

Learning Support Provision Map for Trinity Catholic School 2019-20

"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 and core values; strong pastoral care; a welcoming, safe and positive learning environment. Quality First Teaching including differentiated levels of challenge; No hands up policy and focused Feedback systems with advice on the students' next steps. Many departments provide clubs and help with homework. GCSE revision and intervention sessions offered by all subjects.</p> <p>Clear behaviour system and our bespoke Dove reward system. Reporting cycle; Parents' information and celebration evenings. Parent and pupil voice surveys.</p> <p>Work Experience; support for CV and letter writing; business interview practice; subject options and careers guidance. PSHE curriculum delivered on dedicated days by Pastoral Teams. Strategies for managing social challenges, revision and examinations; referral to external services where needed. Out of classroom learning experiences. Variety of extracurricular clubs and activities led by the Chaplaincy Team.</p>	<p>Universal plus:</p> <p>Reasonable adjustments; Transition work; Mentoring; Exam Access Arrangements; Early Help Meetings Assessment of learning styles and resilience. Additional support for CV, letter and application writing and work experience research. Targeted provision for Pupil Premium in school policies; Summer school for KS2-3 Transition</p>
	EAL 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 preparation; 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 EAL Tutor following assessment. Access to shared in class support from a Teaching Assistant depending on availability and timetabling.</p>

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Communication and Interaction Needs	Autism Spectrum Condition (ASC)	<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. Learning Support supervised space to develop 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 Key State 3 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 preparation. Assessment and advice from external agency specialist teachers.</p>
	Speech & Language and Communication Needs	<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 Key Stage 3. Shared TA support in mainstream classes where available. Additional transition visits, events at KS2-3; extra support at KS 3-4; post 16 preparation.</p>
Cognition and Learning Needs	Global Learning Needs	<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. KS2-3 teacher provides small group lessons in Year 7 for those not yet working at KS2-3 levels in Literacy and Numeracy.</p>

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	Specific Learning Difficulties	<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 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. KS2-3 teacher provides small group lessons in Year 7 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>Strategy sheets for in class provision Staff awareness. Mentoring by Inclusion Coordinator and referral to external Services where needed e.g. Safeline Time out cards. PSHE sessions create awareness and promote positive strategies to manage emotions or situations. Early Help Assessments for some students arranged by their Head of Year with the Inclusion Coordinator. Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i></p> <p>Emotion Coaching sessions with Inclusion Coordinator. Anxiety management 1-1 or group programme with SEN Learning Mentor. Additional transition work KS2-3; KS3-4; post 16. Small safe spaces for time out in Learning Support where rooms can be supervised.</p>

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	Social Needs	<p><i>As universal plus:</i> Strategy sheets for in class provision</p> <p>PSHE Curriculum and Online Safety sessions Referral to Inclusion Mentor Early Help Assessment (EHA) family support process. Referral to external 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) in Key Stage 3 Interaction opportunities in Learning Support at social times Summer School Additional transition work KS2-3; KS3-4; post 16.</p>
Sensory and Physical Needs	Hearing Impairment	<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. Additional transition work KS2-3; KS3-4; post 16.</p>
	Visual Impairment	<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.</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).
	Multi Sensory Impairment	<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; KS3-4; post 16.</p>
Physical and Medical Needs	Physical	<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 e.g. physiotherapy stands and wheelchairs. Additional transition work KS2-3; KS3-4; post 16.</p>
	Medical Please see separate Medical Conditions policy	<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 where needed e.g. Epilepsy training Toilet pass; Support with medication reminders.</p>	<p><i>As universal plus:</i> 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. Personalised timetable as agreed with HOY for missed time. Additional transition work KS2-3; KS3-4; (post 16 and 18)</p>