

## Provision and Access Map – Bishop Milner Catholic College

	Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory and/or Physical Medical Conditions
<b>Transition</b>	Visits to primary schools re: guidance & welfare • SENCO visits primary schools and attends review meetings • Pastoral Support Team gather specific information in primary schools • Ongoing liaison work between subject departments and primary schools • Individual parental visits to BMCC with potential student • New Intake Evening • Students Induction Day in the Y6 Summer Term • SENCO and Pastoral Head meet to discuss issues and placements • Open Evening • Year 6 Autism outreach visits with parents and SENCO • CAMHS/EP transition/Medical/Health planning service-medical care plan/Learning Support Service • School Health Advisor • DATA Exchange • Nurture Group ‘taster sessions’ • Summer School • Exam/Special arrangements/Connexions advice/support from Yr9 -11/Transitions planning to college/HE			

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<b>KS3</b>	<ul style="list-style-type: none"> <li>• In-class support (Teaching Assistant or other).</li> <li>• Specialist teaching.</li> <li>• Additional Literacy/Numeracy teaching</li> <li>• Wave 2 strategy catch-up or adapted programmes.</li> <li>• Wave 3 intervention assessment/ progress tracking.</li> <li>• Annual review and reporting cycle</li> <li>• Paired/buddy reading – in class support and 1:1 Toe-by-Toe (phonics) delivered by 6<sup>th</sup> TA volunteers.</li> <li>• Numeracy Ninjas supported by TA staff and Sixth form TA volunteers.</li> <li>• Team teach/modelling.</li> <li>• Student Information to staff.</li> <li>• Clubs – Breakfast/Homework Learning Resource Centre.</li> <li>• ICT provision/specialist software.</li> <li>• Guided writing support</li> <li>• Touch typing support.</li> <li>• Exam concessions/special arrangements.</li> <li>• Exam booster classes (internal &amp; external).</li> <li>• Foundation Learning.</li> <li>• Monitoring/Assessment/Review via Educational Psychology (K Krause) and qualified specialist teacher.</li> </ul>	<p><b>LOW INCIDENCE</b></p> <ul style="list-style-type: none"> <li>• Access to Speech &amp; Language advice and/or programmes as appropriate:</li> <li>• Various SALT interventions e.g.             <ul style="list-style-type: none"> <li>○ Vocabulary awareness group</li> <li>○ Active Listening Group</li> <li>○ Lego Therapy</li> <li>○ Social Skills Group</li> </ul> </li> <li>• SALT (K Huckfield)</li> <li>• Autism Outreach Service (I McAleese &amp; D Cox)</li> <li>• In-class support.</li> <li>• Specialist teaching.</li> <li>• Visual timetable.</li> <li>• Social stories.</li> <li>• Comic strip conversations.</li> <li>• Whole school INSET.</li> <li>• Colourful semantics.</li> <li>• Increased visual aids.</li> <li>• Use of symbols / visuals.</li> <li>• Structure school &amp; class routines</li> <li>• Environmental clues (e.g. signs, location systems, picture / object exchange).</li> </ul>	<p><b>LOW INCIDENCE</b></p> <ul style="list-style-type: none"> <li>• In-class support.</li> <li>• Meet &amp; Greet</li> <li>• Check in/Check out</li> <li>• Individual plan.</li> <li>• College rewards.</li> <li>• Learning Resource Centre (LRC).</li> <li>• Behaviour contracts</li> <li>• Pastoral support plan.</li> <li>• Time-out card.</li> <li>• Tutor support.</li> <li>• School Counsellor/Therapist.</li> <li>• Student mentoring – Peer mentoring/buddying.</li> <li>• Circle of Friends.</li> <li>• Holistic extra-curricular activities – Independent living, Gardening, Cooking, Art therapy, Mindfulness sessions</li> <li>• Risk assessments</li> <li>• CBT programmes – Self-esteem, stress, anger, anxiety</li> <li>• Triple P – direct school work &amp; parent/carer/family workers.</li> <li>• Krunch</li> <li>• Self-esteem group -Shine.</li> <li>• Recovery curriculum</li> <li>• Braybrook Short Stay alternative provision</li> <li>• College Health Advisor (L Lowe).</li> <li>• CAMHS Assessments: evidence gathering/liaison/consultation.</li> <li>• What centre</li> <li>• Kooth</li> <li>• Positive steps</li> </ul>	<p><b>LOW INCIDENCE</b></p> <ul style="list-style-type: none"> <li>• College offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel.</li> <li>• Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements.</li> <li>• Specific physiotherapy (F Miles) or occupational therapy (L Steventon, E Tyler) programmes may be offered.</li> <li>• Exam concessions/special arrangements.</li> <li>• Some in-class support may address health and safety or access issues.</li> <li>• “Speed Up” occupational therapy group.</li> <li>• “Get Moving” physiotherapy group.</li> <li>• Wheelchair Basket Ball team.</li> <li>• Monitoring/Assessment/Review via:</li> <li>• Hearing Impairment Service (A Lumley).</li> <li>• Visual Impairment Service (J Lewis).</li> <li>• Physical Impairment Medical Inclusion Service (K Fisher)</li> </ul>
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<b>KS4</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Guided option choices.</li> <li>• Modified curriculum.</li> <li>• Alternative qualifications (e.g. entry-level GCSE or Btec).</li> <li>• Special exam arrangements.</li> <li>• Basic skills course.</li> <li>• Study skills classes.</li> <li>• Supplementary coursework sessions.</li> <li>• Curriculum coursework teaching group.</li> </ul>		<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Guided options choices.</li> <li>• Reduced curriculum.</li> <li>• Vocational courses.</li> <li>• Work/college involvement.</li> <li>• Social skills group training.</li> <li>• Mentoring (year 11).</li> </ul>	
<b>Access Strategies</b>	<ul style="list-style-type: none"> <li>• Dyslexia-friendly initiative.</li> <li>• Overlays</li> <li>• Reading rulers</li> <li>• Metacognitive skills.</li> <li>• Writing frames/key word banks.</li> <li>• Student information to staff.</li> <li>• Home/school link.</li> <li>• Ability sets/small groups.</li> <li>• Differentiated teaching &amp; planning in all curriculum subjects.</li> <li>• School marking policy.</li> <li>• School homework policy/diaries &amp; planners.</li> <li>• Modified curriculum/advice from specialists.</li> <li>• KS4 option choices/KS4 curriculum pathways.</li> <li>• College/work experience.</li> <li>• Special exam arrangements.</li> <li>• Learning support centre (LRC).</li> <li>• Various software packages, e.g. Lexia</li> <li>• Homework club</li> </ul>	<ul style="list-style-type: none"> <li>• Autism-friendly initiative – partnership with Autism Outreach Service</li> <li>• Positive language environment</li> <li>• Speech &amp; Language Progressive tools, relating to both teachers' and students' awareness of language &amp; communication.</li> <li>• Teachers' use of language; increased opportunities for discussion in lessons.</li> <li>• Support for vocabulary learning, with awareness that behaviour and language difficulties are often inter-connected.</li> <li>• Student information.</li> <li>• Peer mentoring.</li> <li>• Differentiation in all subjects.</li> <li>• Technical communication aids.</li> <li>• ICT software (Dragon Dictate).</li> <li>• Thinking skills.</li> <li>• SALT Communication skills group, Talkabout for Teenagers.</li> <li>• OLM (Oral Language Modifier)</li> </ul>	<ul style="list-style-type: none"> <li>• Community &amp; transition.</li> <li>• Support mentor.</li> <li>• Peer mentor &amp; individual mentoring.</li> <li>• Guidance &amp; welfare systems.</li> <li>• Whole school behaviour policy with reasonable adjustments.</li> <li>• Whole school class rules.</li> <li>• School reward policy.</li> <li>• School sanction policy.</li> <li>• Managed transfer.</li> <li>• Celebration assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible toilets/care room.</li> <li>• Medical / physiotherapy/OT room.</li> <li>• Medical support.</li> <li>• Brain gym.</li> <li>• Transport (home-school).</li> <li>• Mobility (on-site).</li> <li>• Break and Lunchtime supervision</li> <li>• Lift/ramps/handrails.</li> <li>• Signage.</li> <li>• Deaf-friendly initiative, including use of radio aids.</li> <li>• Practical assistant</li> <li>• Specialist ICT resources</li> <li>• Specialist equipment (e.g. writing slope, flexible seating arrangements, pencil grips)</li> <li>• Accessibility/keyboard/ICT skills support for VI learners including "shortcuts".</li> <li>• Keyboard skills training.</li> <li>• Bespoke furniture.</li> <li>• External moving &amp; handling training</li> <li>• Risk assessments &amp; PEEPS</li> <li>• External trainer/PIMIS/EvacChair training.</li> </ul>
<b>Liaison with Parents</b>	<p>Individual Home-School Liaison Plans • SENCO – by request or at scheduled review meetings (SENCO Forum) • Subject teachers – by request or at scheduled Parents' Evenings (Options Evening Year 9) • Form Tutor, SLs and HoY, Education Welfare Officer, Connexions/Careers Advice, Counsellor / Therapist – via referral • Educational Psychologist – via referral • Other external agencies – via referral • SENDIASS support in meetings and with reports • Text-Home system • positive postcards/letters/phonecalls • Parental workshops, e.g. reading strategies when listening to your child; The Power of Language – higher order reading skills; Helping your ASD child manage anger; Parental Speech &amp; Language Support; Team around the Child/Team around the Family.</p>			

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<p><b>Partner Agencies</b></p>	<p>LSS (Learning Support Service) • Educational Psychology • Educational Welfare Officer • Connexions (Careers Advice) • Work placement • Visual impairment service (VIS) • Hearing Support Service (HIS) • Physical, Inclusion and Medical Inclusive Service (PIMIS) • Autism Outreach Service (AOS) • Speech and Language Service (SALT) • Occupational therapy • Physiotherapy • Youth Offending Team • CAMHS • SENDIASS • Cherry Tree Learning Centre for Home and Hospital • Pupil Referral Units • Secondary Special Sector • LACES for LAC • College Health Advisor • Parent support groups • Young Carers • Autism West Midlands • Triple P parenting • Family support worker.</p>
<p><b>Continuing Professional Development</b></p>	<p>Whole college INSET from internal/external source • Targeted departmental/individual training • INSET Coordinator maintains log of skills base • Knowledge disseminated • Inclusive practice self-evaluated • Inclusion strand in College Development Plan • Rolling programme of training – health issues, epilepsy, anaphylaxis etc. • Bespoke INSET and CPD in-house and for feeder primary schools • SENCO sits on local SENCO forum, local SENCO network and has NASEN membership.</p>