



Trinity

LEARNING • LOVING • LIVING

SEN PROVISION MAP 2024 - 2025

Wave 1: applies to all students

This is good quality, inclusive teaching which takes into account the learning needs of all pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Below are some examples of our Wave 1 Provisions.

Cognition and Learning

Knowledge organisers
Yearly curriculum parent evenings
Access arrangements for external examinations
Access to supportive resources such as dictionaries & bi-lingual dictionaries (and tablets available for pupils)
Assessment and progress tracking
Differentiated teaching & planning in all curriculum subjects
Modified work (e.g. writing frames, key word banks, sentence starters)
Parental liaison with subject teachers and FGLs
Parents Evenings
Options support
Staff training
Subject specific homework clubs and catch-up sessions/Year 11 Carousels
Whole school reading every Wednesday during FG time

Communication and Interaction

Access arrangements for external examinations
Access to supportive resources such as dictionaries & bi-lingual dictionaries
Environmental clues (e.g. signs, pictures)
Modified work (e.g. new concepts are presented in several formats, thinking time)
Parental liaison with subject teachers and FGLs
Staff training
Structured lessons
Structured school day
Students are made aware of how well they have done & next steps (Feedback and Marking Policy)
Subject specific homework clubs and catch-up sessions
Targeted classroom seating plans

Social, Mental and Emotional Health

Access arrangements for external examinations

Employment of Behaviour Policy

Parental liaison with Family Group leader, YPL and Inclusion Team (e.g. SENCO, SEN Manager, mentors, behaviour AHT etc.)

Personal Health & Social Education programme, delivered through family group time, the whole school curriculum and flexi days (secondary phase)

RSE curriculum (primary phase)

Praise postcards and texts home

Staff training

Whole school worship

Employment of Restorative Justice

Targeted classroom seating plans

Whole school expectations

Trinity charter

Key staff trained as Mental Health First Aiders

A trained Mental Health and Wellbeing Lead

Physical / Sensory

Adapted resources (e.g. lowered work benches and seating)

Disabled car parking space

Disabled toilets

Lift access

Medical room access

Modified environment (e.g. pastel coloured background on whiteboard)

Parental liaison with School nurse service and a dedicated staff member responsible for First Aid

Staff training

Evac chairs (and staff who are trained to use them)

All pupils given opportunities to attend school trips and visits, regardless of need

Wave 2: applies to some pupils

This is targeted, time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age related expectations. This can be delivered within the classroom, through small group withdrawal from lessons, or small group sessions delivered outside of school hours.

Cognition and Learning

English as an Additional Language support

Revision and homework timetables (set up by the SEN team)

Learning Support Assistant/Teaching Assistant led structured interventions (e.g. Thinking Reading, Reading club, Handwriting club, Fresh Start etc.)

Secondary Phase TAs with a focus on specific SEN needs-led interventions (e.g. 1:1 reading; paired reading; vocabulary; spelling; numeracy; handwriting)

Mentoring (with KICK or key school adults)

Occasional in class Learning Support Assistant/Teaching Assistant interventions

Pupil Passports for key pupils

Subject specific catch-up sessions/carousels (secondary phase)

Staff training around the needs of specific students

Learning spelling through Morphographs (secondary phase)

Adapted classroom learning resources (e.g. task management boards, now/next boards etc.)

Access arrangements made for key pupils (e.g. additional time, scribe, readers etc.)

SEN team trained in conducting a Dyslexia screening

Communication and Interaction

Revision and homework timetables (set up by the SEN team)

Visuals to support vocabulary and communication

Occasional in class Learning Support Assistant/Teaching Assistant interventions

Pupil Passports for key pupils

Staff training around the needs of specific students

Subject specific catch-up sessions

Targeted SALT interventions, led by trained Learning Support Assistants/Teaching Assistants (e.g. Lego Therapy)

Targeted support and advice from Speech and Language Therapist (bi-weekly at primary phase; every other term for secondary phase)

SALT planned provision organised for weeks when therapist is not in

Social, Mental and Emotional Health

Through-school Attendance, Welfare and Safeguarding Officer

Interventions to enhance social skills and self-regulation (e.g. Emotional Literacy, Anger Management, and Social Skills)

Occasional in class Learning Support Assistant/Teaching Assistant interventions

Pupil Passports for key pupils

Positive report cards (secondary phase)

LSA/TA led interventions to enhance self-esteem (e.g. boxing intervention, flexi days, trinity charter, mindfulness training, resilience training)

Staff training around the needs of specific students

Subject specific catch-up sessions (secondary)

Referral to external professional agencies (e.g. Behaviour Outreach Service, Lewisham Young Carers, and Virtual Schools)

Targeted time in the SEN room (including every lunchtime)

'Time Out' card for key pupils to use

Bespoke Year 6/7 transition programme to support vulnerable pupils

Mindfulness sessions and drop-ins led by trained staff members

Physical / Sensory

Revision and homework timetables (set up by the SEN team)

Visual timetables

Occasional in class Learning Support Assistant intervention

Pupil Passports/medical care plans

Sensory equipment (e.g. wobble cushions, sensory chewing toys, Velcro, beanbags etc.)

Specialist equipment provided (as needed)

Staff training around the needs of specific students

Targeted time in the SEN room (secondary)

Access to adapted resources (e.g. pen grips, tablets, laptops etc.)

Sensory circuit intervention (primary)

Wave 3: applies to a few pupils (EHCPs)

This is specific provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or to enable the pupil to reach their potential. This may include consultation with outside agencies and the delivery of specialist interventions.

Cognition and Learning

Annual reviews; Individual Education Plans (pupil passports)

Staff training on EHCPs and the pupils who are receipt of them

Consultation with external agencies (e.g. Educational

Psychologist, STEPs team, SpLD team, Speech and Language Therapist, etc.)

Specific TA for cognition and learning (with client lists)

Core subject lessons (Literacy/Maths) with specialist teachers

Thinking reading targeted for pupils with EHCPs

Some in class Learning Support Assistant/Teaching Assistant interventions (as outlined in EHCP)

Communication and Interaction

Annual reviews; Individual Education Plans (pupil passports)

Staff training on EHCPs and the pupils who are receipt of them

Consultation with external agencies (e.g. Educational

Psychologist, STEPs team, SpLD team, Speech and Language Therapist, etc.)

Specific SALT TA (with client lists)

Literacy lessons with specialist teacher

Specialist speech and language programmes as set by speech and language therapists.

Some in class Learning Support Assistant/Teaching Assistant interventions (as outlined in EHCP)

Social, Mental and Emotional Health

Annual reviews; Individual Education Plans (pupil passports)
Staff training on EHCPs and the pupils who are receipt of them
Consultation with external agencies, e.g. Educational Psychology; Child & Adolescent Mental Health Service; Drumbeat Behaviour Support Service; Short Stay Schools
Specific SEMH and ASD TAs (with client lists)
Personalised timetables (as/when needed)
Placement in the Trinity Centre
If no alternative, placement with alternative providers of education, e.g. EMLM, Lewisham Young Women's Project
Referral to appropriate Local Authority Services e.g. Lewisham Children's Services; Early help/MASH.
Targeted 1:1 sessions with Mentors, Counsellor and SEN manager
Support with post 16 destinations
Mindfulness
Emotional and social regulation therapy
Specific TA responsible for transition

Physical / Sensory

Annual reviews; Individual Education Plans (pupil passports)
Staff training on EHCPs and the pupils who are receipt of them
Consultation with external agencies such as Drumbeat, and The Physical & Sensory Support Service. Occupational therapy. The school nurse service
Physiotherapy programmes as set by the physiotherapist
Staff training
Evac Chair trained staff

Useful links for parents & students

Cognition and Learning

<http://www.bdadyslexia.org.uk>

<http://www.wisageek.org/what-is-auditory-memory.htm>

http://www.teachingideas.co.uk/english/contents_spelling.htm

<http://www.topmarks.co.uk/parents/>

<http://www.bbc.co.uk/bitesize/ks3/english/>

<http://www.readwritethink.org/>

<http://www.gingersoftware.com/>

Social, Mental and Emotional Health

<http://www.lewisham-camhs.org.uk/>

<http://www.adhd.org.uk/>

<http://www.autism.org.uk/>

<http://www.youngminds.org.uk/>

Speech, Language and communication

<http://www.ican.org.uk/en/What-we-do.aspx>

<http://www.talkingpoint.org.uk/>

<http://www.xmind.net/>

<https://www.thecommunicationtrust.org.uk/>

Physical / Sensory

<http://www.rnib.org.uk/>

<http://www.ndcs.org.uk/>

<http://www.cerebralpalsy.org.uk/>

<http://www.sensory-processing-disorder.com/>

