

## 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 gathers 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 • CAMH/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			
<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>• 2-by-2 (numeracy) supported by TA staff and 6<sup>th</sup> 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>• Exam concessions/special arrangements.</li> <li>• Exam booster classes (internal &amp; external).</li> <li>• Foundation Learning.</li> <li>• Monitoring/Assessment/Review via Educational Psychology (N Male) and Learning Support Service (H Lacey).</li> </ul>	<p style="text-align: center;">LOW INCIDENCE</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 group</li> <li>○ Active Listening Group</li> <li>○ Social Skills Group</li> </ul> </li> <li>• SALT (E Saunders, C Lander)</li> <li>• Autism Outreach Service (D Hanke, L Hale)</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>• Social skills group training.</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>	<ul style="list-style-type: none"> <li>• In-class support.</li> <li>• Individual plan.</li> <li>• College rewards.</li> <li>• Learning Resource Centre (LRC).</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 Time.</li> <li>• Social skills group (formerly anger management).</li> <li>• Triple P – direct school work &amp; parent/carer/family workers.</li> <li>• “Effective Strategies for Learning” SpLD group.</li> <li>• “Effective Strategies for Learning” – weak spellers.</li> <li>• Handwriting/organisation.</li> <li>• Touch typing support.</li> <li>• Time club.</li> <li>• College Health Advisor (M Dowling).</li> <li>• CAMHS Assessments: evidence gathering/liaison/consultation.</li> <li>• Tier 3 mental health practitioners for 1:1 support (D Ley, T Machingambi).</li> </ul>	<p style="text-align: center;">LOW INCIDENCE</p> <p>College offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. 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. Specific physiotherapy (F Miles) or occupational therapy (L Steventon, E Tyler) programmes may be offered. Some in-class support may address health and safety or access issues.</p> <ul style="list-style-type: none"> <li>• “Speed Up” occupational therapy group.</li> <li>• “Get Moving” physiotherapy group.</li> <li>• Wheelchair Basket Ball team.</li> <li>• Monitoring/Assessment/Review via:                             <ul style="list-style-type: none"> <li>○ Hearing Impairment Service (A Lumley).</li> <li>○ Visual Impairment Service (J Lewis).</li> <li>○ Physical Impairment Medical Inclusion Service (K Fisher)</li> </ul> </li> </ul>

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<b>KS4</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Guided options 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>• Revision 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>• Mind/brain-friendly learning.</li> <li>• Learning styles assessment and inventory.</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>• Self-esteem group</li> <li>• Various software packages, e.g. RM Successmaker (Reading, Spelling &amp; Numeracy), MyMaths.</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 Standards, 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>• Self-esteem group, "Big Steem".</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> </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 plan.</li> <li>• Whole school class rules.</li> <li>• School reward policy.</li> <li>• School sanction policy.</li> <li>• Managed transfer.</li> <li>• Social skills group (formerly anger management).</li> <li>• Self-esteem group.</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>• Lunchtime activities/LRC/Homework club/Games club.</li> <li>• Lift/ramps/handrails.</li> <li>• Signage.</li> <li>• Deaf-friendly initiative, including use of radio aids.</li> <li>• OLM (Oral Language Modifier)</li> <li>• Specialist ICT resources</li> <li>• Specialist equipment (e.g. writing slope, flexible seating arrangements)</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</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 • Subject teachers – by request or at scheduled Parents' Evenings (Options Evening Year 8) • Form Tutor, SLs and HoY/KS/HPLs, Education Welfare Officer, Connexions/Careers Advice, Counsellor / Therapist – via referral • Educational Psychologist – via referral • Other external agencies – via referral • Parent Partnership support in meetings and with reports • Text-Home system • positive postcards/letters • 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 • Parent Partnership • Cherry Tree Learning Centre for Home and Hospital • Pupil Referral Units • Secondary Special Sector • LACES for LAC • College Health Advisor • Disability database • Parent support groups • Young Carers • Community &amp; Transition Support Mentor • Autism West Midlands • Triple P parenting • CAF/TAC lead practitioner.</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 and local SENCo group.</p>