



PROVISION MAPPING AT HILLSIDE SPECIALIST SCHOOL AND COLLEGE

E5+

In addition to below: a small minority of pupils will require a higher level of intensive support from a multi-disciplinary team to meet severe and complex needs. A high staff:pupil ratio is required to provide targeted support for high risk behaviour all day

E5

In addition to below: a minority of pupils receive a personalised curriculum from a multi-disciplinary team throughout the day. 2:1 support for complex wide ranging needs with challenging behaviour and/or associated communication difficulties. Targeted support for high risk behaviour all day, enhanced support and help for independence skills.

E4

In addition to below: a minority of pupils will receive frequent input from Speech and Language staff, multi-sensory delivery throughout the day, multi-disciplinary support for most of the day, specialist teacher advice and input, targeted support for most of the day for high risk behaviour, constant supervision to ensure safety at all times.

E3

All pupils receive an individualised curriculum, assistive or alternative communication aids are used eg Makaton, Proloquo2Go and PECS to enhance the communication environment throughout the day. Staffing identified to support pupils in accessing the curriculum either in small groups or on a one to one basis. Classes are grouped in ability with a Class Teacher and two or three Support Staff depending on class size. Support to facilitate effective communication, interaction and curriculum access/personal development. Strategies to support and develop self help and independence skills. Support to develop attention and concentration skills. Specialist support is available via the weekly visits of Speech and Language and Sensory Integration Therapists, staff within School are trained to assist with specialist, targeted support. Strategies to support fine and gross motor skills. Implementation of health related programmes, health care plans are also supported. Support to develop age appropriate behaviour skills. Positive Handling Plan in place (if required), supervision to ensure safety at unstructured times. The majority of pupils will receive more 1:1 teaching, speech and language input, support to develop effective communication and interaction support to develop attention and concentration skills throughout the day, specific targeted strategies to enhance communication throughout the day, daily health related programmes, multi-sensory delivery approach to learning for most of the curriculum, adult intervention to structure learning in lessons at unstructured times, strategies to maintain fine and gross motor skills. Some pupils will receive regular programming and updating of communication programmes, additional support to implement crisis management plans, support at unstructured times promoting social skills and awareness of danger, targeted, individual support for some of the day as a result of a risk assessment (due to challenging/high risk behaviour, strategies to manage regular or occasional self harming behaviours. Implementation of multi-disciplinary support for personal care for some of the day

E2

All pupils receive quality first teaching, classes with a high staff to pupil ratio. All pupils needs are taking into account and teaching and learning approaches adapted to support each pupil.
Significantly modified curriculum provided for the pupil **throughout** the day
Targeted support given along with Assistive and Alternative Communication Aids throughout the day.
Implementation of supportive input on a daily basis which may include access to a sensory diet, self help and independence skills, fine and gross motor support.
Identified staffing and targeted strategies to support pupil development, i.e. with increased independence, self regulation, developing social skills.