



Middlewich High School **One-minute guide to The Enhanced Provision**

Aims of the Enhanced Provision?

The Vision of the Enhanced Provision is to ensure that students with Special Educational Needs and Disabilities (SEND) are identified early, are well-supported and clearly guided throughout their school life. We endeavor to create a safe, secure environment which allows identified students to access appropriate educational provision, and targeted intervention regardless of additional need.

Staffing

SENDCo - Emma Brown

Deputy SENDCo - Debbie Cheetham

Deputy SENDCo - Jane Tarbuck

Identifying students with additional needs - additional to students with EHCP

A range of assessments are employed to identify students with additional needs. Examples include:

First concerns raised by subject teachers

Support for all students starts with access to high quality teaching in the classroom. Inclusive, high quality teaching describes the offer in place for all students, every day, in every lesson. A first concerns referral can be made by all Teachers and support staff who have identified an additional need in a student that requires early intervention or additional support

STAR reading assessment

Star Reading is an online assessment of students' reading growth, showing the skills that they have mastered which are aligned to the National

	<p>Curriculum.</p> <p>Students reading ages are evaluated at least twice a year and the results are considered by subject Teachers. Concerns about attainment and progress can be highlighted to the SENDCo.</p>
<u>Social Skills Questionnaire</u>	Social Skills Questionnaire can be used to identify the needs of students with social communication difficulties.
<u>Boxall Profile</u>	The Boxall Profile is a psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing.
<u>DASH assessment</u>	DASH is a detailed assessment of speed of handwriting and can also be used to inform applications for exam access arrangements.
<u>Dyslexia Screening tool</u>	Lucid Exact is a widely used tool for assessment, screening and for assessment for exam access arrangements.
<u>Three Houses</u>	The three houses screening tool is an emotional literacy strategy used to identify students experiencing difficulties.
<u>AET Progression Framework</u>	This is an interactive assessment tool that helps practitioners identify learning priorities, set key learning intentions, and track progress for autistic pupils and young people in both mainstream and specialist educational provisions. The framework allows for the assessment of 5 key areas of development as specified in the SEND Toolkit.

Personalised Interventions

Mentoring	Students engage with scheduled discussions each week relating to the targets identified through assessments.
Zones of Regulation	A programme that specifically teaches students scaffolded skills toward developing a metacognitive awareness of their feelings and a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.
Homunculi	The Homunculi Approach is a Cognitive behavioural therapy (CBT) programme for students with ASC. The approach aims to build social and emotional resilience, especially for those with high functioning autism or who often have difficulty identifying troubling feelings such as anger, fear and anxiety.
Precision Teaching	Precision teaching is a structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.
Forest School	Forest School is a learning process that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
Handwriting intervention	<ul style="list-style-type: none"> • Learning about sitting position - learning to sit at a table in an

	<p>appropriate position for handwriting activities</p> <ul style="list-style-type: none"> ● Learning about pen grip - learning to use a pen and hold it effectively using an efficient grip ● Paper Position and Tilt - developing the ability to push the paper diagonally up a table with one hand; to promote good paper tilt and movement skills, while maintaining a good sitting position, for handwriting. ○ Letter Formation - to correctly form letters of a consistent size and spacing in relation to each other. Being aware of the size relationship between capital and lower-case letter forms ○ Joining Letters – to correctly join letters to develop a fluid, speedy and legible handwriting style. ● Improving speed and fluidity.
Touch Typing intervention	<p>Touch typing is typing without looking at the keyboard. The fundamental idea is that each finger is given its own section of the keyboard and your fingers learn the location of the keyboard through practicing regularly and gaining muscle memory to eventually build up speed whilst typing.</p> <ul style="list-style-type: none"> ● Touch typing provides phonics training helpful to dyslexic students and students with dyslexic traits. For example, touch typing gives students the opportunity to work on sound-letter correspondence. Typing also helps students to break up words into smaller sounds. This is helpful for reading and spelling. Thus, through typing

	<p>students are familiarised with what letters make what sound. Touch typing can eliminate the need for students to form letters and reduces cognitive load for some students with processing needs as students can more easily focus on the sounds and the symbols they correlate to.</p> <ul style="list-style-type: none"> • Touch typing employs multi-sensory learning and develops muscle memory. It links sight and hearing to touch. The tactile element of pressing the keys helps with remembering the sounds that make up tricky words. • Touch typing makes writing easier for students who have handwriting difficulties such as dysgraphia. Students with dysgraphia may find holding a pen difficult and painful. Touch-typing eliminates this difficulty allowing them to focus on their work.
ELSA	ELSA intervention is designed to help schools support the emotional needs of their students. ELSA acknowledges that students learn best when they feel happier and their emotional needs are being addressed.
SALT intervention	Learning Practitioners work alongside Speech and Language Therapists to deliver a prescribed programme of work.
Forest School	Forest School is a learning process that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play,

	exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
In-class intervention	Access to support from a Learning Practitioner in the classroom. Support is provided to differentiate classroom tasks, differentiate language, provide structure and scaffolding, withdrawal for direct 1:1 intervention if required, facilitation of sensory break.

<u>Expectations within the EP</u>	
Students arriving at the EP	<ul style="list-style-type: none"> • Sensory break can be scheduled prior to further plan • Discussion with Key staff re: plan • Discuss safe plan with students and importance of good choices whilst working in the EP
Sensory breaks	<ul style="list-style-type: none"> • Students can access a timed sensory break when arriving in the EP • A safe space will be identified to facilitate this
Returning to work	<ul style="list-style-type: none"> • Students are allocated to a workstation and return to learning • Students are reminded of choice, chance, consequence - refer to EP behaviour contract to support • Students must follow the behaviour expectations set out for the whole school • Students must not disturb the learning of other students accessing work spaces • On-call support should be requested for students disturbing the efficient education of other students accessing work spaces
Debrief	<ul style="list-style-type: none"> • Students can be given a time when they can discuss the reason why they have been asked to work in the EP • This discussion should be at a scheduled time and should not prevent the student from returning to learning. A time limit should be set for this discussion.

