



LALEHAM GAP SCHOOL

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Provision Plan Strategies

Communication and Interaction

- I benefit from being in a school where staff are trained and experienced in working with students who have communication and interaction difficulties, including Autism Spectrum disorder, and associated needs.
- I have a lead TA linked to my class.
- I require a learning environment that is structured and predictable with clear routines and rules.
- I need to be informed in advance and prepared for change.
- I require a range of visual support resources and non-verbal cues e.g. visual timetables.
- I benefit from staff working collaboratively with speech and language therapists on class-based strategies e.g. use of Language Through Colour, Active Listening, Key words/vocabulary.
- I require additional time for processing of verbal information (15 second rule).
- I require close supervision during unstructured times.
- I require the provision of a pastoral 'quiet' area when I need time out from lessons or support before school or at break/lunch time.
- I require encouragement with turn taking in games at home and at school to develop turn-taking skills.
- I require school staff to provide opportunities for me and a chosen peer(s) to work together in a small group.
- I require staff to provide the opportunity to play games and set up situations where I need to use eye contact.
- I require school staff to use role play to practise the use of communication skills.
- I require opportunities to practise conversations within structured activities e.g. telling a peer what I am going to do within a task.
- If staff use ambiguous language, e.g. inference, sarcasm, indirect requests, idioms such as 'pigs might fly', I need them to then explain the 'real' meaning to me.
- I require adults to model appropriate social skills and provide opportunities to practise these skills in a range of settings.
- My learning environment will need to foster peer group interactions in groups on a daily basis to support my social communication skills.

- I require opportunities to develop my higher-level language skills, for example, inference and prediction, so that I have a better understanding of other people.
- I require the use of a visual timetable.
- I benefit from visual and verbal prompts, including Language through Colour.
- I benefit from the opportunity to practise conversations within structured activities e.g. telling a peer what I am going to do within a task.
- I benefit from rules being explicit and re-iterated, also for rules and consequences to be explained using visual support where possible.

Cognition and Learning

- I benefit from being in a class of 10-12 pupils with 3 adults (class teacher and two TAs)
- I require classroom tasks to be differentiated and broken down into small and achievable goals.
- I require emphasis to be given on visual structure and overlearning of new vocabulary.
- I need to be encouraged to use active listening and to develop confidence as an independent learner.
- I benefit from the use of an individual reading scheme called STAR/Accelerated Reading.
- I require time to be able to process an instruction and then organise my thinking in order to complete a task.
- When learning new skills, I require both visual and physical prompts.
- I benefit from immediate positive feedback every day when I have achieved to increase my confidence.
- I require explicit support around my learning, so I understand that it does not matter if I get things wrong sometimes and what I can learn from that.
- Adults working with me will need to check that I have understood the task, by asking me to repeat or show what I am required to do. The use of visual prompts will help me to structure my thinking.
- Mind Maps could be used to help me structure my thinking, and to help me visually represent stories. It can also be used to develop my thinking and understanding around a range of different subjects.
- I benefit from the use of technology to support my communication and understanding.
- I respond well to having opportunities to discuss my work and any expectations based upon it.
- I require verbal instructions to be made explicit and broken down into manageable chunks.
- I require structure, routine and predictability in my learning and the opportunity for overlearning new vocabulary including subject specific vocabulary.
- I benefit from visual support in the form of visual timetables, visual resources, visual demonstrations and gesture etc.
- I require sensitive checking to ensure that I understand the expectations and requirements of a task.
- I require staff to create an environment where it is ok for me to ask, and praise and reinforce my appropriate requests for clarification.

For Years 10 and 11

- My school uses assessment information to apply to Awarding Bodies regarding access arrangements for exams. I have.....
- I benefit from the opportunity to take part in supervised catch up work or supported homework sessions.
- I benefit from support to help with my personal organisation and meeting my deadlines.
- I require exam guidance including specific examination vocabulary, details of assessment and qualification requirements.

Social, Emotional and Mental Health

- I require opportunities to enable me to develop emotional resilience and social skills.
- I require direct teaching of social skills in 'Learning for Life' or 'Personal Development' lessons or tutor time.
- I require indirect support with every conversation adults have with me throughout the day.
- I require adults to make use of real-life opportunities to enable me to practise social skills alongside my peers.
- I require staff to have contingency plans in place to support me if I am unable to cope with situations during unstructured parts of the day or lesson times.
- I benefit from staff being proactive in their communication with me as I will not always feel confident or comfortable in speaking with others.
- I require staff to focus on positives and identify and clarify the behaviour that is not acceptable using positive directions, stating the behaviour that they want to see rather than focusing on negatives.
- I require the use of a time out/exit agreement where appropriate.
- I benefit from being in a highly structured school environment.
- I benefit from the opportunity to spend unstructured times e.g. break/lunch in a quiet area when required.
- I require adult prompting and positive modelling to enable me to interpret the feelings and emotions of others so that I have a better understanding when things go wrong.
- I require peer support.
- I require adult prompts.
- I require staff to discuss my responses with me.
- I should be supported and praised in alerting staff when I am feeling anxious and need support in trying new things.
- I require a Restorative Approach to help me resolve difficult experiences with other students.
- I require a named adult to go to when my anxieties become overwhelming or I feel the need to talk.
- I require rules and expectations to be made explicit and re-iterated. Rules and consequences to be explained using visual support where possible.
- I benefit from having established, trusting and positive relationships with staff.
- I require pastoral support on a daily basis to ensure that I use the strategies I have learnt to manage my emotions and new experiences.
- I require forewarning and preparation in advance of change and transition.

- I benefit from meeting daily with my form tutor who checks to see how I am feeling (Zones of Regulation).
- I benefit from knowing that I can go to the Learning Support Suite to receive help when I need it.
- I require structure, routine and predictability in my day-to-day life.
- I require adults to model appropriate social skills and provide opportunities to practise these skills in a range of settings.
- I benefit from support to help me participate in group situations by giving me specific roles and responsibilities.

Physical and Sensory

- I require access to IT or an alternative means of recording.
- I require education and encouragement regarding Healthy Eating.
- I require the opportunity to leave the room to help me cope when I am feeling overwhelmed.
- I will need to know the physical location of a safe and staffed area that I can use when overwhelmed.
- I can become overwhelmed by busy, noisy and crowded environments and therefore require access to a learning environment that considers my sensory sensitivities.
- I require consideration of my sensory needs e.g. use of ear defenders, class seating plan, own work station.
- I require a structured program to support my co-ordination, movement and overall physical development such as Clever Hands, FIZZY etc
- I benefit from a P.E curriculum that focus' on fundamental movement skills
- I require sensory programs such as Sensory Circuits to support my listening and attention and/or sensory processing difficulties.

Transition

Year 6

- I will benefit from participating in regular planned visits to the secondary site to become familiar with the setting, meet new members of staff with opportunities to engage with key members of staff who will support me after transition.
- I will require visual and physical support to navigate around the new environment.
- I will require a clear explanation of the school's processes and expectations i.e. different classes for different lessons, lunch and break, dinner times and the start and end of lessons.
- I will require a visual lesson schedule/timetable to ensure I know where I have to go and when I have to be there.
- I will require a designated adult who will oversee my transition.

Year 11

- I will benefit from meeting with an independent impartial career's advisor, my parents/carers will also be offered the opportunity to meet with the advisor.
- I will benefit from the opportunity to visit a further education college with my school.

- I benefit from being in a group which goes to East Kent College, Broadstairs for one afternoon each week.
- I will benefit from staff from different colleges being invited to attend my Years 10 and 11 parents' evenings.
- I will benefit from access to a safe staffed area where I can go to for academic and emotional support. I require a mentor who I can see for academic support. This mentor understands that they need to be proactive in approaching me as I may not be confident in seeking them out and communicating my needs.
- I require a mentor who I can see for emotional support. This mentor understands that they need to be proactive in approaching me as I may not be confident in seeking them out and communicating my needs.