



Provision Mapping - Uffculme School 2020-21

Level of frequency and severity	Cognition and Learning including dyslexia	Uffculme School Provision
LOW	<ul style="list-style-type: none"> • Recognition and use of different teaching styles • Differentiated delivery eg modified language, consideration of pace • Increased visual aids • In class support in R4 sets, eg key instructions on mini whiteboards • Use of netbooks • Clear seating plans • Use of writing frames and mind maps • Parent Support Group • Whole school reading and spelling audit • Code of Practice 	<ul style="list-style-type: none"> • HLTA resources • HLTA resources modified text/exams • HLTA admin. Tests students at the beginning of Year 10 for Access Arrangements
MEDIUM	<ul style="list-style-type: none"> • As above plus • Coloured overlays • Coloured book pages/handouts • TRUGS – reading card game • Student passports • 1 hour of intervention with literacy 	<ul style="list-style-type: none"> • HLTA resources • Achievement monitored by SENDCo • HLTA Literacy Interventions



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	<ul style="list-style-type: none"> • Learning support area available 1 lunchtime a week for homework • Introduction to assistive technology 	
<p>HIGH</p>	<p>As above and:</p> <ul style="list-style-type: none"> • Inset day training • Student passports • TA support in some lessons • Extracted from English to work on booster literacy lessons • Study support lessons available • Lunchtime sanctuary • Timetable key fobs • Visual timetables • Monitoring procedure at lunchtime • Access arrangements for tests • Code of Practice • Access arrangements in years 7-11 	<ul style="list-style-type: none"> • Transition starts in Year 5 • Additional transition visits in Year 6 • Access arrangements in Year 10, 11 • Educational reports on portal and SIMS • TA support on educational visits • Achievement monitored by SENDCo • Ed Psychologist visit • Specialist English Teacher in Yr 11 • Additional visits to post 16 college • SENCo runs CPD groups