p> <p>Personal rewards and sanctions systems.</p> <p>Positive Support Plan</p> <p>Debrief and analysis after incidents/difficulties</p> <p>Massage and relaxation sessions</p> <p>Team Teach training for staff</p>	<p>Additional support at break/leisure.</p> <p>More frequent rewards</p> <p>Meditation CD</p> <p>Sessions with School councillor</p> <p>Team focus meeting involving Ed psych for problem solving</p> <p>Support and advice from Clinical psychologist/Art therapist/Music therapist</p> <p>'Check in' time with key member of staff</p>	<p>1:1 support for attachment needs/Key adult</p> <p>Access to 1:1 play therapy/ Art therapist/Music therapist</p> <p>1:1 CBT sessions from clinical psychologist</p> <p>Guided meditation</p> <p>1:1 sessions with school councillor</p>
Sensory and Physical.	<p>Flexible teaching arrangements</p> <p>Low distraction environment</p> <p>Clutter free classrooms</p> <p>Access to equipment with advice from OT</p> <p>Regular movement breaks</p> <p>Handwriting assessment</p> <p>Sensory audit of classroom</p> <p>Touch typing programme</p> <p>Alert programme</p> <p>Staff in-service training on sensory needs of</p>	<p>Sensory diet monitored by OT</p> <p>Additional equipment as identified by OT</p> <p>Increased/decreased physical curriculum</p> <p>Increased 'rest' breaks</p> <p>Messy food group</p> <p>Sensorimotor group</p> <p>Gym programmes</p>	<p>1:1 input from OT with individualised goals across day and residential</p> <p>Increase in OT sessions</p> <p>Ability to access a 'safe space' with no additional sensory distractions.</p> <p>1:1 session with advanced sensory integration specialist.</p> <p>Sensory integration therapy</p> <p>Physiotherapy</p> <p>Standardised assessments</p>

	young people on spectrum Movement group Circuits sessions		
Medical	Healthy Eating programme Drugs awareness Administration of prescribed medication	Support for medical conditions which require regular monitoring such as epilepsy, epipen carriers Specialist diets which are monitored by a consultant or nutritionist Regular height and weight checks	1:1 support for specialised medical conditions Support for specialist appointments Liaison with specialist multi disciplinary teams

Reviewed 15 September 2016 – K Brabenec

Next review date 15 September 2017 – K Brabenec