

Learning Support Provision Map for Trinity Catholic School 2020-21

"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:

*Covid-19 measures may restrict some provision or it may be delivered differently

Category of Need	Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision
Universal: Provision for all students.	No identified 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 and scaffolding support materials. Feedback systems with advice on the next steps. Many departments provide clubs and help with homework. GCSE 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. Activities led by the Chaplaincy Team.</p>	<p>Universal plus:</p> <p>Reasonable adjustments; Pastoral Mentoring Exam Arrangements; exceptional circumstances Assessment of learning styles and resilience. Targeted Pupil Premium provision; Summer school for KS2-3 Transition*</p>
	EAL Not SEND	<p><i>As universal plus:</i></p> <p>Admissions support; Staff awareness; Strategy sheets; EAL tutor attends admissions meetings; Homework support; Small group and one to one English language sessions for new arrivals; Assessment by specialist EAL Tutor or language service (EMTAS).</p>	<p><i>As universal plus:</i></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.</p>

Provision Map for Trinity Catholic School 2018-19

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Category of Need	Identified Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision (Identified SEN requiring <u>School Support</u> ; not EHC Plan).
Communication and Interaction Needs	Autism Spectrum Condition (ASC)	<p><i>As universal plus:</i></p> <p>Staff awareness - AET Tier 1 (September 2017). One Page Profiles/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. Opportunities for a sensory screener/ diet.</p>	<p>Social Skills interventions including Friendship group and Lego Therapy; Active Social Communicators Programme (ASC) in KS3. ASC Specialist Learning Mentoring. Additional transition visits, events at KS2-3; extra support at KS 3-4; post 16. Assessment and advice from external agency specialist teachers.</p>
	Speech & Language and Communication Needs	<p><i>As universal plus:</i></p> <p>One Page Profile/Strategy sheets for in class provision Communication friendly signs to support getting around the school. Use of Communicate in Print (widget).</p>	<p><i>As universal plus:</i></p> <p>Social Skills interventions to boost communication skills; Active Social Communicators Programme (ASC) in KS3. Additional transition visits, events at KS2-3; extra support at KS 3-4; post 16.</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><i>As universal plus:</i></p> <p>Fresh Start Literacy in KS3. 1-1 or small group Literacy and Numeracy intervention in KS3 and Study support KS4. Additional transition visits, events at KS2-3; extra support at KS 3-4; post 16.</p>

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Category of Need	Identified 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>One Page Profile/Strategy sheets for in class provision; Communication friendly signs to support getting around the school. Use of Communicate in Print (widget). Dyslexia Screening available to individuals in all year groups by request. Dyslexia strategy folder in each department</p>	<p><i>As universal plus:</i></p> <p>Word ___ Gap for KS3 students for independent strategies. Fresh Start sessions. 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.</p>
Social, Mental, Emotional Health	Emotional & Mental Wellbeing (Trauma/ Attachment)	<p><i>As universal plus:</i></p> <p>One Page Profiles/ Strategy sheets for in class provision Staff awareness. Dimensions tool Time out cards. PSHE sessions Head of Year referrals to youth services, Safeline support groups. Early Help Assessments Additional transition visits and preparation in Year 6-7</p>	<p><i>As universal plus:</i></p> <p>Mentoring Manage ME intervention (1-1 or small group) Emotion Coaching Protective Behaviours Anxiety management 1-1 or group programme. Additional transition work KS2-3; KS3-4; post 16.</p>

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Category of Need	Identified Area of Need	Universal Provision (All students/ QFT/ Inclusion)	Additional Provision (Identified SEN requiring School Support; not EHC Plan).
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. Speech and reading support if needed. 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>
	Multi Sensory Impairment	<p><i>As universal plus:</i></p> <p><i>As universal plus:</i></p> <p>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></p> <p><i>As universal plus:</i></p> <p>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>

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).
Physical and Medical Needs	Physical	<p>Strategy sheets for in class provision</p> <p>Accessibility Plan includes lifts, ramps, hygiene rooms, EVAC Chairs.</p> <p>Sensitive seating plan and extra time to move about the school building between lessons.</p> <p>Notebooks for recording work.</p>	<p>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.</p> <p>TA training to use EVAC chairs and other specialist equipment as needed e.g. physiotherapy stands and wheelchairs.</p> <p>Additional transition work KS2-3; KS3-4; post 16.</p>
	<p style="text-align: center;">Medical</p> <p style="text-align: center;">Please see separate Medical Conditions policy</p>	<p><i>As universal plus:</i></p> <p>Strategy sheets for in class provision</p> <p>Awareness of all staff and sensitive seating plan.</p> <p>First aid trained staff in school. Risk Assessments and Personal Evacuation and Emergency Plans (PEEP).</p> <p>Guidance and training for all staff from School Nurse, e.g. Epilepsy training and Health Care Plan (HCP).</p> <p>Toilet pass; Fridge storage and use of disabled toilets to apply medicated creams.</p>	<p><i>As universal plus:</i></p> <p>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.</p> <p>Personalised timetable and/ or study support for missed work.</p> <p>Additional transition work KS2-3; KS3-4; (post 16 and 18)</p>