



STCAT SEND Provision Map

Overview – Four Areas of Need

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SEND Code of Practice – Four Areas of Need

The table below outlines how every school in the St Thomas Catholic Academies Trust (STCAT) identifies, assesses, supports and reviews children with Special Educational Needs and Difficulties (SEND) in line with the SEND code of Practice's Assess / Plan / Do / Review cycle.

Please note that referrals to external agencies are completed based on an individual child's needs, in line with the graduated response. A referral does not guarantee that the child will be assessed by the external agency in a timely manner and may not be possible based on the availability of resources.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory or Physical Needs
<ul style="list-style-type: none"> Speech language and communication difficulties which make it difficult to make sense of language or communicate effectively Includes social interaction skills often linked to CYP with an Autistic Spectrum Disorder 	Difficulties with <ul style="list-style-type: none"> Understanding the curriculum Organisation Memory skill skills Specific difficulty in a part of learning such as literacy or numeracy Moderate, Severe, Profound and Multiple learning difficulties (MLD , SLD, PLMD)) Specific learning difficulties (SPLD) e.g Dyslexia Dyspraxia Dyscalculia 	<ul style="list-style-type: none"> Wide range of social emotional difficulties Managing relationships Poor interactions Behaviours that hinder their own or others learning or impacts on health and wellbeing Includes ADHD and Attachment disorder a range of mental health issues such as anxiety, self-harming and eating disorders 	<ul style="list-style-type: none"> Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory or Physical Needs
Examples <ul style="list-style-type: none"> Speech, language and communication needs (SLCN) 	Examples <ul style="list-style-type: none"> MLD – moderate learning difficulties SLD – severe learning difficulties 	Examples <ul style="list-style-type: none"> Mental Health difficulties – anxiety, depression, self- 	Examples <ul style="list-style-type: none"> VI – Vision Impairment HI – Hearing Impairment MSI – Multi-Sensory Impairment

<ul style="list-style-type: none"> ASD – Autism Spectrum Disorder, Aspergers’ Syndrome 	<ul style="list-style-type: none"> PMLD – profound multiple learning difficulties SpLD - Specific Learning Difficulties – dyslexia, dyscalculia, dyspraxia 	<ul style="list-style-type: none"> harming, substance misuse, eating disorders ADHD – Attention Deficit Hyperactive Disorder ADD – Attention Deficit Disorder Attachment Disorder 	<ul style="list-style-type: none"> PD – Physical Disability
<p>How we identify and assess</p> <ul style="list-style-type: none"> Teacher observation and Feedback (stage one) Links with outside agencies – eg Paediatrician, Autism service if appropriate Speech and Language Assessments if appropriate EP Assessment / SEND Advisory Teachers (where available) CATs (Sec only) 	<p>How we identify and assess</p> <ul style="list-style-type: none"> Teacher observation and Feedback EP Assessment (where available) NGRT NGST CATS (Sec only) CTOPP Progress Tests (En, MA, Sc) EXACT (Sec only) SATS RAPID screener 	<p>How we identify and assess</p> <ul style="list-style-type: none"> Teacher observation and Feedback EP Assessment (where available) PASS Culture of noticing (safeguarding) CAMHs assessment (if appropriate) 	<p>How we identify and assess</p> <ul style="list-style-type: none"> Teacher observation and Feedback Medical information and diagnosis (incl. Health Care Plans) Links with external agencies Physio and OT referrals (if appropriate) Sensory questionnaire
<p>Interventions</p> <ul style="list-style-type: none"> Speech and Language (where available / if appropriate) Bucket time / TEACCH activities Attention Autism Social Skills Social stories Sensory Room / Area in school Sensory Circuits 	<p>Interventions</p> <ul style="list-style-type: none"> Phonics Guided reading Comprehension Spellings Touch typing Numeracy Precision teaching 	<p>Interventions</p> <ul style="list-style-type: none"> Mentoring Counselling social skills life skills enrichment opportunities Safe place to attend for time out Regular check-ins Sensory Circuits 	<p>Interventions</p> <ul style="list-style-type: none"> Sensory circuits fine motor skills – including handwriting Adapted PE equipment Specialist teacher (where available / if appropriate) OT* Physio therapy* Braille* <p>* where specified on EHCP / medical advice</p>
<p>Adaptive teaching may include...</p> <ul style="list-style-type: none"> Given time to respond Adapted questioning Structured group activities with prompts Use of images to extend discussion Chunking information Repeating information Rest breaks Exam access arrangements (ET, Reader, Writer, Prompt, Rest breaks, separate exam room) 	<p>Adaptive teaching may include...</p> <ul style="list-style-type: none"> Pre-teaching vocabulary Word banks Writing frames / scaffolds / sentence starters Key terms highlighted Use of images / visuals Enlarged text Prepare for questions / reading out loud WAGOLL Task plans Computer reader Word processor 	<p>Adaptive teaching may include...</p> <ul style="list-style-type: none"> Building positive relationships Checklists Targeted feedback Positive use of responsibility Language of choice Use of praise for effort and outcomes Routines and consistent approaches Time out / rest breaks Exam access arrangements (ET, 	<p>Adaptive teaching may include...</p> <ul style="list-style-type: none"> Enlarged resources Use of images and concrete resources Use of Braille* Hearing Loop / Radio Aids* Use of ipads Adjusted seating Environmental adjustments Leave lesson early / arrive late pass Reduced information in written form

	<ul style="list-style-type: none"> • Coloured overlays / backgrounds • Reduced information in written form • Print information from IWB • Chunking information • Manipulatives available in Maths • Exam access arrangements (ET, Reader, Writer, Prompt, Rest breaks, separate exam room) 	Reader, Writer, Prompt, Rest breaks, separate exam room)	<ul style="list-style-type: none"> • Print information from IWB • Exam access arrangements (ET, Reader, Writer, Prompt, Rest breaks, separate exam room) <p>* where specified on EHCP / medical advice</p>
<p>How we review</p> <ul style="list-style-type: none"> • Observations • Assessment • Lesson drop-ins • External agency involvement • Speaking to child • Meeting with parents / carers • Attendance • Achievement and behaviour points 	<p>How we review</p> <ul style="list-style-type: none"> • Observations • Assessment • Lesson drop-ins • External agency involvement • Speaking to child • Meeting with parents / carers • Attendance • Achievement and behaviour points 	<p>How we review</p> <ul style="list-style-type: none"> • Observations • Assessment • Lesson drop-ins • External agency involvement • Speaking to child • Meeting with parents / carers • Attendance • Achievement and behaviour points 	<p>How we review</p> <ul style="list-style-type: none"> • Observations • Assessment • Lesson drop-ins • External agency involvement • Speaking to child • Meeting with parents / carers • Attendance • Achievement and behaviour points

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