

Provision and Access Map – John F Kennedy Catholic School

The following is designed as a guide and is neither definitive nor exhaustive.

	Cognition & Learning	Communication & Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical Needs
Transition	<p>Year 5/6 to Year 7:</p> <p>Open Evening • Telephone consultations with prospective parents • Visits to primary schools • SENCo / Assistant SENCo where appropriate visit primary schools with AL Year 7 • SENCo / Assistant SENCo attend review meetings • Individual parental visits with potential student • New Intake Evening • Students Transition Day in the Y6 Summer Term • SENCo and AL Year 7 meet to discuss issues and placements • New intake parents evening • DATA Exchange • Vulnerable students invited in to visit the school and sample lessons • More visits arranged for more vulnerable students.</p> <p>KS3 to KS4</p> <p>Meetings with parents and students before and at options evening • Mentoring for KS4 curriculum choices • AL Year 9 & SENCo, Assistant SENCo meet to discuss individual needs of students • Discussion at target meetings/Annual Reviews about strengths, interests and aspirations • Impartial careers guidance.</p> <p>KS4 to KS5</p> <p>Meetings with parents and students at Year 11 parents' evening and Annual Reviews/target meetings or at parental request • Mentoring for KS5 curriculum choices • AL Year 11 and SENCo, Assistant SENCo meet to discuss individual needs of students • 6th form taster day • Vulnerable students accompanied on transition visits • Impartial careers guidance • 1:1 meeting AL Sixth Form / Assistant AL Sixth Form.</p> <p>KS5 to work/further study</p> <p>Students helped with UCAS applications • Vulnerable students helped with college applications • Interview practice Year 12 • Meetings with form tutor • Careers Interviews (on request) • Impartial careers guidance • 1:1 meeting with AL Sixth Form (UCAS applications)</p>			

<p>Assessments for SEND targeted support</p>	<p>KS3</p> <p>Year 7</p> <p>Testing of students below 100 on entry for reading and spelling using standardised tests – New Group Reading Test (NGRT) and New Group Spelling Test (NGST) • Testing of all students on entry in numeracy by maths department (students identified for numeracy intervention are retested using standardised tests- Access Mathematics Test) • Retesting after interventions • Subject baseline assessments</p> <p>Year 8</p> <p>Access Reading Test and WRAT 5 Spelling Test • Retesting after interventions.</p> <p>Year 9, KS4 & 5</p> <p>Further testing using standardised tests for Access Arrangements in lessons • Testing if late entry to school • Retesting for KS5.</p>
<p>Other Assessments which may be used</p>	<p>DASH • WRAT 5 • GORT 5 • TOMAL 2 • CTOPP 2 • GL Assessment Dyslexia Screener • Exact</p>

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KS3	<p>As appropriate:</p> <p>Individual or group target setting</p> <p>In-class support (Learning Support Assistant or other)</p> <p>Specialist teaching</p> <p>Additional Literacy / Numeracy intervention</p> <p>assessment / progress tracking</p> <p>Annual review and reporting cycle</p> <p>Student Information to staff</p> <p>Clubs – Homework / LS open at break and lunchtimes</p> <p>ICT provision / specialist software</p> <p>Exam concessions / special arrangements</p> <p>Reduced curriculum</p>	<p>As appropriate:</p> <p>Access to Speech & Language advice and / or programme</p> <p>In-class support</p> <p>Specialist teaching</p> <p>Social stories / comic strip and Point of Choice conversations</p> <p>LS open break and lunchtimes</p> <p>Social skills</p> <p>Increased visual aids</p> <p>Use of symbols / visuals</p> <p>Structured school & class routines</p> <p>Input and Advice from Advisory Services</p> <p>Exam concessions / special arrangements</p> <p>Reduced curriculum</p> <p>Modified Language</p>	<p>As appropriate:</p> <p>In-class support</p> <p>Individual plan</p> <p>Pastoral support plan</p> <p>Time-out card</p> <p>Tutor support</p> <p>School Counsellor / Therapist</p> <p>Mentoring</p> <p>LS break or lunch times</p> <p>CAMHS referral and liaison with outside agencies</p> <p>Structured school & class routines</p> <p>Exam concessions / special arrangements</p> <p>Reduced curriculum</p> <p>Access to a safe place</p>	<p>As appropriate:</p> <p>Staff are aware of impairment implications and offer flexible teaching arrangements.</p> <p>Specific physiotherapy or occupational therapy programmes may be followed</p> <p>Some in-class support may address health and safety or access issues</p> <p>Motor Skills</p> <p>LS at break or lunch times</p> <p>Exam concessions / special arrangements</p> <p>Reduced curriculum</p> <p>Access to a quiet environment</p> <p>Specialist equipment</p> <p>External professionals</p>

	Cognition & Learning	Communication & Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical Needs
KS4	<p>As above plus:</p> <p>Guided options choices Reduced curriculum Alternative qualifications (e.g. Functional Skills, ASDAN) Special exam arrangements Revision classes</p>	<p>As above plus:</p> <p>Guided options choices Reduced curriculum Mentoring Alternative qualifications (e.g. Functional Skills, ASDAN) Special exam arrangements Revision classes</p>	<p>As above plus:</p> <p>Guided options choices Reduced curriculum Mentoring Alternative qualifications (e.g. Functional Skills, ASDAN) Special exam arrangements Revision classes</p>	<p>As above plus:</p> <p>Guided options choices Reduced curriculum Special exam arrangements Revision classes Alternative qualifications (e.g. Functional Skills, ASDAN)</p>
KS5	<p>As Appropriate:</p> <p>In-class support Mentoring Special exam arrangements</p>	<p>As Appropriate:</p> <p>In class support Mentoring Special exam arrangements</p>	<p>As Appropriate:</p> <p>In class support Mentoring Special exam arrangements</p>	<p>As Appropriate:</p> <p>In class support Mentoring Special exam arrangements</p>
Access Strategies	<p>Writing frames / key word banks/ learning mats/ workbooks</p> <p>Student information to staff Home / school link</p>	<p>Positive language environment Student information Differentiation in all subjects Home / school link Ability sets / small groups</p>	<p>Community & transition Guidance & welfare systems Regulation prompts eg. Zones of Regulation facilitated by trained staff Whole school behaviour plan</p>	<p>Medical support Transport (home-school) Lunchtime activities / library / Homework club Special exam arrangements Advice from specialist e.g. OT</p>

	<p>Ability sets / small groups differentiated teaching & planning in all curriculum subjects</p> <p>School marking policy</p> <p>School homework policy / diaries & planners</p> <p>Homework club</p> <p>Modified curriculum / advice from specialists</p> <p>KS4 option choices / KS4 curriculum pathways</p> <p>Work experience</p> <p>Special exam arrangements</p> <p>School counsellor</p> <p>Technology – access to computer</p>	<p>Differentiated teaching & planning in all curriculum subjects</p> <p>School marking policy</p> <p>School homework policy / diaries & planners</p> <p>Homework club</p> <p>Modified curriculum / advice from specialists</p> <p>KS4 option choices / KS4 curriculum pathways</p> <p>Work experience</p> <p>Special exam arrangements</p> <p>School counsellor</p> <p>Technology – access to computer</p>	<p>Whole school class rules</p> <p>School reward policy</p> <p>School sanction policy</p> <p>Managed transfer</p> <p>Community liaison police officer</p> <p>KS4 option choices / KS4 curriculum pathways</p> <p>Work experience</p> <p>Special exam arrangements</p> <p>School counsellor</p> <p>Technology – access to computer</p>	<p>School counsellor</p> <p>Technology – access to computer</p>
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Liaison with Parents	<p>Telephone calls and email • Letters before and after interventions • Summary of Support Sheets termly • SENCo/Assistant SENCo – by request or at scheduled review meetings, parent evenings and options evening • Achievement Leaders by request or at parents evenings • Subject teachers – by request or at scheduled Parents Evening and Options Evenings • Form Tutor, Education Welfare Officer, Careers Service – Connexions; Counsellor / Therapist – via referral • Educational Psychologist – via referral • Other external agencies – via referral • Parent Partnership support in meetings and with reports • Positive postcards / letters • Termly target setting meetings • Annual Reviews • Questionnaire</p>
Student Voice	<p>Questionnaires • Interviews • Annual Reviews • Parents evenings • Target setting • Informal feedback to staff during Homework Club and at break and lunchtimes in LS • Students can request a meeting to discuss issues • Open door policy</p>

Partner Agencies	Educational Psychology • School Nurse • Connexions (Careers Advice) • Speech and Language Service • Occupational therapy • Physiotherapy • CAMHS • Partnership working with other secondary schools • Educational Support Team for CLA • Communication and Autism Specialist Advisory Team • Gade Family • DESC • ESTMA • Social Services • Safeguarding, Partnership and Prevention Division • Community liaison police officer • SENCo Forum
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