

## Learning Support Provision Map for Trinity Catholic School 2018-19

**“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).
<b>Universal: Provision for all students.</b>	<b>Without Special Educational Need</b>	<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. Many departments provide clubs and help with homework. GCSE and A Level intervention and revision sessions. Clear behaviour system with support and our bespoke Dove reward system.</p> <p>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.</p> <p>PSHE curriculum delivered on dedicated days by Pastoral Teams. Strategies for managing social challenges, revision and examinations; referral to school counsellor or youth support services if needed. 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; Mentoring; Exam Access Arrangements; Assessment of learning styles and resilience. Additional support for CV, letter and application writing and work experience research. Targeted Pupil Premium provision; Summer school.</p>
	<b>EAL</b>  Please also see separate EAL Policy	<p><i>As universal plus:</i></p> <p>Admissions support; Staff awareness; Strategy sheets; Additional transition work KS2-3, KS3-4, post 16 &amp; 18; Homework support; Small group and one to one English language sessions for new arrivals; Assessment by specialist EAL Tutor or language service (EMTAS) if needed.</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 where possible. A higher level of one to one support sessions from the EALTutor following assessment. Access to shared in class support from a Teaching Assistant depending on availability and timetabling.</p>

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<b>Communication and Interaction Needs</b>	<b>Autism Spectrum Condition (ASC)</b>	<p><i>As universal plus:</i></p> <p>Staff awareness - AET Tier 1 (September 2017).                      Strategy sheets for in class provision                      Learning Support used as a quiet and safe area.                      Time out cards.                      Games club for social skills at lunchtime.                      Additional transition visits and preparation in Year 6-7.</p>	<p>As universal plus:</p> <p>Social Skills interventions including Friendship group and Lego Therapy;                      Active Social Communicators Programme (ASC) in Year 8/9.                      TA support in mainstream classes where available.                      Opportunities for a sensory diet.                      ASC Specialist Learning Mentoring.                      Additional transition visits, events at KS2-3; extra support at KS 3-4;                      (post 16 &amp; 18).                      Assessment and advice from external agency specialist teachers.</p>
	<b>Speech &amp; Language and Communication Needs</b>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision                      Communication friendly signs to support getting around the school.                      Use of Communicate in Print (widget) on school computers.                      Additional transition visits and preparation in Year 6-7.</p>	<p>As universal plus:</p> <p>Social Skills interventions to boost communication skills;                      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 &amp; 18).</p>
<b>Cognition and Learning Needs</b>	<b>Global Learning Needs</b>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision                      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>TA support in mainstream classes where available.                      Fresh Start Literacy in KS3.                      1-1 or small group reading, spelling and study support where staff are available.                      Additional transition visits, events at KS2-3; extra support at KS 3-4; (post 16 &amp; 18).                      KS2-3 teacher for those not yet working at KS2-3 levels in Literacy and Numeracy.</p>

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	<b>Specific Learning Difficulties</b>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision; Communication friendly signs to support getting around the school. Use of Communicate in Print (widget) on school computers. Dyslexia Screening available to individuals in all year groups by request.</p>	<p><i>As universal plus:</i></p> <p>Word ___ Gap for KS3 students for independent strategies. 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, spelling and study support. Individual assessment of handwriting, use of ICT and support for students with dyspraxia. Additional transition visits, events at KS2-3; extra support at KS 3-4; (post 16 &amp; 18). KS2-3 teacher for those not yet working at KS2-3 levels in Literacy and Numeracy.</p>
<b>Social, Mental, Emotional Health</b>	<b>Emotional &amp; Mental Wellbeing (Trauma/ Attachment)</b>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision Staff awareness. Mentoring. Time out cards. 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, referrals to youth Services, Safeline support groups. Pastoral Support Plans/ Early Help Assessments for some students arranged by their Head of Year, Deputy Principal with the support of the Inclusion Team. 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 1-1 or group programme. Talking, Drawing therapy. Additional transition work KS2-3; KS3-4; (post 16 &amp;18) SEN Teacher and small study and time out spaces for students who are not yet Secondary School ready.</p>

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	<b>Social Needs</b>	<p><i>As universal plus:</i> Strategy sheets for in class provision</p> <p>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 youth support services Guidance from Police Community Support Officer (PCSO) Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i></p> <p>Active Social Communication Group (ASC) Games/ Nurture opportunities. Summer School Therapeutic sessions for Anxiety Additional transition work KS2-3; KS3-4; (post 16 &amp; 18)</p>
<b>Sensory and Physical Needs</b>	<b>Hearing Impairment</b>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision 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></p> <p>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 &amp; 18)</p>
	<b>Visual Impairment</b>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision Computer 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></p> <p>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 &amp; 18)</p>

## Provision Map for Trinity Catholic School 2016-17

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

Category of Need	Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision (Identified SEN requiring School Support; not EHC Plan).
	<b>Multi Sensory Impairment</b>	<p><i>As universal plus:</i>                      Strategy sheets for in class provision                      Sensitive Seating plans and use of audio materials.                      Visual support for audio instructions, alarms and materials.                      Computer magnification throughout the school.                      Enlarged print outs of text books/ resource materials.                      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>
<b>Physical and Medical Needs</b>	<b>Physical</b>	<p><i>As universal plus:</i>                      Strategy sheets for in class provision                      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.</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.                      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>
	<b>Medical</b>  <b>Please see separate Medical Conditions policy</b>	<p><i>As universal plus:</i>                      Strategy sheets for in class provision                      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>