



SEND Curriculum Key Information

SEND PROVISION MATRIX

This document is a guide to what Loreto High School can offer to learners with Special Educational Needs and Disabilities (SEND) so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition to adulthood.

The support provided is aimed at promoting learner's independence and enabling the learner to make good progress towards employment and/or higher education, independent living, good health and participation in the community.

Where a learner has a learning difficulty or disability that calls for special educational provision, Loreto High School will endeavour to put appropriate support in place at universal, targeted or higher needs levels; this will be reviewed as part of the cyclical process of assess, plan, do, review.

The learner will be at the centre of the support being provided to them and will participate in discussions about their aspirations, needs and what they think will help them reach their potential through termly reviews and EHCP reviews.

ORGANISATION OF THE DOCUMENT

The document is divided into three sections which include statements indicating what support would be expected to be seen and evidenced by Loreto High School. The three sections include:

UNIVERSAL SUPPORT:

Loreto High School is focused on supporting all the learners to achieve quality learning outcomes. The teacher or tutor will be focused on helping every learner of the class or formation group to achieve well through quality first teaching.

TARGETED SUPPORT:

Some learners will need additional support to achieve their learning outcomes. The targeted support might include, for example focused literacy/numeracy support or a social interaction and communication intervention.

HIGHER NEEDS PROVISION:

Loreto High School has a provision for learners who require additional and individual support over and above the universal and targeted support so that they can participate in learning activities, enjoy the learning experience and achieve well. 'Higher needs provision' is divided into four sections (communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs).

Universal Provision offered to all learners:

Universal Provision	Teaching and Learning
	1.1 A culture that values and supports the learning and wellbeing of all learners (“inclusive ethos”).
	1.2 Learners experience a positive environment and generally receive praise linked to specific actions.
	1.3 Staff to promote a culture of emotional well-being.
	1.4 Staff will undertake an analysis of learner’s skills to identify learner’s needs and identify appropriate courses.
	1.5 Regular access to practical, hands-on activities in the classroom to help them learn (where applicable to the needs of the learner) the demands of the course and if necessary, access will be relevant to Preparing for Adulthood; employment, independent living, community inclusion and health.
	1.6 Activities, materials, and communication which take into account their individual needs and interests (adaptive teaching & learning”). Classroom arrangements which ensure they have enough time to complete work.
	Physical Environment
	1.7 A user- and access-friendly environment which take into account the needs of learners with SEND, for example access and seating arrangements. This promotes “total accessibility for all”.
	1.8 Active, meaningful use of extra supports for learning in the classroom, for example, augmentative assistive communication.
	1.9 Access to the provision of some quiet areas in High School.
	Staffing
	1.10 Staff who have ongoing support/training in meeting the needs of all learners with the most complex Special Educational Needs and Disabilities.
	1.11 An initial assessment by an appropriately qualified specialist in education, health and/or social care, if needed.
	1.12 Targeted and planned support from Teaching Assistants, when needed.
	1.13 Time dedicated for staff to plan and review learners’ needs, when required.
	1.14 A cycle of performance management and appraisal to monitor staff skills.
	Systems
	1.15 A senior member of staff who has responsibility for promoting inclusion throughout the provision.
	1.16 Regular communication between staff, parents and learners.
	1.17 An effective code of conduct to promote positive behaviour and mutual respect, including clear systems for giving rewards and sanctions, which are used in the same way by all staff.
	1.18 Effective communication between staff during the High School week
	1.19 Opportunities to take on responsibilities in High School, for example, engaging with the learner/learners councils and Learner Voice forums.
	1.20 Adaptations to transport for trips and visits.
	1.21 Systems for monitoring and reporting concerns about learners’ health, safety and wellbeing, e.g. risk assessments, as appropriate.
	1.22 Full records of attendance
	1.23 Access to enrichment activities.
	1.24 Staff will abide with Local Safeguarding Order arrangements and statutory guidance.
	Preparing for Adulthood
	1.25 Learners will have opportunities to access to work-based learning, for example, relevant internal/external work experiences.
	1.26 Learners will be offered Independent Advice and Guidance (IAG) to help support career progression aspirations.
	1.27 Learners will have access to Wellbeing support, for example, counselling and the promotion of a healthy lifestyle.
	1.28 Learners will develop skills to assist and support them with Independent Living, e.g., life skills and independent travel training such as reading a bus timetable and planning a journey.

	1.29 Fundamental British Values will be promoted to assist with the preparations to live in modern Britain.
	1.30 Learners will be supported to acquire and develop their concept of community to enhance social skills, social tolerance, in addition to the development of individual and group identities.
	1.31 Learners will have access to opportunities to acquire and develop independent study skills, for example, organising and structuring their time, planning and managing their workload and commitments.
	1.32 Staff will assist learners to identify their aspirations using a Person-Centred Philosophy
	1.33 Support for the learner's family/carers, which might be accessed through 'Early Help' or through safeguarding procedures.

Targeted Provision

Learners who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs.

Targeted Provision	
	Teaching and Learning
	2.1 A plan which is personal to the learner (which might be called a "personalised provision map", "individual education plan (IEP) or "one page profile"), on which specific, measurable targets are described and progress towards those targets is recorded. The learner is involved in setting and monitoring their own targets which are continually reviewed and updated by teaching staff. The learner's needs would be identified to staff when accessing education and provides possible solutions which help the learner to overcome obstacles to feeling more included in the classroom.
	2.2 Regular, structured teaching or activities which are given to a small group of learners by trained staff to help them meet clearly-defined targets. The progress the learner makes in these activities is recorded both during and at the end of the programme. This work is likely to follow programmes that have been shown to be effective, for example, in the areas of social communication and interaction, problem-solving, language and communication, literacy, numeracy, or fine and gross motor skills.
	2.3 Individual support to access the curriculum using strategies which are known to be effective, for example, coloured overlays, feelings cards, sensory objects and access arrangements linked to assessments.
	2.4 Extra support from adults to follow consistent, regular, daily routines.
	2.5 Preparation for changes to routines/activities/staffing at a small group or individual level.
	Physical Environment
	2.6 Changes to the High School or classroom environment based on advice from external agencies, for example, reasonable adjustments to meet the needs of a learner.
	2.7 Regular access to supervised areas at unstructured times of the day, for example, a safe place is accessible for learners who find lunchtimes a challenge.
	2.8 Appropriate environment for medical interventions and meeting personal hygiene and personal care.
	2.9 Suitably identified areas for stress breaks and counselling sessions.
	Staffing
	2.10 Support from staff who have received training which is matched to the specific needs of the learner.
	2.11 Involvement of specialist professionals in education, health and/or social care to assess, provide advice, and review the learner's progress over time (following an assess-plan-do-review cycle).

	2.12 Assessment by appropriately qualified staff of whether the learner is entitled to additional support for examinations such as additional time or the use of Information and Communication Technology (ICT).
	2.13 Extra individual support for the learner at lunchtimes for a specific purpose, for example, to offer social support.
	2.14 Support for physical movement (manual handling) as advised by a suitably qualified professional.
	2.15 Appropriately trained staff responsible for medical interventions that can be delegated under national guidelines .
	Systems
	2.16 Regular, scheduled, solution-focussed meetings with parents/carers as part of a personalised plan working towards clear goals.
	2.17 Information about the learner's strengths, needs, targets and successful strategies is shared with all relevant staff, including supply and non-teaching staff (for example, through a 'learner passport' , "IEP" or "one page profile document). Parental and/or learner consent is sought to share sensitive information, where appropriate. All staff know the individual targets for the learner they support.
	2.18 Extra arrangements for communication and/or transitions between home and High School.
	2.19 Frequency records and analysis of behaviour which are kept over time and considered to assist with the understanding of triggers/patterns.
	2.20 When a learner's behaviour can put themselves or others at risk of harm, a learner-specific plan for keeping the situation as safe as possible which is carried out by staff with appropriate training and regularly reviewed.
	2.21 Careful planning for transitions between site and offsite provisions, taking into account the needs of an individual learner.
	2.22 Staff will ensure that appropriate offsite providers will be informed about the needs of a placement learner and understand how to meet such needs in order to optimise the mutual benefits of the learner's placement.
	Preparing for Adulthood
	2.23 Learners require additional support to attend work-based learning opportunities, for example, relevant internal/external work experiences
	2.24 Learners receive targeted specific Wellbeing support, for example, longer-term counselling and the promotion of a healthy lifestyle.
	2.25 Learners develop skills to assist and support them with Independent Living, e.g., life skills and independent travel training, as deemed appropriate.
	2.26 Learners will have increased, targeted support to acquire and develop independent organisational/study skills, for example, organising and structuring their time, planning and managing their workload and commitments

Higher Needs Provision - Communication and Interaction	Communication and Interaction
	Teaching and Learning
	3.1 As agreed and identified, small group or 1:1 teaching or activities delivered by trained staff with ongoing advice and guidance from an appropriately qualified specialist.
	3.2 Differentiated activities and teaching to help learners use skills in different situations throughout the day, following ongoing advice and review from an external specialist, for example, Makaton, BSL, communication aids and assistive software.
	3.3 Highly structured routines with individual support and/or prompts with the aid of specialist support.
	Physical Environment
	3.4 Learner-specific changes to the High School or classroom environment, following advice from an appropriate specialist.
	3.5 For specific needs, regular, frequent access to a calm place when needed, for example, when the learner is overwhelmed by noise or distractions.
	3.6 Frequent access to, or exclusive use of, a Quiet Room, for example, to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for intervention.
	Staffing
	3.7 A key member of High School staff with appropriate training and supervision available to support the learner, when needed.
	3.8 Ongoing support, advice and training from appropriately qualified professionals, for example, Educational Psychologist, Speech and Language Therapist, Specialist Teacher.
	Systems
	3.9 Enhanced transition arrangements between home and High School, for example, phased entry, transition visits and email contact between staff and home, 1:1 assistance/support.
	3.10 A plan for how adults will manage issues of extreme concern (this might be called a “Care Plan”), for example, individualised risk assessments which may be built upon during transitions.

Element 3: Higher Needs Provision – Cognition and Learning

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	Teaching and Learning
	3.11 Highly personalised study programme which is reviewed and monitored each term with the learner and/or parents/carers, where appropriate.
	3.12 Specific teaching and practice of skills that are needed for everyday situations, for example, supporting the learner to develop ‘Independent Living’ skills.
	3.13 Intensive, ongoing, support for learning, likely to involve individually-targeted teaching for example, direct teaching of 1 skill at a time, daily practice and learning tasks broken down into their smallest steps.
	3.14 Highly structured routines with individual support and/or prompts.
	3.15 Regular, active and creative use of Assistive Technology (AT).
	Staffing
	3.16 Regular liaison between appropriate professionals and High School staff (which should usually be termly) about specific programmes and targets for the learner. This may be coordinated through other multi-agency arrangements or Adult Social Care.

	3.17 Ongoing assessment, support, advice and training for High School staff from appropriately-qualified professionals.
	Systems
	3.18 Enhanced transition arrangements between home and High School.
	3.19 Extra pastoral care support to enable the learner to take part in extra-curricular activities.
	3.20 Enhanced home-High School liaison.

Element 3: Higher Needs Provision – Social, Emotional and Mental Health

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	Teaching and Learning
	3.21 A highly-personalised approach to the study programme informed by the social, emotional, and mental health needs of the learner and which is reviewed, as agreed, to ensure progress is being made towards specified outcomes. This is likely to include significant adaptations to teaching style and provision.
	3.22 A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which includes bespoke opportunities to overcome SEMH and develop resilience and independent skills.
	3.23 The timetable is reviewed and monitored termly, or as appropriate, to ensure progress towards specified outcomes.
	3.24 Daily teaching of skills, by experienced staff, to address agreed targets on the learner's pastoral support/behaviour action plan, for example 1:1 observations of the learner's interactions with others with immediate, helpful feedback.
	3.25 For specific needs, access to ongoing, 1:1 therapeutic support from suitably trained and supervised staff.
	3.26 A personalised enrichment programme, including (as age-appropriate) drugs education, internet safety, sex and relationships education, practical life skills.
	Physical Environment
	3.27 Highly structured routines communicated with visual prompts, where appropriate.
	3.28 Access to a workstation/quiet study areas to reduce emotional and sensory arousal, when appropriate
	3.29 Prioritised access to a suitable space which feels safe to the learner .
	3.30 Access to, or exclusive use of, a Quiet Room, when required, depending upon specialist need(s).
	Staffing
	3.31 Access to a named member of High School staff in the classroom with relevant training and/or experience, who is available to the learner, able to remain attentive and to 'tune in' to their emotional and safety needs
	3.32 Opportunities for staff working with the learner to build relationships with them away from learning demands.
	3.33 Ongoing assessment, support, advice and training for High School staff from appropriately-qualified professionals, for example, Educational Psychologist, Specialist Teacher or Child and Adolescent Mental Health Services, as appropriate.
	Systems
	3.34 Enough time and space dedicated to joint planning with the learner, parents/carers, staff and other agencies, to make a family-centred approach possible
	3.35 Enhanced transition arrangements between home and High School.

	3.36 A pastoral support plan and/or behaviour management plan in place, which is followed by all relevant staff, and reviewed appropriately. Regular monitoring of support plans and evaluating the impact of outcomes.
	3.38 Individual risk assessments to identify any dangers and inform when and how the learner needs extra support.
	3.40 Involvement of appropriate multi-agency partners to address specific needs, where needed.

Element 3: Higher Needs Provision – Sensory and Physical Development

Element 3: Higher Needs Provision – Social, Emotional and Mental Health	
	Teaching and Learning
	3.41 Fundamental changes to teaching and learning methods to meet the individual needs of the learner with a sensory impairment, for example, use of hand over hand support, support for moving, low vision aids, individual touch screen, following advice from appropriate professionals.
	3.42 Individual teaching from a specialist-trained adult of skills which are specific to the learner, for example, touch typing, Braille reading, orientation for a visually-impaired learner.
	3.43 Significant individual adaptations to curriculum and/or learning materials because a learner has a severe visual impairment or sensory processing difficulties.
	3.44 Use of an alternative communication system for a learner with significant hearing loss, for example, British Sign Language/Sign Supported English or focused verbal therapies.
	3.45 Frequent support for social interactions, for example, use of British Sign Language or Signed Support for learner with hearing loss in both ears.
	3.46 Individually tailor-made study programme, for example, the learner has a range of physical/sensory needs including significant difficulties moving around.
	Physical Environment
	3.47 Learner-specific changes to the High School or classroom environment to enable the learner to join in with the whole curriculum, both on- and off- site, where appropriate.
	3.48 Use of aids and equipment for mobility and learning.
	Staffing
	3.49 High School staff who are trained and available to meet the specific needs of the learner and increase their independence.
	3.50 Appropriate ratio of support for supporting the needs of a learner, when and where required.
	3.51 Ongoing assessment, support, advice and training for high School staff from appropriately-qualified professionals, for example, Educational Psychologist, Speech and Language Therapists, Qualified Teachers for the Visually or Hearing Impaired, Occupational Therapists.
	Systems
	3.52 Additional arrangements for movements within high School and/or between home and high School, for example, hand to hand transfer, daily “meet and greet” with an identified member of staff.
	3.53 Enhanced planning and support for transitions.
	3.54 Individual risk assessments to inform when and how the learner needs extra support.
	3.55 Learners will require enhanced 1:1 situation-specific support to access work-based learning opportunities, for example, off site providers
	3.56 Learners will receive enhanced specific Wellbeing support, for example, long-term counselling and the promotion of a bespoke healthy lifestyle.