



## Provision map for Stanborough School

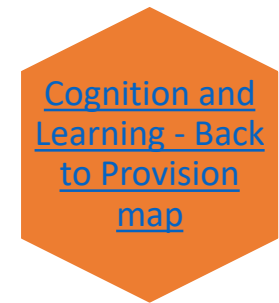


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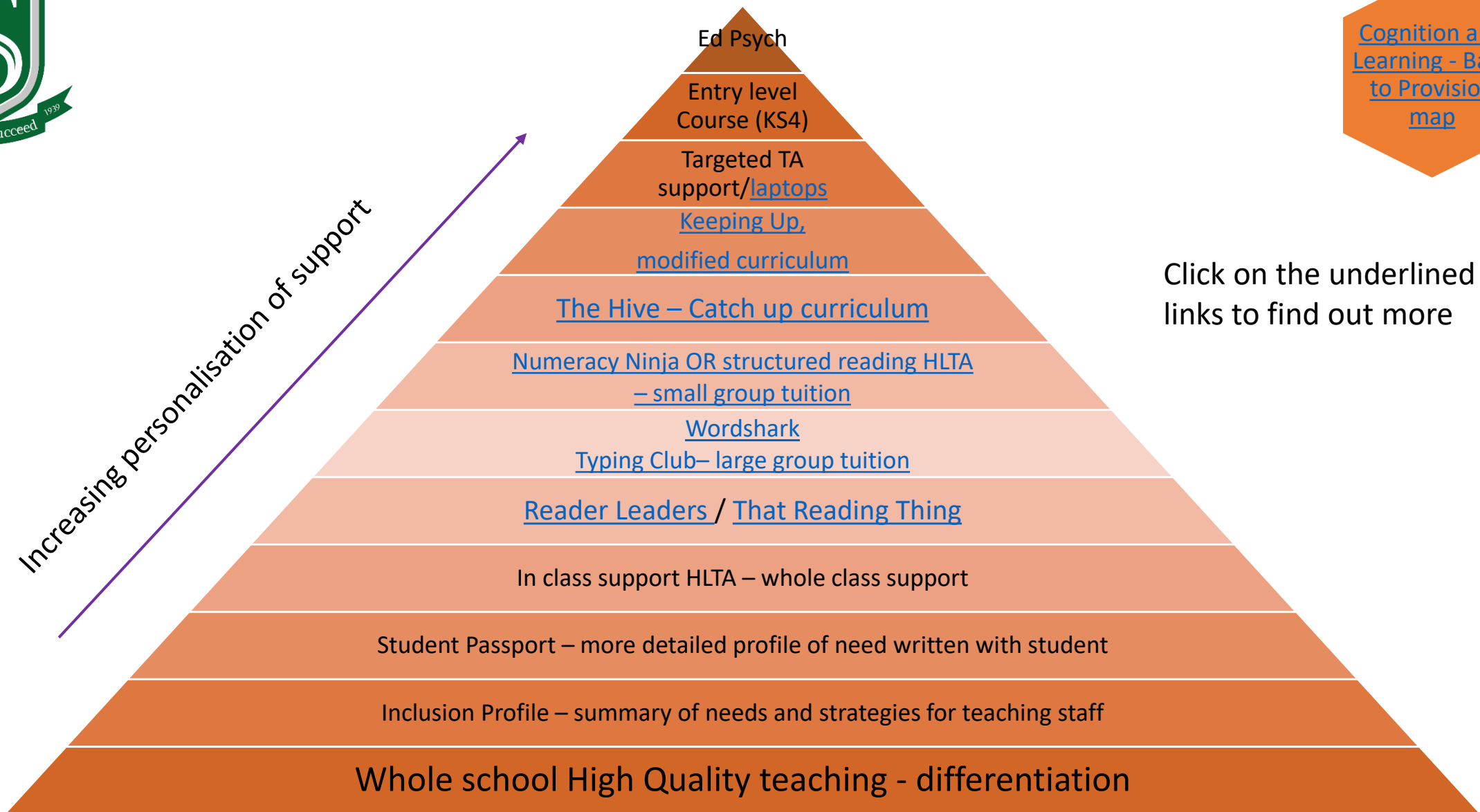
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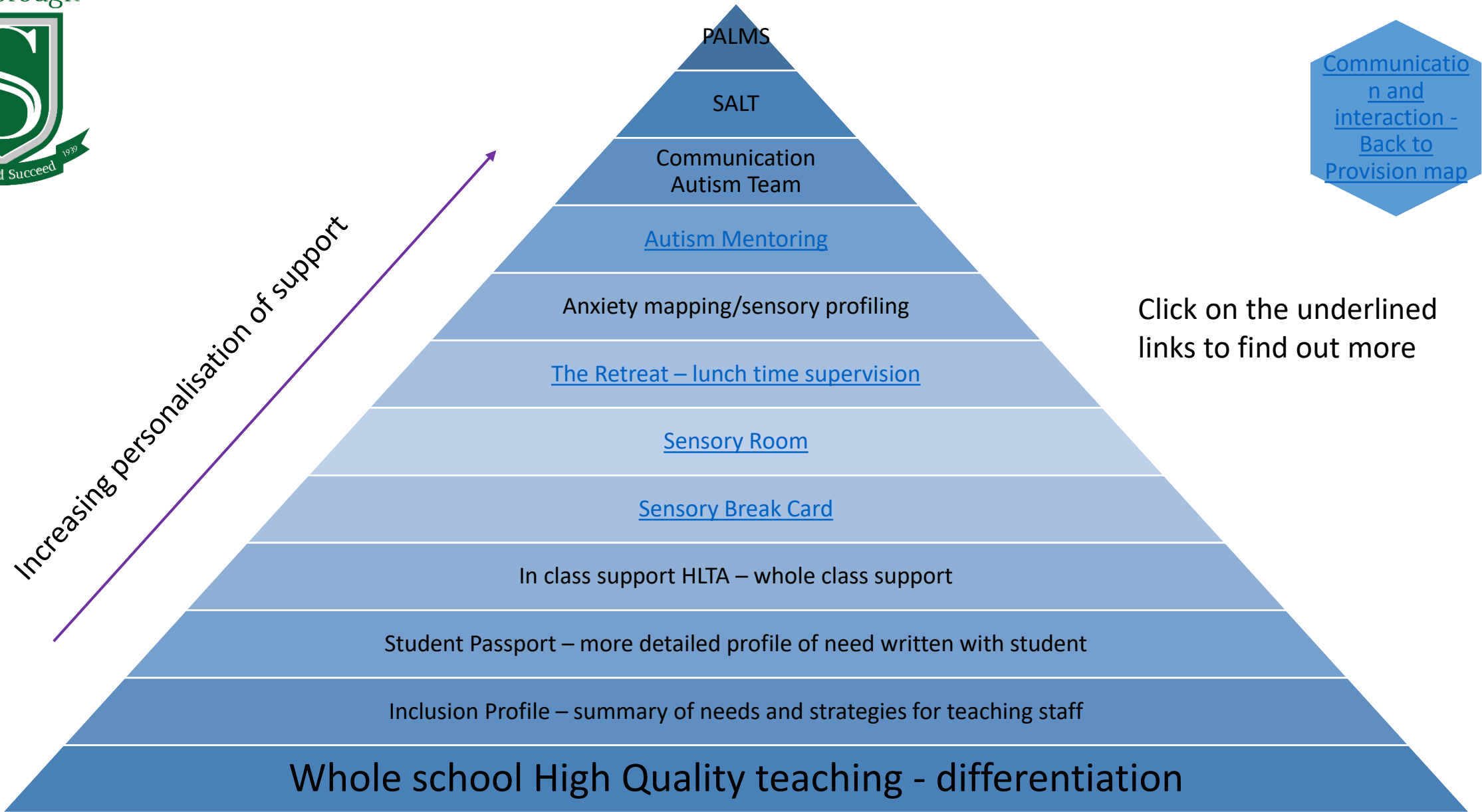
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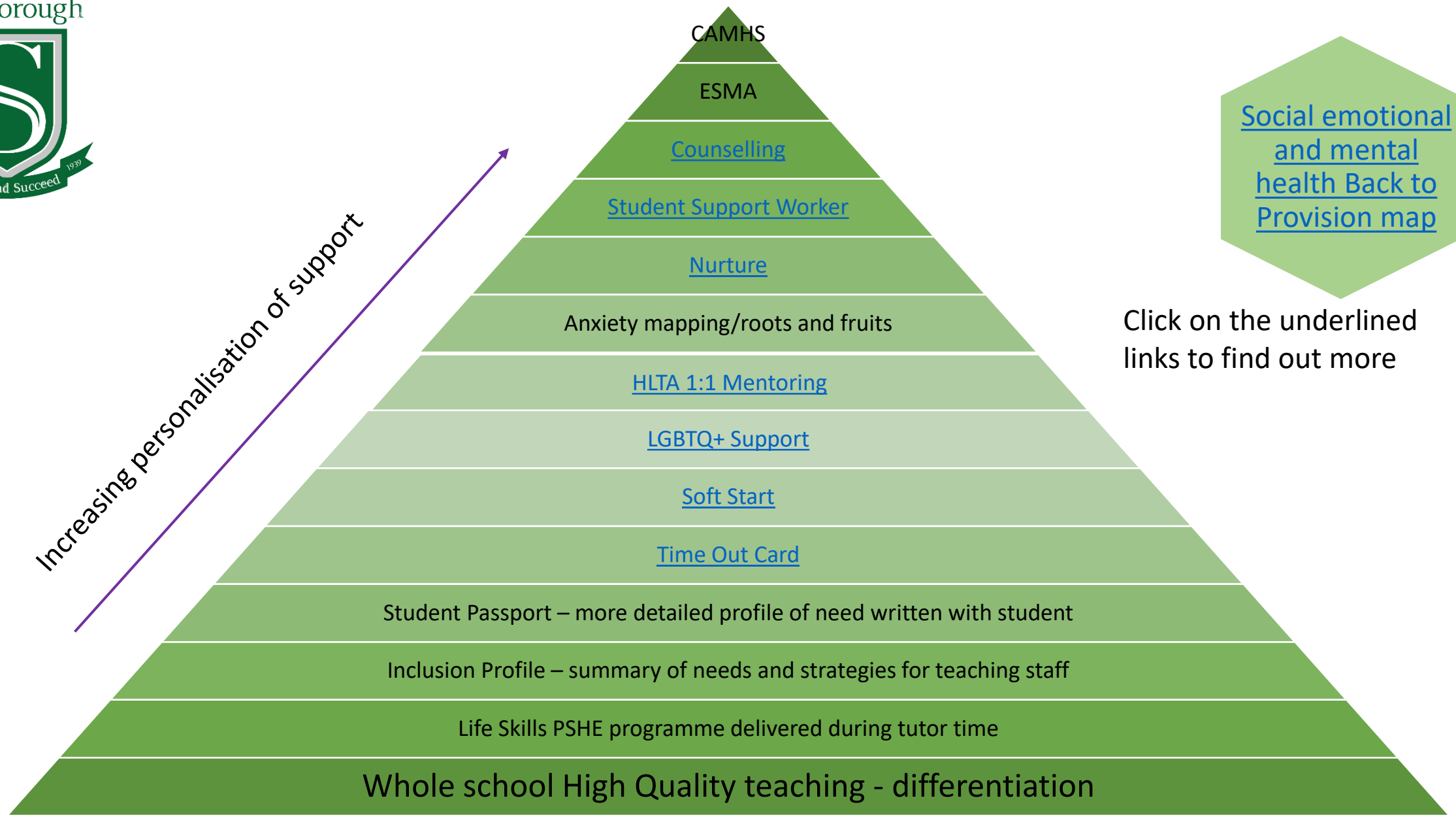


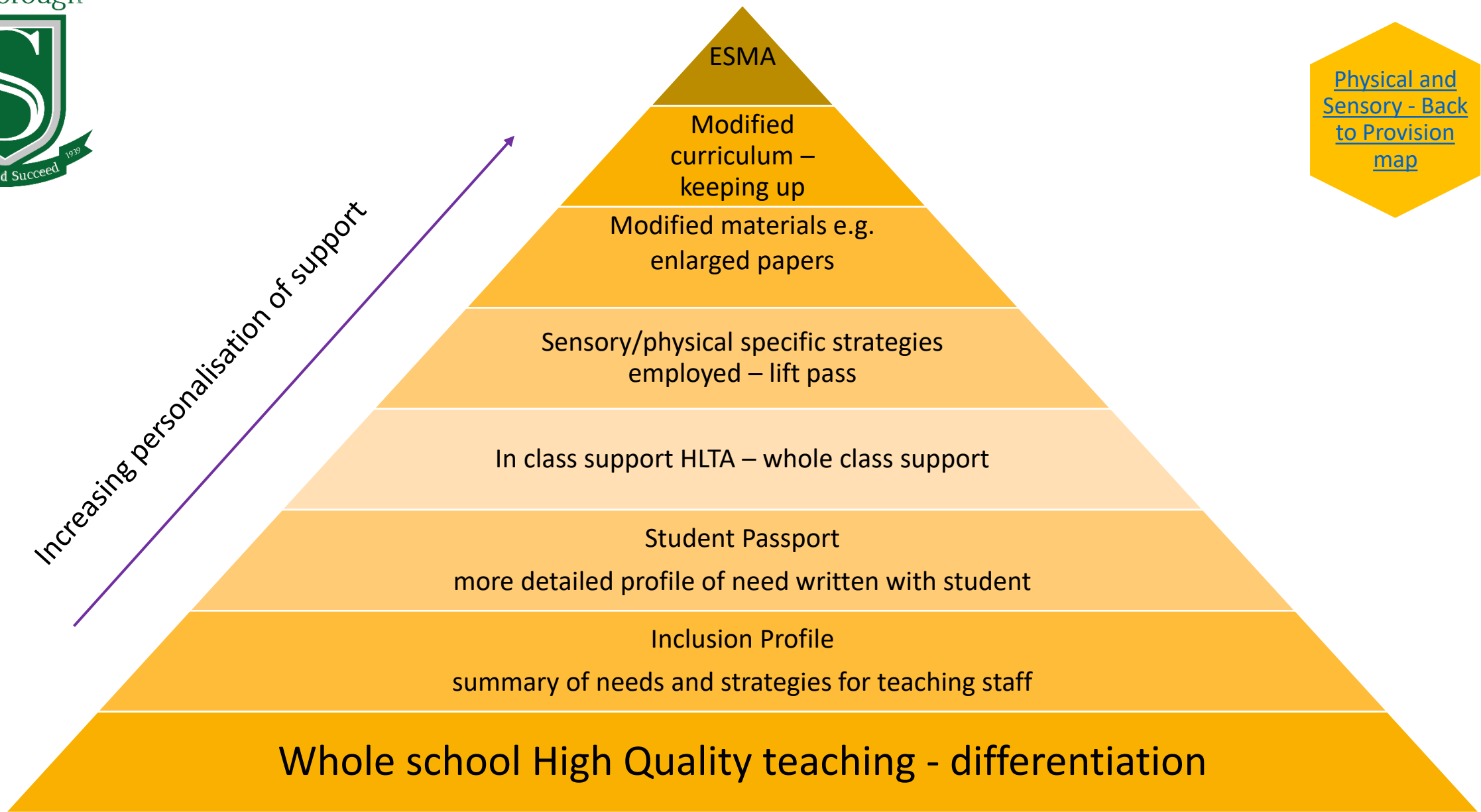
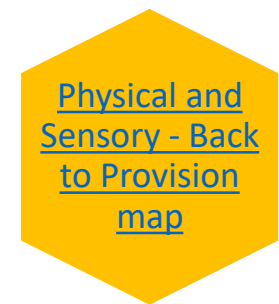
Increasing personalisation of support



Click on the underlined links to find out more

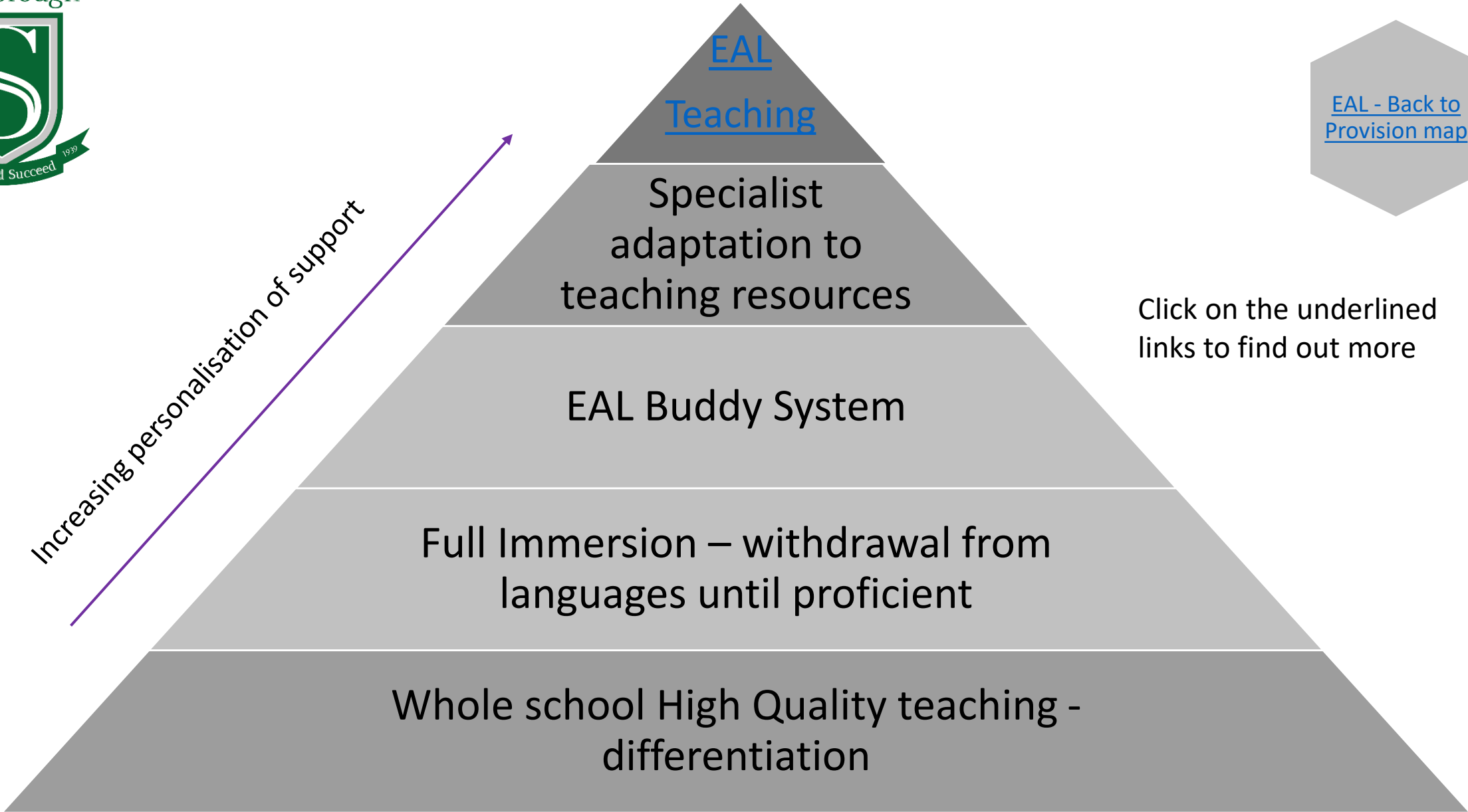








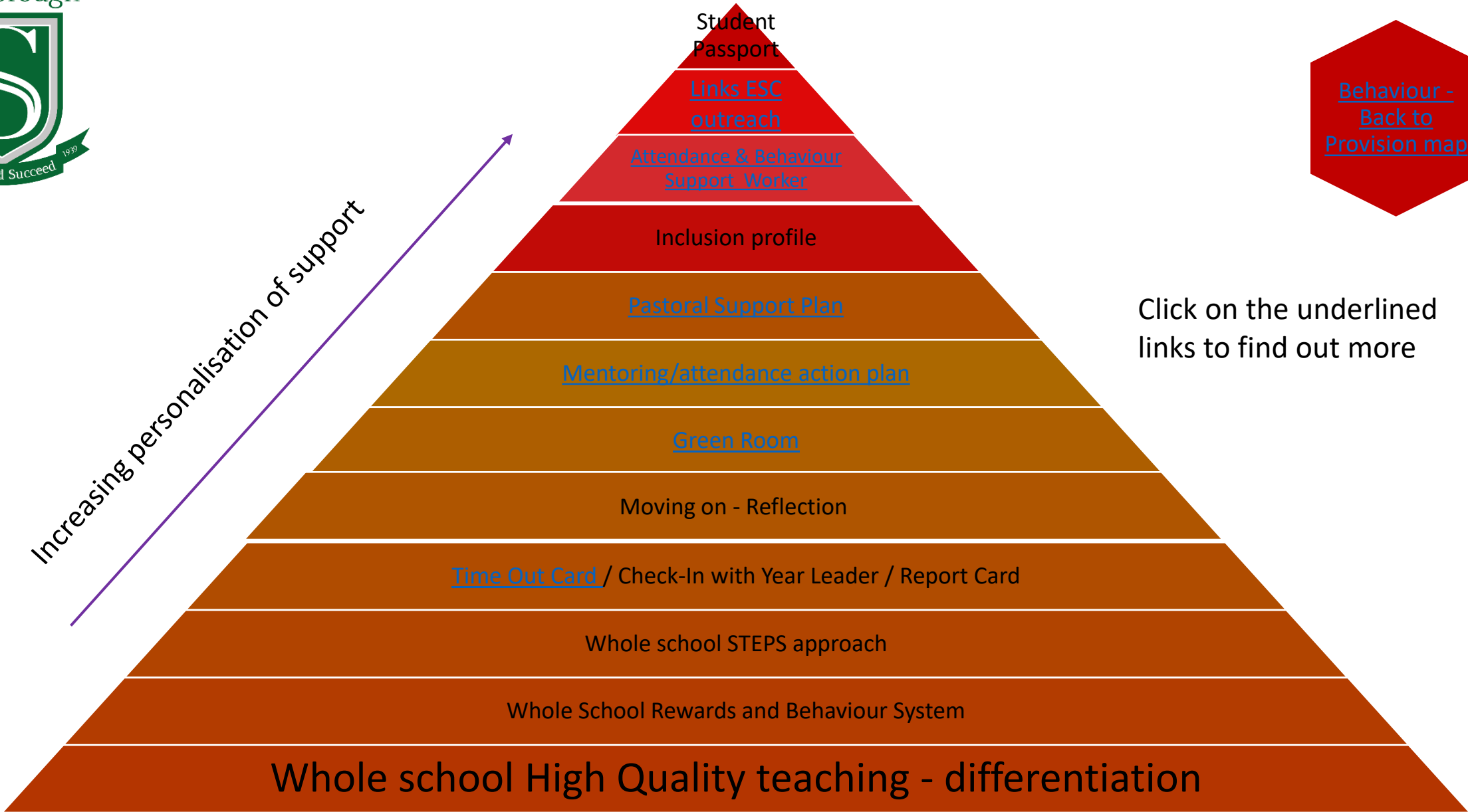
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Increasing personalisation of support



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# 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:** 1 or 2 hours a week during lessons in small groups (KS3) or paired /1:1 (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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# Word Shark

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. A 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: Kate Beverstock

Expected timings: 1 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.

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: Kate Beverstock  
Expected timings: 1 x 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 be 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 laptop.

**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:** Kate Beverstock

**Expected timings:** Up to 20 lessons a week for some high need students.

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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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# 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 in Years 7 & 8. 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:** Cathy Davies/Zoe Armitage

**Expected timings:** 20 minutes during tutor time 1 x per week.

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# That Reading Thing

Target students: Students who do not have secure phonic knowledge to tackle and decode words. Students are selected based on SATS/CATS data and assessment through observation.

Rationale: TRT is a fast paced course of 30 levels to explicitly teach letters and sounds with focus on reading accuracy and spelling.

Expected outcomes: Students will have a renewed confidence in their ability to read accurately having developed an internal script for when they are stuck and can therefore engage more with texts.

Contact/lead: Maddi Brittain/Jane Ormrod

Expected timings: 1 x 30 minutes a week during LRC sessions

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# Sensory Break 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:** Kate Beverstock/Autism lead

**Expected timings:** Whenever required

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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: 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:** Kate Beverstock/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: Kate Beverstock / Autism Lead

Expected timings: 1 x per week

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# Nurture



**Target students:** Students who have been recognised with social, emotional and mental health needs, transition worries and social anxiety.

**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:** Sam Stratton

**Expected timings:** 2 hours a week

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# HLTA 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:** Kate Beverstock/Sam Stratton via a referral

**Expected timings:** 1 x per week for a minimum of 6 weeks

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# Student 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:** Anna Gibson and Ellen Daplyn through a referral

**Expected timings:** 6 weeks (dependent on the individual needs)

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# LGBTQ+ 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: Anna Gibson  
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: Sam Stratton

Expected timings: As required and 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:** 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:** Cindy Buist  
**Expected timings:** Intense support as 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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# 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 then reviewed

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# Attendance and Behaviour Support Worker

Target students: Students who are lacking motivation in school / at home; students who are involved in anti-social behaviour or dangerous behaviour; students who have no direction at home or at school; students who are struggling to deal with the stress of school work / home life.

Rationale: Students to work individually or in groups to look at their choices and how they can make better choices, to think about their future and how to motivate themselves; for students to have a trusted adult who they can talk to about concerns in their lives.

Expected outcomes: Students to build resilience and have a plan for the future; students to be able to put in place strategies for when things don't go well.

Contact/lead: Paige Saunders managed by Ellen Daplyn through a referral

Expected timings: Dependent on referral

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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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# 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 Sue Rathbone/Kate Kelly

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

