

Learning Support Provision Map for Trinity Catholic School 2017-18

“But each”... has their “own gift from God; one has this gift, another has that.” (1 Cor.7:7b)

Our Provision for students and their families:

Category of Need	Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision (Identified SEN requiring School Support; not EHC Plan).
Universal: Provision for all students.	Without Special Educational Need	<p>Safeguarding; Catholic ethos; strong pastoral care; a welcoming, safe and positive learning environment. Quality First Teaching including differentiated levels of challenge; hierarchical learning objectives. Marking and feedback systems with advice on the next steps.</p> <p>Many departments provide clubs and Learning Support provide help with homework. Clear behaviour system with support and our bespoke Dove reward system. Reporting cycle; Parents' information and celebration evenings. Parent and pupil voice surveys. Work Experience; support for CV and letter writing; business interview practice; subject options and careers guidance. PSHE curriculum. Strategies for managing social challenges, revision and examinations; referral to school counsellor or support services if needed. Targeted Pupil Premium provision; Summer school. GCSE and A Level intervention and revision sessions. Out of classroom learning experiences. Variety of extracurricular clubs. Pax Christi group, activities and events led by Catholicity Team.</p>	<p>Universal plus:</p> <p>Reasonable adjustments; Additional transition work; Adult or peer mentoring; Exam Access Arrangements; Assessment of learning styles and resilience. One to one or small group revision and exam technique sessions. Additional support for CV, letter and application writing and work experience research.</p>
	EAL Please also see separate EAL Policy	<p><i>As universal plus:</i></p> <p>Admissions support; Staff awareness; Additional transition work KS2-3, KS3-4, post 16 & 18; Inter- Cultural opportunities; Homework support; Small group and one to one English language sessions; Assessment by specialist EAL Coordinator /EAL Tutors or language service (EMTAS) if needed. Additional transition visits and preparation in Year 6-7</p>	<p>As universal plus:</p> <p>Combined EAL and SEN assessment by appropriate agency (such as EP or Speech and Language teacher) alongside EMTAS or an interpreter.</p> <p>Translation of SEN documentation. A higher level of one to one support sessions from EALTutors. Shared in class support from a Teaching Assistant.</p>

Provision Map for Trinity Catholic School 2016-17

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Category of Need	Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision (Identified SEN requiring School Support; not EHC Plan).
Communication and Interaction Needs	ASC	<p><i>As universal plus:</i></p> <p>Staff awareness - AET Tier 1 (September 2017). Learning Support and Library used as a quiet and safe area. Time out cards. Specific CBT work with school counsellor. Games club for social skills at lunchtime. Additional transition visits and preparation in Year 6-7.</p>	<p>As universal plus:</p> <p>Personal Social Skills interventions including Lego Therapy; Communication Opportunity Group Scheme (COGs) in Year 7. Active Social Communicators Programme (ASC) in Year 8/9. TA support in mainstream classes where available. Opportunities for a sensory diet. One to one or small group social stories. Sensory awareness training for TAs. Additional transition visits, events at KS2-3; extra support at KS 3-4; (post 16 & 18).</p>
	Speech & Language and Communication Needs	<p><i>As universal plus:</i></p> <p>Communication friendly signs to support getting around the school. Use of Communicate in Print (widget) on school computers. Games Club Additional transition visits and preparation in Year 6-7.</p>	<p>As universal plus:</p> <p>Personal Social Skills interventions including Lego Therapy; Communication Opportunity Group Scheme (COGs) in Year 7; Active Social Communicators Programme (ASC) in Year 8/9. Shared TA support in mainstream classes where available. Additional transition visits, events at KS2-3; extra support at KS 3-4; (post 16 & 18).</p>
Cognition and Learning Needs	Global Learning Needs	<p><i>As universal plus:</i></p> <p>Communication friendly signs to support getting around the school. Use of Communicate in Print (widget) on school computers. Peer reading sessions Additional transition visits and preparation in Year 6-7.</p>	<p>As universal plus:</p> <p>Communication Opportunity Group Scheme (COGs) TA support in mainstream classes where available. Fresh Start Literacy in KS3. 1-1 or small group reading and study support where staff are available. Shared TA support in mainstream classes where available; Additional transition visits, events at KS2-3; extra support at KS 3-4; (post 16 & 18). KS2-3 teacher for those not yet working at KS2-3 levels in Literacy and Numeracy.</p>

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Category of Need	Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision (Identified SEN requiring School Support; not EHC Plan).
	Specific Learning Difficulties	<p><i>As universal plus:</i></p> <p>Communication friendly signs to support getting around the school.</p> <p>Use of Communicate in Print (widget) on school computers. Dyslexia Awareness Week targeted at Year 7 and all staff each year.</p> <p>Dyslexia Screening available to individuals in all year groups by request.</p> <p>Peer reading sessions (Sixth Form support in the Library)</p> <p>Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i></p> <p>Word ___ Gap for KS3 and KS4 Communication Opportunity Group Scheme (COGs) TA support in mainstream classes where available. Differentiated Curriculum where possible. Fresh Start and English Plus sessions in partnership with English staff. One to one or small group reading and/or study support. Individual assessment and support from TA who is a qualified Occupational Therapist for students with dyspraxia. Additional transition visits, events at KS2-3; extra support at KS 3-4; (post 16 & 18). KS2-3 teacher for those not yet working at KS2-3 levels in Literacy and Numeracy.</p>
Social, Mental, Emotional Health	Emotional & Mental Wellbeing (Trauma/ Attachment)	<p><i>As universal plus:</i></p> <p>Staff awareness. Peer or Adult Mentoring. Time out cards. Anti bullying, Anti drugs days. Additional Online Safety sessions. Referral to School Counsellor (Can be one off to respond to an incident or an assessment for 6 weeks of support sessions before review). PSHE sessions include Protective Behaviours curriculum. Assessment of resilience by Head of Year. Pastoral Support Plans/ Early Help Assessments for some students arranged by their Head of Year, Deputy Principal with the support of the Inclusion Team. HoY referral to Targeted Support for Young People (TSY4P)</p> <p>Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i></p> <p>Longer term appointments with School counsellor where appropriate. Behaviour management sessions (6 weeks initially) with a specialist mentor or the school counsellor. Anxiety management group programme. The Inclusion Coordinator may arrange alternative provision and support programmes under direction of Deputy Principal for Inclusion and Pastoral Care. Small group self esteem programmes. Talking, Drawing therapy and Lego Therapy. Additional transition work KS2-3; KS3-4; (post 16 & 18) SEN Teacher and small study and time out spaces for students who are not yet Secondary School ready.</p>

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	Social Needs	<p><i>As universal plus:</i> Peer or Adult Mentoring Anti bullying, Anti drugs days. Additional Online Safety sessions Referral to School Counsellor (Can be one off to respond to an incident or an assessment for 6 weeks of support sessions before review). Early Help Assessment (EHA) family support process. HoY referral to Targeted Support for Young People (TSY4P) Guidance from Police Community Support Officer (PCSO) Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i> Communication Opportunity Group Scheme (COGs) Active Social Communication Group (ASC) Games/ Nurture opportunities. Summer School Therapeutic sessions for Anxiety Additional transition work KS2-3; KS3-4; (post 16 & 18)</p>
Sensory and Physical Needs	Hearing Impairment	<p><i>As universal plus:</i> Sensitive and informed Seating plans; Visual support for audio instructions, alarms and materials; Additional transition visits and preparation in Year 6-7.</p>	<p><i>As universal plus:</i> Guided by student, family and health professionals. Integrated Disability Service (IDS) Hearing assessment, implementation of strategies and recommendations of equipment. Speech and reading support if needed. Additional transition work KS2-3;KS3-4; (post 16 & 18)</p>
	Visual Impairment	<p><i>As universal plus:</i> PC magnification throughout the school. Enlarged print outs of text books/ resource materials. Sensitive seating plans. Enlarged PDFs of key texts. Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i> Guided by student, family and health professionals. Integrated Disability Service (IDS) Visual access assessment, implementation of strategies and recommendations of equipment as magnifying equipment and audio books. Additional transition work KS2-3;KS3-4; (post 16 & 18)</p>

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	Multi Sensory Impairment	<p><i>As universal plus:</i> Sensitive Seating plans and use of audio materials. Visual support for audio instructions, alarms and materials. PC magnification throughout the school. Enlarged print outs of text books/ resource materials. Sensitive timetabling and seating plans. Enlarged PDFs of key texts.</p>	<p><i>As universal plus:</i> Guided by student, family and health professionals. Integrated Disability Service (IDS) multi sensory assessment and Occupational Therapy assessment, implementation of key strategies and recommendations of equipment. Additional transition work KS2-3;3-4; (post 16 and 18)</p>
Physical and Medical Needs	Physical	<p><i>As universal plus:</i> Accessibility Plan includes lifts, ramps, hygiene rooms, EVAC Chairs. Sensitive seating plan and extra time to move about the school building between lessons. Notebooks for recording work. Individual assessment by a TA who is a qualified Occupational Therapist for students with gross and fine motor skills difficulties.</p>	<p><i>As universal plus:</i> Guided by student, family and health professionals. Assessment by Integrated Disability Service (IDS) physical impairment team; Physiotherapist, specialist nurse or Occupational Therapy assessment and implementation of key strategies and recommendations of equipment. Individual support sessions from a TA who is a qualified Occupational Therapist for students with fine and gross motor skills difficulties. TA training to use EVAC chairs and other specialist equipment as needed eg. physiotherapy stands and wheelchairs. Additional transition work KS2-3; KS3-4; (post 16 and 18)</p>
	Medical Please see separate Medical Conditions policy	<p><i>As universal plus:</i> Awareness of all staff and sensitive seating plan. First aid trained staff in school. Risk Assessments and Personal Evacuation and Emergency Plans (PEEP). Guidance and training for all staff from School Nurse, e.g. Epilepsy training and Ill Health Care Plan (IHCP) with H.o.Y. Toilet pass; Support with medication reminders. Fridge storage and use of disabled toilets to apply medicated creams.</p>	<p><i>As universal plus:</i> Ill Health Care Plan guided by student, family and health professionals. Assessment by Integrated Disability Service (IDS) physical impairment team; Physiotherapist, specialist nurse or Occupational Therapy assessment and implementation of key strategies and recommendations of equipment. Specific TA training to provide care. Personalised timetable and/ or study support for missed work. Additional transition work KS2-3; KS3-4; (post 16 and 18)</p>