



Provision map for Stanborough School



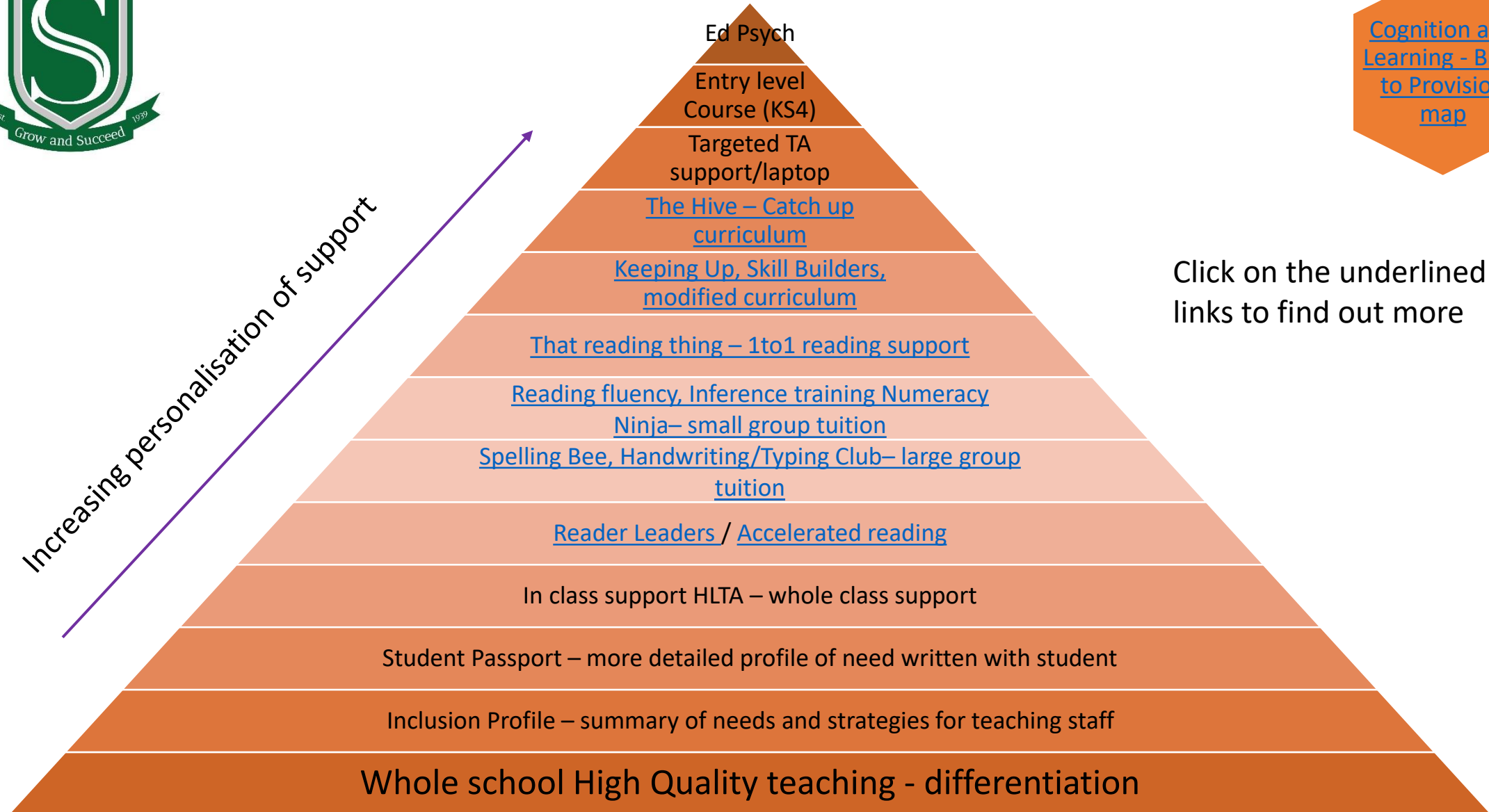
If using in PPT please put on slideshow to use hyperlinks.
If using in Adobe please click on links.

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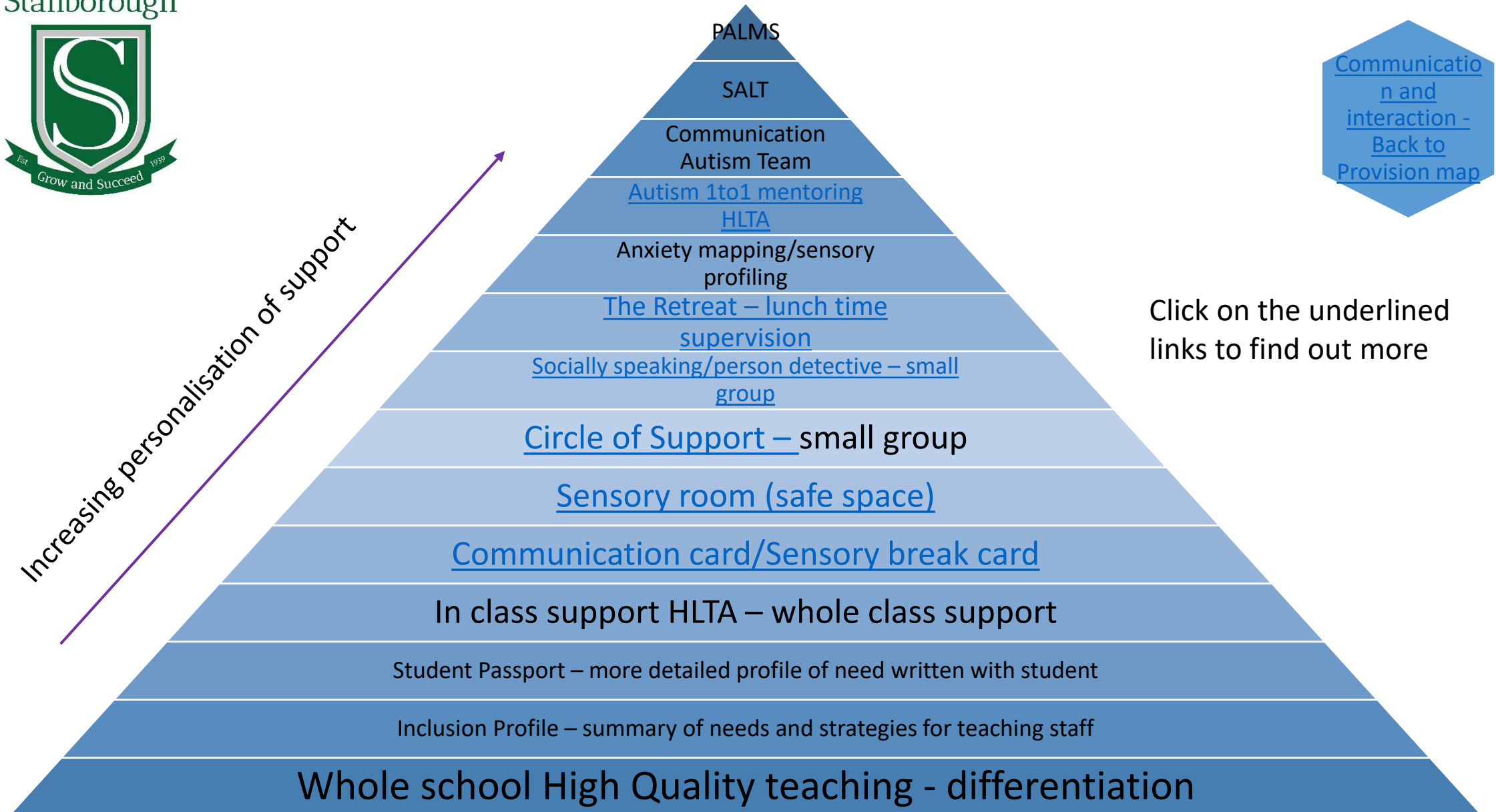


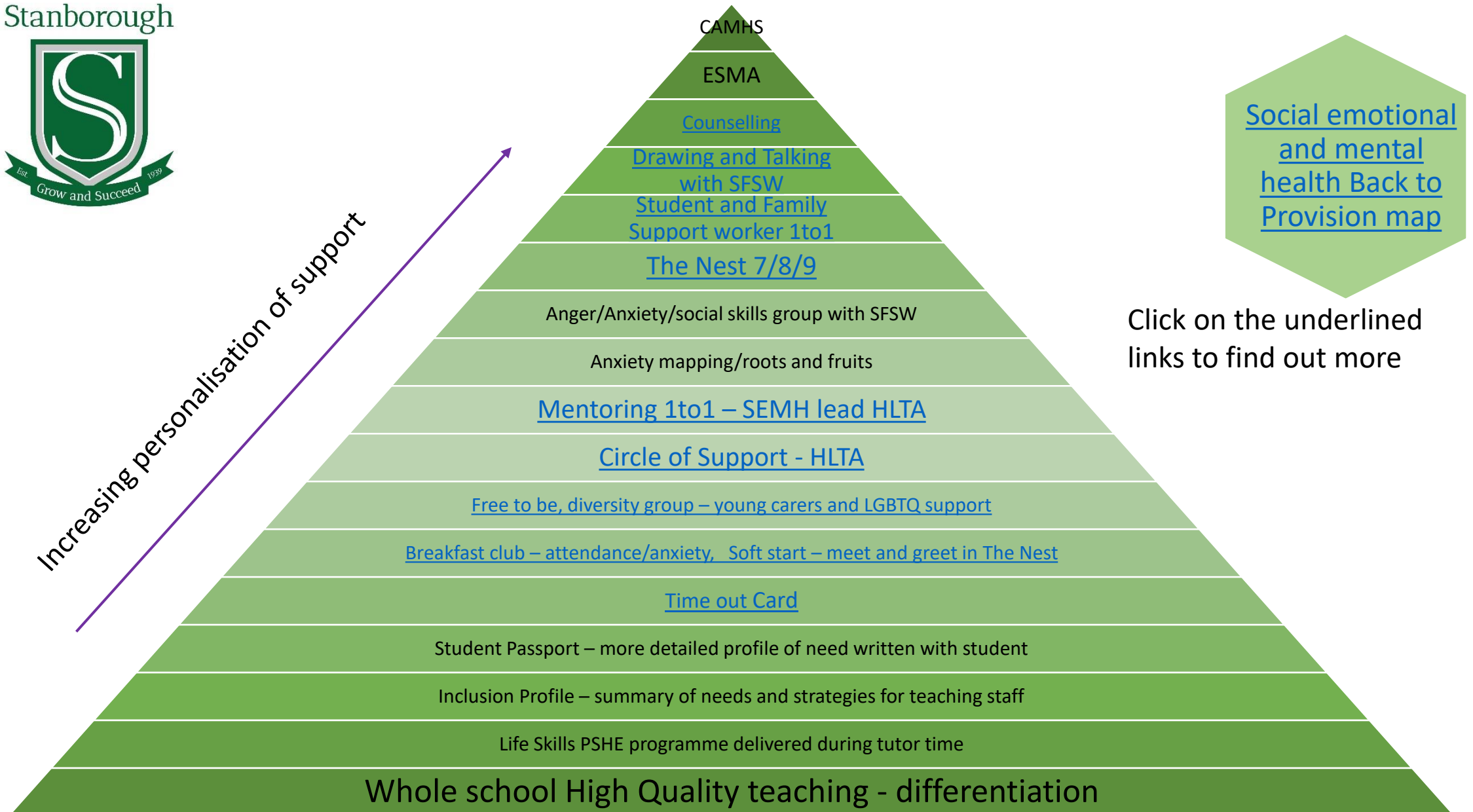
Increasing personalisation of support

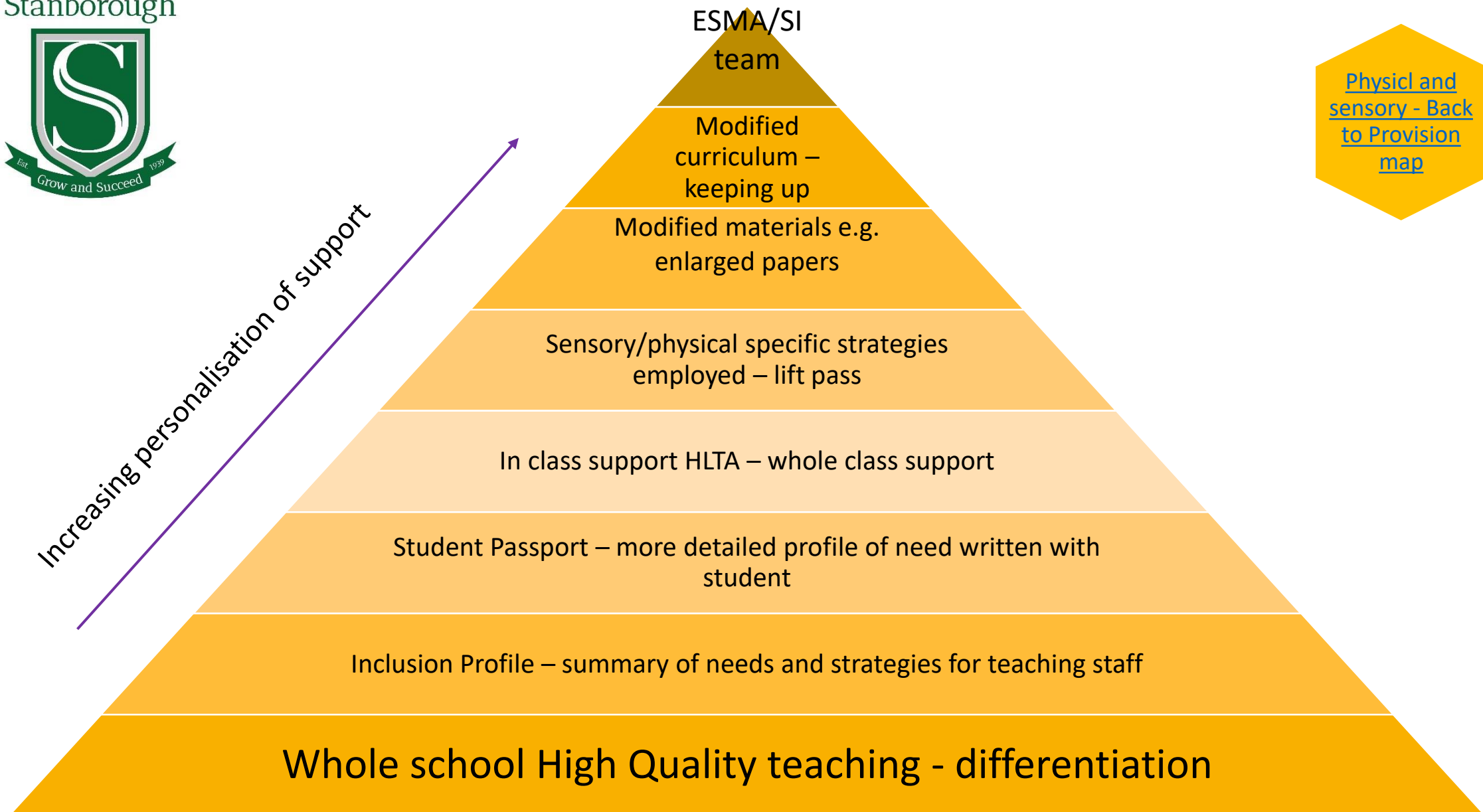


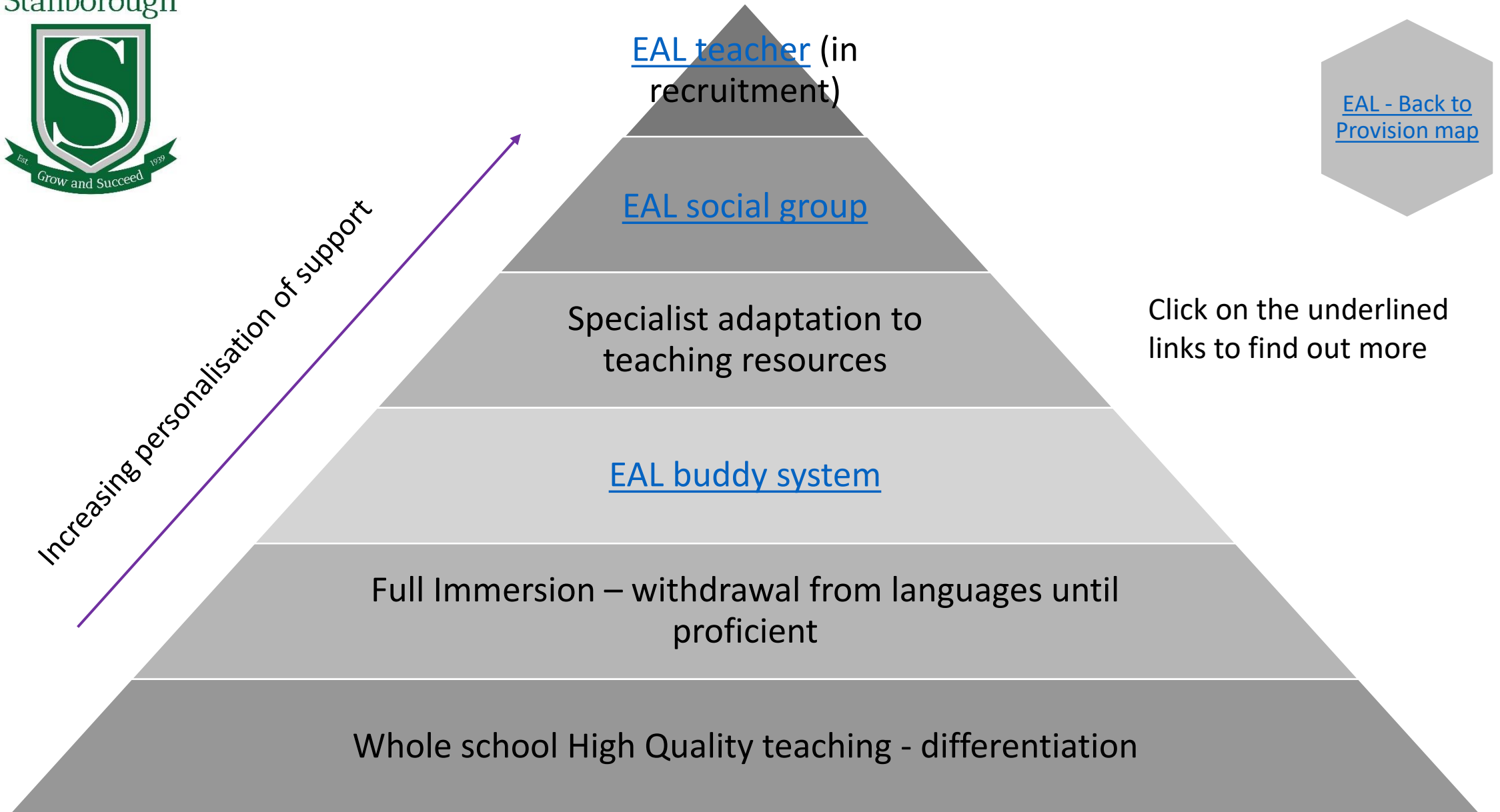
[Cognition and Learning - Back to Provision map](#)

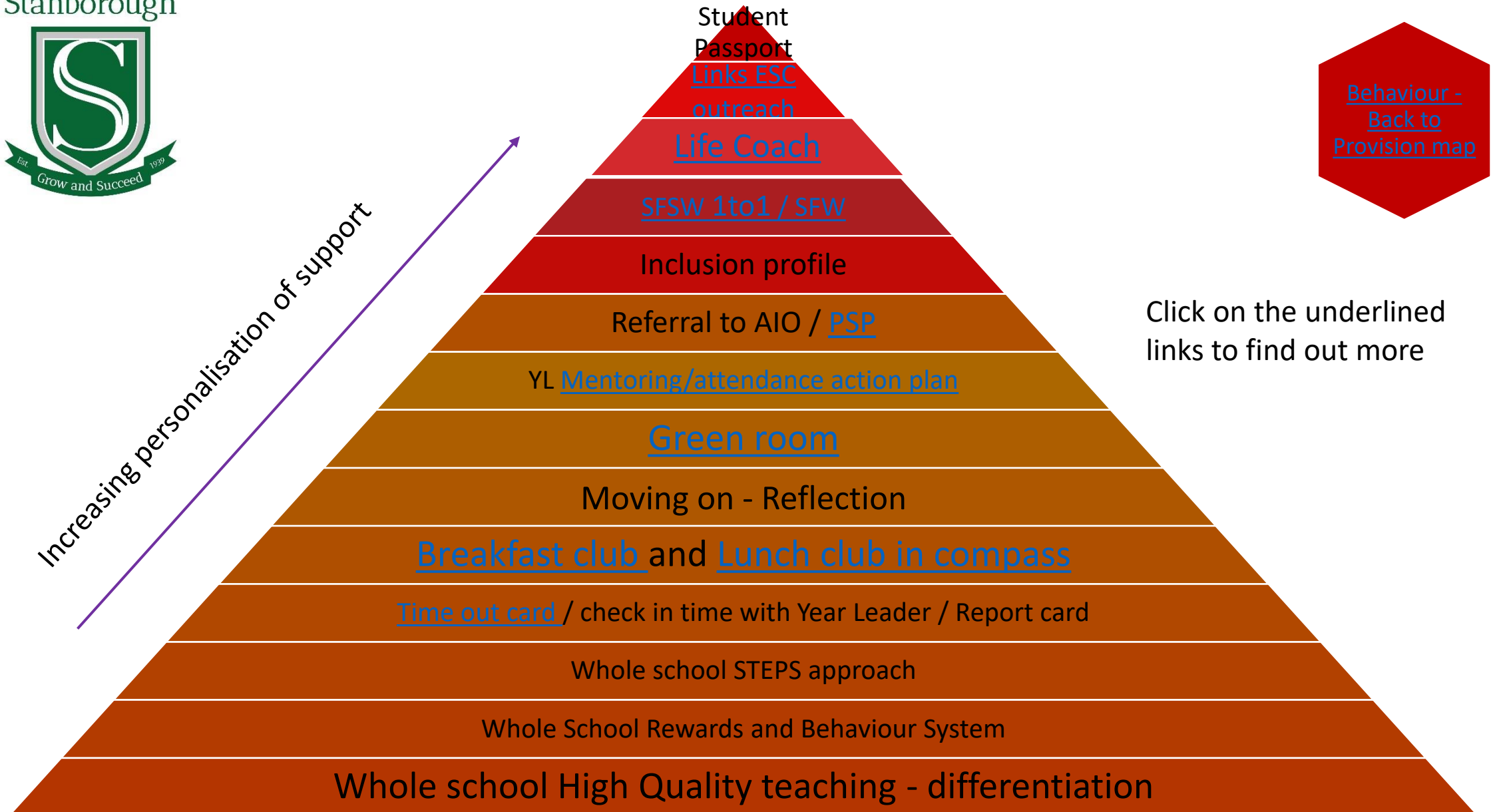
Click on the underlined links to find out more













The Hive – Catch up

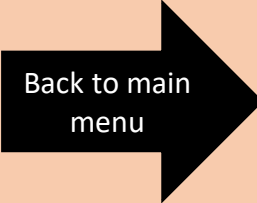
Target students: Students who are significantly below age related expectations on entry or who have failed to make progress from their starting point in Year 8 or 9 in maths and /or English, often due to SPLD or MLD. Identified through KS2 scores, transition notes, screening using CATs and LUCID data.

Rationale: Students with significant difficulties with literacy or numeracy will be taught full lessons by a primary trained practitioner to fill any gaps in their learning, reinforce basic skills and increase confidence at tackling the KS3 curriculum.

Expected outcomes: Improve basic skills in literacy and / or numeracy e.g. spelling, reading, comprehension, writing, times tables, number bonds; increase confidence in task completion in curriculum lessons and improved engagement in learning activities (ATL scores); decrease learning gap between them and their peers.

Contact/lead: Maddi Brittain

Expected timings: 2 or 3 hours a week during lessons in small groups (KS3) or paired /1 to1 (KS4).



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Keeping up



Target students: Students who struggle to cope with the full range of subjects may be withdrawn from one or more subjects to complete homework and independent learning or an independent literacy skills builder course in Compass.

Rationale: Some students struggle with a particular subject for academic, behavioural or medical reasons. Occasionally at KS4 students find it hard to cope with a full range of GCSE subjects and their options need to be reduced to help them cope with workload and organisation required. They will be provided with a safe supportive environment to complete independent learning.

Expected outcomes: Students will be more engaged in their remaining lessons and cope better with their overall work load leading to better overall progress. They will have improved independent learning skills and increased ATL.

Contact/lead: Referred by Year Leader
Led by Sue Rathbone

Expected timings: Individual timetables will be reviewed termly.

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Spelling bee

Target students: KS3 students who on entry have extremely low spelling scores during screening or who have dyslexia and identified associated spelling difficulties.

Rationale: Spelling scores are often identified as very low in isolation from other literacy scores. These students need additional support and teaching to build this basic skill. Spellzone is an online platform which tests students and puts them at a starting point from which they can work their way through a series of activities learning how to spell various words in a specific teaching sequence. This can be monitored by the SENDCO. An HTLA is assigned to oversee each session and provide encouragement.

Expected outcomes: Students feel more confident to tackle spellings in their general writing; spelling mistakes in their work in lessons decrease; spelling proficiency increases.

Contact/lead: Katy Jones

Expected timings: 2 x tutor times per week.

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Typing club

Target students: Students who have very poor handwriting legibility and lack typing skills on entry in Year 7 according to LUCID screening.

Rationale: Students are given a combination of handwriting, hand strengthening, and typing practice with the help of 'Write on' booklets and 'Typing club' online. Students with very slow and /or illegible handwriting will mainly receive typing practice. Students with fast scrawl and poor typing skills will focus on slowing down and improving legibility of their handwriting.

Expected outcomes: Improved typing speed and accuracy OR improved handwriting legibility.

Contact/lead: Katy Jones/ Jane Ormrod

Expected timings: 2x tutor times per week.

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Laptops

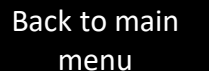
Target students: Students who have difficulty recording their ideas for a range of individual reasons. This will often be autistic children who have poor handwriting and are reluctant writers or those who have very poor handwriting despite intervention. Students who have dyslexia and have very poor spelling may benefit from typing and use of the spell check function. Those who are preparing for use during Year 11 exams should use a lap top.

Rationale: Many students benefit enormously from being able to type and edit their writing with ease rather than the labour intensive hand writing. It can have an immediate impact on confidence and productivity in lessons. Clarity and fluency of what is written is also often improved. We have 14 SEND notebooks available each lesson. Students must have signed a contract before they can use them. SEND laptops are not for use during injury please refer to IT.

Expected outcomes: Improved written output in lessons; greater depth and better quality of written work produced.

Contact/lead: Katy Jones

Expected timings: Up to 20 lessons a week for some high need students. Expected use in English and History.



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Numeracy Ninja

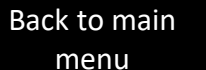
Target students: KS3 students with very low KS2 maths scores on entry.

Rationale: Numeracy Ninja is a pack of resources specifically designed to test, teach, reinforce and retest specific numeracy skills, in order to tackle underachievement and track progress of basic skills learning.

Expected outcomes: Students will be more proficient at using basic maths skills in the classroom; students will gain confidence in their number work; students will engage better in maths lessons and feel more confident to 'have a go'.

Contact/lead: Jane Ormrod

Expected timings: 1x tutor time per week



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That Reading Thing

Target students: Students who cannot read basic texts and have a reading age of below 8 on Accelerated reader or below 80 in LUCID on entry (may also be EAL).

Rationale: Students are encouraged to break down words into component parts and word tackle similar words as they go. Specifically delivered by trained practitioners. This is delivered during their LRC English lesson alongside Accelerated reader.

Expected outcomes: Students will have the decoding skills required to access texts and can move on with their fluency.

Contact/lead: K Jones/ J Ormrod

Expected timings: 2 x 20 minutes a week in tutor time

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Reading fluency

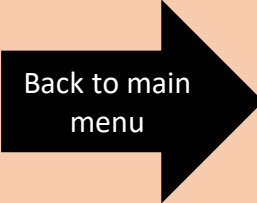
Target students: Students who have relatively good decoding but struggle to read fluidly and with meaning, (may also be EAL). Targeted using information from LUCID screening in year 7 and Accelerated reading data.

Rationale: Students listen to the teacher read and read back in the same way, copying the reading style and increasing confidence at tackling more difficult words, improving intonation and understanding.

Expected outcomes: Students will have the skills required to access texts and draw the correct information from them; improved engagement with reading and their comprehension of texts they read in class.

Contact/lead: K Jones/ J Watts

Expected timings: 2 x 20 minutes a week in tutor time



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Inference training

Target students: Students who have good decoding and fluency in their reading but cannot comprehend the text they are reading or draw information and infer. Targeted using information from LUCID screening in year 7 and Accelerated reading data.

Rationale: Students use visualisation techniques and discussion to engage with the deeper meaning of the text so that they can begin to unpick and understand the context and content in order to comprehend either the content or the purpose of the text.

Expected outcomes: Students will have the skills required to access texts and draw the correct information from them; improved engagement with reading and their comprehension of texts they read in class.

Contact/lead: K Jones/ A Crawshaw

Expected timings: 2 x 20 minutes a week in tutor time

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Reader leaders

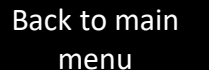
Target students: Students who are disadvantaged or unlikely to read at home, reluctant readers and those with low reading scores on entry according to KS2 scores and screening with LUCID on entry in year 7.

Rationale: Students in Years 9/10 and 12 who volunteer are trained to do paired reading with younger students. Books are selected on the basis of reading age and interest and target students read with their reader leader prompting and providing guidance according to the paired reading principals.

Expected outcomes: Target students will have increased interest in reading books that they can enjoy; they will be more likely to read books in their free time and their reading fluency will improve.

Contact/lead: Zoe Armitage

Expected timings: 20 minutes during tutor time 2 x a week.



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Language Builders

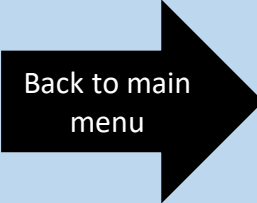
Target students: Students with known difficulties learning and using language; students who have EAL but are further along with their language skills; hearing impaired children who need support learning new words.

Rationale: Language Builders uses ELKLAN principals to teach core language and subject specific vocabulary using word webs and overlearning as well as spaced retrieval as well as pre-teaching of vocabulary where possible for core subjects.

Expected outcomes: Students will be able to use a wider range of core vocabulary when answering questions in lessons. Their general understanding of the language used in the classroom will improve which is expected to increase engagement and understanding.

Contact/lead: Katy Jones/Maddi Britton

Expected timings: 2x a week during tutor time



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Socially speaking club

Target students: Students with social communication difficulties who require additional teaching around social situations, anxiety management, understanding other people and coping with unexpected events.

Rationale: Students will be given opportunities to discuss issues they are finding difficult regarding relationships at school and at home; things that are making them anxious and understanding their own fight or flight response, recognising them and learning strategies to help calm themselves down. Sometimes other people respond in unexpected ways and they are taught about being a person detective to understand them.

Expected outcomes: Students will feel more able to cope with their difficulties around social communication and more confident to interact with others; supporting attendance and attention.

Contact/lead: Katy Jones/ Autism lead

Expected timings: 1 x 20 minute tutor time per week (KS3 session and KS4 session)

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Sensory Card

Target students: Students with autism and ADHD who struggle with sensory overload and need a way to escape their classroom to regulate themselves.

Rationale: Students with autism and ADHD are highly reactive to sensory stimuli and feelings of being overwhelmed as well as expectations and demands. These feelings can lead to a fight or flight response and they need to learn to manage these feelings. Becoming dysregulated can lead to explosive meltdowns, confrontational behaviour and rudeness. Students are given a sensory escape card to signal to the teacher that they are not coping. They have strategies for calming their central nervous system so it does not become overloaded.

Expected outcomes: Students learn to better regulate their emotions, learn their own triggers and learn to communicate these difficulties early to avoid meltdown behaviours which lead to extreme defiance and rudeness. De-escalation strategies should be used by teachers alongside these cards.

Contact/lead: Katy Jones/Autism lead

Expected timings: whenever required (do not prevent a student from leaving your room if they present this card)

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Sensory Room



Target students: SEND students who are in sensory overload.

Rationale: Some students struggle with sensory issues and need an area to decompress and confront a variety of sensory issues in a way that will help them learn to cope with seemingly normal experiences. The Sensory room can be accessed throughout the school when needed.

Expected outcomes: Students will be able to regain control of their emotions in a low stress environment and develop coping strategies in a place where they feel comfortable and safe; students will be more able to deal with issues and their emotions and also improve attendance in school.

Contact/lead: Referred by Year Leader/ Curriculum Leader

Monitored by Angelina Henderson/Sue Rathbone

Expected timings: Students will be reviewed on an individual basis.

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The Retreat

Target students: Students with social communication difficulties and autism who struggle to manage their behaviour and / or feelings during unstructured times.

Rationale: children with autism and social difficulties often feel overwhelmed and out of place in the playground or canteen. They may find lining up difficult and may find the noise in the canteen painful. Students may be socially isolated or just require a safe space during this period to limit anxiety inducing social situations which they do not have the skills to cope with.

Expected outcomes: Students will feel supported and safe during lunch time leading to better emotional regulation throughout the day.

Contact/lead: K Jones/ Autism lead

Expected timings: Every lunch time in C3.

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Autism mentoring

Target students: Students with autism or who are on the waiting list for a diagnosis.

Rationale: These students often have difficulties navigating the social world of school and find it very difficult to cope on a daily basis. Having a safe person to go to who can talk them through the difficulties they are experiencing and offer advice around coping with the anxiety they experience can be very supportive and calming.

Expected outcomes: Students will have strategies that they can use to cope throughout the day and a trusted adult to go to if things become overwhelming.

Contact/lead: Katy Jones / Autism Lead

Expected timings: 1 x 20 minutes a week or 5 minutes every day.

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Socially speaking

Target students: Students who are socially awkward, have difficulties managing friendships or who struggle to make and maintain friendships.

Rationale: There are many students who find social situations challenging. Poor empathy, aggression, trauma, ADHD, poor role models and difficulties with shyness all play a part. These students need support to make connections with other people, to understand body language and to be assertive in the way they communicate with others. Friendship skills are taught through worksheets, discussion and role play.

Expected outcomes: Better confidence around making and maintaining friendships; fewer concerns arising on class charts.

Contact/lead: Katy Jones/Sue Savage

Expected timings: 2x 20 minutes a week tutor times

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Circle of Support



Target students: Students who have specific needs and struggle to manage friendships due to the nature of their difficulties. This can impact on their attendance or confidence in school.

Rationale: Members of the form are asked to volunteer to participate in a programme designed to support the target student with personalised strategies developed during the programme. Not to 'befriend' them but help to problem solve, discuss positive/negative behaviours, build up confidence and to add meaning to the main student's behaviour and support them in times of difficulty such as a meltdown. These peer supporters must be chosen carefully.

Expected outcomes: To create a positive support network; to help students cope with school and its challenges; to mix well with others; improvement in behaviour; confidence boosting; the target student will feel better understood and less isolated during lessons and around school; the target student copes better with school, has less absences and less frequent meltdowns (more time in class); the circle of support gain insight into additional needs and develop both empathy and guardianship qualities.

Contact/lead: Katy Jones/ Sam Stratton

Expected timings: 6 weeks 1 x 30 minutes a week.

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The Nest - Nurture



Target students: Students with complex home lives including those who have experienced DV and forms of abuse, multiple moves, adopted children and those in care.

Rationale: Children who have lacked nurture often missed early learning opportunities and lacked play and security in their early childhood leaving significant gaps in their emotional, social and intellectual development. Staff in the Nest attempt to provide consistency, nurture and early learning experiences in a safe environment where mistakes are okay and where students are given space to express themselves and learn from these mistakes. Designed to fill in early gaps in learning all teaching is based around fun, engaging and hands on activities.

Expected outcomes: Students will cope better around school because they have a safe base; they will participate in school activities and feel safer and happier during their first few years at Stanborough leading to better attendance and achievement.

Contact/lead: Maria Hobbs/ Katy Jones / Anna Crawshaw

Expected timings: 5 hours a week period 1 every day, lunch and tutor times when required.

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HLTA SEMH Mentoring



Target students: Students on the SEN register who are struggling with some aspect of school or home life and need guidance and support to cope with the school day.

Rationale: Mentoring will help students to discuss the problems they are facing with school or home and to understand their own behaviours. Topics covered- friendships, anxiety, anger, social situations, school life, confidence building, behaviour issues(positive and negative), issues with social media, emotions as well as school based issues such as clashes with certain teachers students or difficulties with studying and keeping up with homework.

Expected outcomes: To provide strategies to help cope, to provide tools (if needed) for the student, to provide up to date information on the well being of these students to staff, to create a plan to aid them in their learning, to have someone they know that will listen and advocate for them if required, to provide support and aid focus.

Contact/lead: Mentoring Lead via a referral

Expected timings: 30 mins per student once a week for a minimum of 12 weeks.

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Drawing and Talking

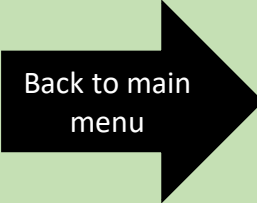
Target students: Students who have mild/emerging mental health difficulties related to known issues arising in their personal life (adverse childhood experiences etc). Students who might benefit are those who may struggle more with talking therapies like Counselling.

Rationale: This is a simpler version of Art Therapy. It uses drawing to explore feelings and ideas about troubling thoughts related to an adverse childhood experience. It gives students space to identify their feelings related to difficult or traumatic experiences and to try to resolve these issues through that recognition.

Expected outcomes: Students feel more in control of their emotions and report an improvement in their coping skills or mental health.

Contact/lead: Sarah Cafferty via a referral

Expected timings: 12 weeks 1 hour a week (same slot every week)



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Student and Family Support Worker

Target students: Students who have any difficulties accessing education for a range of different mental health and emotional reasons such as: home life, school life, known mental health needs, emerging mental health needs, social difficulties or drug and alcohol related problems.

Rationale: Students are assessed using an outcome star assessment of need and then the SFSW chooses the most appropriate techniques or support strategies from a very long menu of skills and knowledge bases that each of them have. This is a highly personalised one to one bespoke support package for 6 weeks initially.

Expected outcomes: Students feel more able to cope with school and / or home life and are more engaged in learning; there is an improvement in their ability to cope emotionally and physically with school through the ongoing support offered; attendance and behaviour is improved.

Contact/lead: Angelina Henderson and Ellen Daplyn through a referral

Expected timings: 6 weeks (Depends on the individual needs)

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Free to Be / Diversity group

Target students: Students who identify as LGBTQ+ or unsure and want to explore their gender and / or sexuality.

Rationale: For students to have a safe place to come together with other students who identify in a similar way and discuss issues, socialise and plan socials and have a platform from which to express concerns / ideas regarding school policy.

Expected outcomes: For students to feel safe and supported at school and feel that their ideas and concerns are listened to.

Contact/lead: Sarah Cafferty

Expected timings: Weekly lunch group

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Soft start



Target students: Vulnerable students who struggle to cope with school life and/or struggle with coming into school.

Rationale: Some students struggle with a formal school start to the day and require a space to get used to being in school before the academic day starts, often into registration. Students are met at reception and encouraged to come into the school to the 'cosy corner' in the Nest. Students are able to associate positive experiences with school and also have a member of staff who can answer any questions and help resolve any anxiety before the school day starts.

Expected outcomes: Students will be more engaged with school and attendance will improve in their lessons leading to better overall progress; they will have improved communication skills and improved organisational skills.

Contact/lead: Referred by Year Leader/ Curriculum Leader
Monitored by Katy Jones

Expected timings: Students will be reviewed on an termly basis.

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Counselling

Target students: Students whose needs are complex and where there is a concern regarding mental health. These students may be on the waiting list for CAMHs or they might not quite meet the criteria for CAMHs.

Rationale: Students are referred for one to one support which takes place weekly, moving to fortnightly. Students should buy in to the support and be happy to talk and take on advice to help make things better. Counselling will give students dedicated time to discuss their mental health, family, friendships and other things that are causing them to become overly worried, anxious, stressed etc. This is not about diagnosing mental health problems but putting in place support to overcome problems.

Expected outcomes: For students to be able to better deal with specific situations at home and / or school; for students to have strategies to support them in the future in dealing with feelings and emotions; for students to have talked through issues that they were struggling to deal with on their own.

Contact/lead: Viv Lawman managed by Ellen Daplyn

Expected timings: Six weeks depending on nature of referral

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EAL teaching support

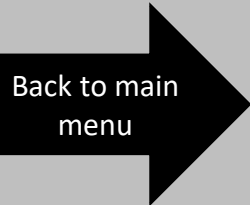
Target students: Students who are identified as learning English as an additional language and who are assessed as not yet competent/fluent enough to be able to access the main curriculum independently. Students will be assessed upon entry to the school.

Rationale: In addition to emersion in English within all lessons except MFL, students will receive 1:1 or small group support to address specific language rules and gain key vocabulary. Interactive, focused activities will encourage students to speak, read and write in English to increase competence and confidence. Pre-learning of key vocabulary for core subjects will also support students when in their lessons.

Expected outcomes: Student's progress with English will be accelerated and they will be more confident and prepared for their lessons which will enable greater participation, understanding and learning.

Contact/lead: Sam

Expected timings: 1 hour a week



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Chit chat – EAL social group

Target Students: Any new or existing students who have English as an additional language who would benefit from the support of other EAL students

Rationale: EAL students are invited to attend a social group. This would be on or shortly after initial assessment of their English language skills. Activities range from formal language oriented games.(eg scrabble, UNO, hangman) to informal discussion about a particular issue or topic.

Expected Outcomes: Members of the group gain confidence in speaking English, make supportive friendships and have an opportunity to discuss problems or issues arising

Contact/Lead : A. Crawshaw

Expected Timings: 1x week/fortnight at lunch/tutor time

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EAL buddy system

Target students: EAL students who have just arrived from another country.

Rationale: Students will be buddied up with someone in their class and one other student in the school who speaks their home language if there is one. Their buddy will show them round and remain with them for at least one week. Their language buddy will be given a time and a place to meet them each week so they can discuss their week and highlight any problems they are having.

Expected outcomes: EAL students will have a smoother transition into school and feel more supported and included in the life of the school, improving their mental well being and supporting their transition.

Contact/lead: Katy Jones/ Anna Crawshaw

Expected timings: 1 month 1 x a week.

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The Nest – Emotional regulation



Target students: Students with complex home lives including those who have experienced DV and forms of abuse, multiple moves, adopted children and those in care.

Rationale: Children who have lacked nurture often missed early learning opportunities and lacked play and security in their early childhood leaving significant gaps in their emotional, social and intellectual development. Staff in the Nest attempt to provide consistency, nurture and early learning experiences in a safe environment where mistakes are okay and where students are given space to express themselves and learn from these mistakes. Designed to fill in early gaps in learning all teaching is based around fun, engaging and hands on activities.

Expected outcomes: Students will cope better around school because they have a safe base; they will participate in school activities and feel safer and happier during their first few years at Stanborough leading to better attendance and achievement.

Contact/lead: Maria Hobbs/ Katy Jones / Anna Crawshaw

Expected timings: 5 hours a week period 1 every day, lunch and tutor times when required.

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Time out cards

Target students: Students who have been identified as having particular difficulties with emotional regulation either due to a need such as ADHD or due to an adverse life experience which is significantly impacting on their resilience.

Rationale: Students will be shown how to use a time out card and the reason for the time out card will be fully explained to them by the pastoral team. They will be encouraged to present the card and leave the classroom when experiencing above average feelings of stress to avoid a full flight or fight melt down.

Expected outcomes: Students will regulate their emotions more successfully and this will have a positive impact on their behaviour in class leading to fewer sanctions for rudeness and better engagement in learning.

Contact/lead: Year leaders

Expected timings: As and when required until no longer needed

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Student and Family Support Worker

Target students: Students who have any difficulties accessing education for a range of different mental health and emotional reasons such as: home life, school life, known mental health needs, emerging mental health needs, social difficulties or drug and alcohol related problems.

Rationale: Students are assessed using an outcome star assessment of need and then the SFSW chooses the most appropriate techniques or support strategies from a very long menu of skills and knowledge bases that each of them have. This is a highly personalised one to one bespoke support package for 6 weeks initially.

Expected outcomes: Students feel more able to cope with school and / or home life and are more engaged in learning; there is an improvement in their ability to cope emotionally and physically with school through the ongoing support offered; attendance and behaviour is improved.

Contact/lead: Angelina Henderson and Ellen Daplyn through a referral

Expected timings: 6 weeks (Depends on the individual needs)

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Pastoral support plan/attendance action plan

Target students: Students with very poor behaviour, including multiple exclusions, or attendance.

Rationale: Students are set targets alongside parents and there is a high level of support in place to improve attendance or behaviours. This is reviewed regularly and students are very closely monitored during this period (normally 12-16 weeks).

Expected outcomes: Behaviour or attendance improves significantly with the plan in place and there is a measurable improvement in the attendance or behaviour points of students during the set period.

Contact/lead: Year leaders

Expected timings: daily for up to 16 weeks

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Outreach (Links)

Target students: Students who have complex behavioural difficulties that have not shown any improvement following in house interventions.

Rationale: Students work with an outreach worker who can break down their behaviours and work with the student to change those behaviours and help the student identify and cope better with any possible causes of those behaviours.

Expected outcomes: Students will start following rules in school and display more appropriate behaviours in class; they will be less argumentative and their disruptive behaviours will decrease.

Contact/lead: Year Leaders referral

Expected timings: 1 x a week for one term

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Keeping Up



Target students: Students who struggle to cope with the full range of subjects may be withdrawn from one or more subjects to complete homework and independent learning or an independent literacy skills builder course in Compass.

Rationale: Some students struggle with a particular subject for academic, behavioural or medical reasons. Occasionally at KS4 students find it hard to cope with a full range of GCSE subjects and their options need to be reduced to help them cope with workload and organisation required. They will be provided with a safe supportive environment to complete independent learning.

Expected outcomes: Students will be more engaged in their remaining lessons and cope better with their overall work load leading to better overall progress. They will have improved independent learning skills and increased ATL.

Contact/lead: Referred by Year Leader
Led by Sue Rathbone

Expected timings: Individual timetables will be reviewed termly.

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Breakfast Club



Target students: Vulnerable students who struggle to cope with school life and/or struggle with coming into school.

Rationale: Some students struggle with a formal school start to the day and require a space to get used to being in school before the academic day starts. By attending Breakfast Club students are able to associate positive experiences with school and also have a member of staff who can answer any questions and help resolve any anxiety before the school day starts.

Expected outcomes: Students will be more engaged with school and attendance will improve in their lessons leading to better overall progress. They will have improved communication skills and improved organisational skills.

Contact/lead: Referred by Year Leader/ Curriculum Leader
Monitored by Angelina Henderson/Sue Rathbone.

Expected timings: Students will be reviewed on an termly basis.

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Break & Lunchtime Clubs



Target students: Vulnerable students who struggle to cope with school life and/or struggle with social time at school.

Rationale: Some students struggle with a social time and require a supervised space to make friends and interact socially with other students. By attending Break & Lunchtime Club students are able to eat in a quiet and controlled environment and improve social skills by playing board games or building friendships.

Expected outcomes: Students will be more engaged with school and improve their communication skills and also build resilience.

Contact/lead: Referred by Year Leader/ Curriculum Leader
Monitored by Angelina Henderson/Sue Rathbone.

Expected timings: Students will be reviewed on an termly basis.

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Green Room



Target students: Students who are in crisis and cannot control their emotions.

Rationale: Many students struggle with controlling their emotions at times and this is a neutral area where students can calm down after being in crisis and then talk with a member of staff.

Expected outcomes: Students will be more able to regulate their emotions and also improve attendance in school.

Contact/lead: Students taken over by Green Team

Monitored by Angelina Henderson/Sue Rathbone.

Expected timings: Students will be reviewed on an individual basis.

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