



Holy Family Catholic School

STCAT SEND Provision Map

Overview – Four Areas of Need

Aspiring to be 'More inclusive more of the time'.

Holy Family Catholic School STCAT Provision Map Overview – Four Areas of Need

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SEND Code of Practice – Four Areas of Need

The table below outlines **in BLACK** 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.

Additional assessment methods and intervention available at Holy Family Catholic School are coloured in RED on the table below.

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	<p>Difficulties with</p> <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
<p>Examples</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLCN) • ASC – Autism Spectrum Condition, Aspergers’ Syndrome 	<p>Examples</p> <ul style="list-style-type: none"> • MLD – moderate learning difficulties • SLD – severe learning difficulties • PMLD – profound multiple learning difficulties • SpLD - Specific Learning Difficulties – dyslexia, dyscalculia, dyspraxia 	<p>Examples</p> <ul style="list-style-type: none"> • Mental Health difficulties – anxiety, depression, self-harming, substance misuse, eating disorders • ADHD – Attention Deficit Hyperactive Disorder • ADD – Attention Deficit Disorder • Attachment Disorder 	<p>Examples</p> <ul style="list-style-type: none"> • VI – Vision Impairment • HI – Hearing Impairment • MSI – Multi-Sensory Impairment • PD – Physical Disability
<p>How we identify and assess</p> <ul style="list-style-type: none"> • Teacher observation and Feedback • Speech link screening • 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 • Pupil progress meetings • Neurodiversity observation • NGRT TBC at HFCS • NGST TBC at HFCS • CATS (Sec only) • CTOPP TBC at HFCS • Progress Tests (En, Ma, Sc) • EXACT (Sec only) • SATS • RAPID screener TBC at HFCS • SNAP assessment • Specialist teacher referral • EP Assessment (where available) 	<p>How we identify and assess</p> <ul style="list-style-type: none"> • Teacher observation and Feedback • SEMH screening activity • EP Assessment (where available) • PASS TBC at HFCS • Culture of noticing (safeguarding) • CAMHs referral (if appropriate) 	<p>How we identify and assess</p> <ul style="list-style-type: none"> • Teacher observation and Feedback • P&S screening activity • 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) Sal with SEND TA, specialist TA or SaLT • 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 RWI • Guided reading or alternative reading support eg. Daily reader • Comprehension • Spelling support • Touch typing TBC at HFCS • Numeracy - Maths support • Precision teaching • Colourful semantics 	<p>Interventions</p> <ul style="list-style-type: none"> • Mentoring (informal) • Counselling (ELSA small group or 1:1, or Drawing and talking) • Social skills (Lunch club/Lego therapy) • Life skills (where appropriate) • enrichment opportunities (SEND trips) • Safe place to attend for time out • Regular check-ins 	<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>

		<ul style="list-style-type: none"> • Sensory Circuits • Nurture style provision • Zones of regulation • Emotional Coaching • MHST support • SEBDOS support • Daily report 	
<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) • Now and next • Communication boards • Communication books • 	<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/visual prompts/live modelling • Task plans/scaffolds • Computer reader (TBC @ HFCS) • Word processor • Coloured overlays / backgrounds • Reduced information in written form • Print information from IWB • Chunking information • Manipulatives (or concrete resources) available in Maths • Exam access arrangements (ET, Reader, Writer, Prompt, Rest breaks, separate exam room) • High quality marking and feedback as part of QFT • Revisit for misconceptions • Guided groups 	<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, Reader, Writer, Prompt, Rest breaks, separate exam room) • Visual timetable • Traffic light timers • Responsibilities within class or wider school 	<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 (personalised timetable @HFCS) • Reduced information in written form • Print information from IWB • Exam access arrangements (ET, Reader, Writer, Prompt, Rest breaks, separate exam room) • Support with personal care • Ear defenders • Wobble cushions • Pencil grips • Chew toys • Fidgit toys • Sensory trays • Movement breaks • Writing slopes • Individual work stations <p>* where specified on EHCP / medical advice</p>
<p>How we review</p> <ul style="list-style-type: none"> • Observations/book looks • Assessment • Lesson drop-ins/learning walks 			

- External agency involvement
- Speaking to child
- Meeting with parents / carers
- Attendance
- Achievement and behaviour steps
- **Subject standards reports**

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