

Trinity Support and Referral Pathways



Cognition and Learning

Referral Processes	Literacy Assessments upon intake Pupil Transfer Information including EHCP outcomes Referrals from Teaching Staff Parental Concerns		
Methods of Assessment and Criteria for Support	Literacy Support Dyslexia screener: High risk outcome Vernon spelling: Standardised Score below 90 Reading Plus Assessment: Reading Age two school years below actual school year Diagnostic Reading Assessment: Strategies identified and implemented EAL Support: Students are assessed using the Bell Foundation Criteria: students with EAL levels A-C are offered support Curriculum Support: Students under-achieving based on SISRA analysis and teacher referrals EHCP Provisions and Support Plans		
Interventions and Provisions	Low Level Need Department TA support In-class support Pre and post teaching sessions Revision sessions Pastoral TA support Conversation club Revision sessions Homework Support AQA Unit Awards	Medium Level Need Literacy Intervention Sessions: Students are withdrawn once per week by our HLTA for literacy for bespoke intervention sessions that are tailored to the curriculum content. All students receive a Literacy Support Plan which is shared with and supported by subject teachers Specialist Dyslexia Teacher Support Subject Support Plans: Lead and created by Subject Specialist TAs Spelling Support Group: students are withdrawn for the first 10 minutes of English lessons to focus on spelling rules and tier three vocabulary EAL Support: Students are withdrawn once per week with our HLTA EAL specialist to deliver bespoke intervention, tailored to the wider curriculum content. Students who are able to access the spoken and written English language are then given a literacy assessment. Literacy support is then provided as outlined Entry Level GCSE Options Personal Curriculum Offer including Beacon and AQA Unit Awards Specialist Careers Advice Service	High Level Need Referral to Educational Psychology Service Referral to Speech and Language Service (SALT) Specialist Outreach Service Referral including Dee Banks
Success Criteria	Improvement in overall attainment evidenced in work sampling, tracking and through SISRA analysis	Literacy: Students working at ARE Standardised Spelling Score over 90 Reading Age less than 2 years below actual school year EAL: Progression onto Band D and E using the Bell Foundation criteria Positive SISRA outcomes following tracking Positive outcomes on Curriculum Support Plans Accessible education provision for all	Improved SISRA outcomes Improved student lesson engagement and attainment through ATL and tracking analysis Individualised curriculum model and provision suited to individual students' needs and EHCP outcomes
Support Plans	Literacy Support Plan Maths Support Plan Subject Support Plan EAL Support Plan		
External Agency Support	Educational Psychology Service Speech and Language Service Specialist outreach support including Dee Banks		

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Communication and Interaction

<p>Referral Processes</p>	<p>Pupil Transfer Information Professional Reports and Recommendations Trinity Referrals Referrals from Teaching Staff Parental Concerns</p>		
<p>Methods of Assessment and Criteria for Support</p>	<p>Professional Recommendations Autism Framework AQ-10 Rating Scale Autism in Girls Checklist EHCP Provisions and Support Plans</p>		
<p>Interventions and Provisions</p>	<p>Low Level Need Access to Trinity during unstructured times Visual Timetables Walking Club Games Club Meet and Greet End of the day de-brief Link Book / Home-school communication Trinity Nurture Group DT Nurture Group</p>	<p>Medium Level Need Medium Level Need Social Skills: Talkabout Programme Life Skills Social Stories and Comic Strip Conversations Peer Mentor Programme Lego Therapy Approaches Use of Visual Cards Autism Provision Outreach Enhanced Transition</p>	<p>High Level Need Speech and Language Referral and intervention Autism Team Referral and Support Strategies Specialist Outreach Support Referral: Rosebank and Hebden Green</p>
<p>Success Criteria</p>	<p>Improved lesson engagement / ATL score School attendance over 95% or improvement shown Positive relationships between home-school maintained</p>	<p>Progression on Autism Framework Improved outcomes on EHCP Improved lesson attendance and ATL points</p>	<p>Improved SISRA outcomes Improved student engagement and attainment through ATL and tracking analysis Individualised curriculum model and provision suited to individual students' needs and EHCP outcomes</p>
<p>Support Plans</p>	<p>EHCP Plan Autism Framework Tracker</p>		
<p>External Agency Support</p>	<p>SALT Autism Service Specialist outreach support including Rosebank school and Hebden Green</p>		

Trinity Support and Referral Pathways



Sensory and Physical

Referral Processes	Professional Reports and Recommendations Trinity Referral Parental Concerns		
Methods of Assessment and Criteria for Support	Sensory Processing Checklist SPOTTS Referral and Recommendations EHCP Provisions and Support Plans on Provision Mapper Paediatric Occupational Therapy Service: Advice and support to enable the appropriate skills to be practiced prior to a referral and diary sheet. Subsequent referral to OT service if required. Subsequent DCD referrals through Paediatric Service following this.		
Interventions and Provisions	Low Level Need Use of supportive equipment e.g. ear defenders, Modified text and background colour Handwriting club Lunch Pass Early Exit Pass Out of Class Pass Exam Access Modifications	Medium Level Need SPOTTS Recommendations Modifications to suit individual students' needs e.g. seating position, use of weighted blankets Referral to GP for individual Assessment e.g. Dyspraxia with associated Recommendations Adapted PE lessons Enhanced accessibility equipment e.g. ramp, handrails and accessible toilets Disability Cricket Accessible changing facilities for PE	High Level Need Referral to the Sensory Processing Occupational Therapy Support Service Referral to external Agencies: Sensory Services, Physiotherapy Service, Occupational Therapy Service Referral to Independent Travel Training School Nurse Referral Recommendations detailed in Pupil Passports and any other relevant support plans
Success Criteria	Positive attendance outcome Consistent legible handwriting in work sampling Improved outcomes in attainment and ATL grades	Improved lesson attendance and ATL grades Improved overall attendance Equity in school experiences	Discharged from external service support Improved SISRA outcomes Improved student engagement and attainment through ATL and tracking analysis Individualised curriculum model and provision suited to individual students' needs and EHCP outcomes
Support Plans	EHCP Plan Sensory Processing Support Plan		
External Agency Support	Sensory Service Team / SPOTTS School Nurse Physiotherapy service Occupational Therapy Service Independent Travel Training		

Trinity Support and Referral Pathways



SEMH: Social Emotional and Mental Health

Referral Processes	Trinity Referral Parental Concerns Mental Health Survey		
Methods of Assessment and Criteria for Support	ELSA Baseline Assessment Tools Boxall Profile Assessment Tool Emotional Regulation Observation and Planning Schedule Resilience Scale Analysis Co-Regulation Plan ELSA Plan		
Interventions and Provisions	Low Level Need Refer to GP (parents / carers) Access to Quiet Room Social Skills Group Nurture Group: access to a quiet space at the start of each day, led by one of our ELSA specialists Friendship Group Out-of-Class Pass Peer Mentoring Access to ARC / Nurture during unstructured times Heart Math Programme Regular check-in Lunch Pass	Medium Level Need ELSA Programme and Support Plan: A 6- week Emotional Literacy Programme covering topics such as Loss and Bereavement, Self-esteem, Friendship Issues, Anxiety and Worrying, Exam Stress and Anxiety Boxall Profile Tool and Intervention Strategies Co-Regulation Plan Sensory Toolbox and access to the Sensory Room Mental Health Team Referral Coping Plan	High Level Need Referral to external Agencies: Recommendations detailed in Pupil Passports and any other relevant support plans GP Referral: Parents / Carers School Nurse Referral CAMHs Referral School Counsellor Referral Medical Needs Team Referral Specialist Outreach Support: Ancora House TAF Support Young Carers Referral Art Therapy
Success Criteria	Improved lesson attendance Improved overall ATL Improved Initial Baseline Assessment Scores	Positive Outcomes evidenced on ELSA Plans Improved Resilience Scale analysis Improved Boxall Profile Assessment Score Positive outcomes evidenced on ELSA Plan Improved Emotional Regulation Observation Tool Positive Response to Hearth Math Programme Improved lesson attendance	Discharged from external service support Improved school and lesson attendance Improved ATL points Improved Overall Attainment / Tracking Analysis
Support Plans	ELSA Plan Trinity Plan		
External Agency Support	Mental Health Team Referral GP referral (parents) CAMHs Young Carers School Nurse School Counsellor Medical Needs Team I TAF referral / support Specialist outreach support including Ancora House		

Trinity Support and Referral Pathways



SEMH: Behaviour

Referral Processes	Trinity Referral Parental Concerns ATL Analysis		
Methods of Assessment and Criteria for Support	ATL analysis: Accumulation of ATL 2 / 3 ABCD Chart SDQ SELP Plan Strategies		
Interventions and Provisions	<p>Low Level Need Restorative Justice Conversations CLL intervention and strategic setting</p>	<p>Medium Level Need SELP: A 6-week emotional response-based programme to support students who have difficulty managing their emotions and response to certain situations. Students who participate in the SELP Programme will receive a SELP support Plan. This is accompanied by regular in-class support to monitor progress Beacon: Short-term outreach Life Skills Programme: A programme to develop students' independent skills such as cooking and communication-based skills Carousel of Alternative Provision: This includes CV writing, Outdoor Education Programme Behaviour Pathway Referral: Initiated to investigate an undiagnosed need such as ADHD or Autism Teens and Tots: Power 2 Programme Pupil Support Meeting: Tuesday morning focus meeting to identify a support plan for key students</p>	<p>High Level Need Beacon: Alternative Education Provision. This is an intervention for students who need an emotional 're-set'. This will involve students completing their normal class work under the supervision of a trained teacher. They will also receive a nurturing and access to an emotionally trusted adult to discuss any challenges that they are experiencing. Managed Move Work Experience Placement Step Out Referral to Alternative Provision e.g. Equine Centre, Wirral Wrap, Impact Specialist Outreach Support including Arches Brook</p>
Success Criteria	Improved overall ATL	Positive Outcome on SELP Plan Reduction in de-merits Improved merit count / ATL score	Discharged from external service support Improved school and lesson attendance Improved ATL points Improved Overall Attainment / Tracking Analysis
Support Plans	SELP Plan Beacon Plan Managed Move Step-out		
External Agency Support	Behaviour pathway referral Alternative Provision e.g. Wirral Wrap, Equine Therapy Specialist outreach support including Arches Brook		

Trinity Support and Referral Pathways



Adverse Childhood Experiences

Referral Processes	Social Care / i-ART Referral Trinity Referral Parental Concerns		
Methods of Assessment and Criteria for Support	ELSA Baseline Assessment Tool Boxall Profile Assessment Tool Emotional Regulation Observation and Planning Schedule Resilience Scale Analysis Co-Regulation Plan Professional Recommendations PEP Action Points		
Interventions and Provisions	Low Level Need Trauma-informed language Nurture Group: access to a quiet space at the start of each day, led by one of our ELSA specialists Emotionally Available Adult Access to Quiet Room Social Skills Group Friendship Group Out-of-class Pass Peer Mentoring Access to ARC / Nurture during unstructured times Heart Math Programme Regular check-in	Medium Level Need ELSA Programme and Support Plan: A 6- week Emotional Literacy Programme covering topics such as Loss and Bereavement, Self-esteem, Friendship Issues, Anxiety and Worrying, Exam Stress and Anxiety Mental Health Team Referral Planned Sensory breaks and access to Sensory Room Heart Math Programme	High Level Need Referral to external Agencies: Recommendations detailed in Pupil Passports and any other relevant support plans Adoption Agency Support CAMHs Referral School Counsellor Medical Needs Team Specialist Outreach Support: Ancora House TAF Support Young Carers
Success Criteria	Improved lesson attendance Improved overall ATL Improved Initial Baseline Assessment Scores	Success Criteria Positive Outcomes evidenced on ELSA Plans Improved Resilience Scale analysis Improved Boxall Profile Assessment Score Positive outcomes evidenced on ELSA Plan Improved Emotional Regulation Observation Tool Success outlines on Co-Regulation Plan Positive Response to Heart Math Programme Improved lesson attendance	Success Criteria Discharged from external service support Improved school and lesson attendance Improved ATL points Improved Overall Attainment / Tracking Analysis
Support Plans	Co-regulation Plan Nurture Group Plan ELSA Plan		
External Agency Support	Adoption agency, Young Carers, Platform for life School nurse referral, CAMHs, Mental Health Support Team referral Team Around the Family Specialist outreach support including Ancora House		

Trinity Support and Referral Pathways



Attendance

Referral Processes	Trinity Referral Parental Concerns		
Methods of Assessment and Criteria for Support	Attendance Data Analysis: Early identification of need: attendance under 95% or erratic pattern established EBSN Framework and Support Plan Resilience Scale Analysis Boxall Profile Assessment Tool ELSA Baseline Assessment Tools Emotional Regulation Observation and Planning Schedule Co-Regulation Plan		
Interventions and Provisions	<p>Low Level Need Nurture Group Provision: Access to a safe space during lesson 1 each day to remove barriers to attendance Form Tutor Monitoring Period Access to Quiet Room Social Skills Group Daily check-in Friendship Group Out-of-class Pass Peer Mentoring Access to ARC / Nurture during unstructured times Heart Math Programme</p>	<p>Medium Level Need Attendance Support Plan: with a clear focus on removing barriers to school-based attendance ELSA Programme and Support Plan: A 6- week Emotional Literacy Programme covering topics such as Loss and Bereavement, Self-esteem, Friendship Issues, Anxiety and Worrying, Exam Stress and Anxiety Mental Health Team Referral Personalised Curriculum Offer: Reviewed after 6 weeks Pupil Support Meeting: Tuesday morning focus meeting to identify a support plan for key students Heart Math Programme</p>	<p>High Level Need Home Visits Referral to External Agencies e.g. Educational Psychology Service, Autism Service: Recommendations detailed in Pupil Passports and any other relevant support plans Medical Needs Team Referral Education Access Team Support Specialist Outreach Support: Ancora House TAF Support Young Carers Referral Home Tuition Package</p>
Success Criteria	Improved lesson / school attendance to above 95% Improved overall ATL Improved Initial Baseline Assessment Scores	Positive Outcomes evidenced on ELSA Plans Improved Resilience Scale analysis Improved Boxall Profile Assessment Score Positive outcomes evidenced on ELSA Plan Improved Emotional Regulation Observation Tool Positive Response to Heart Math Programme Improved lesson attendance	Improved school and lesson attendance Improved ATL points Improved Overall Attainment / Tracking Analysis
Support Plans	Attendance Support Plan		
External Agency Support	TAF Education Access Team Medical Needs Team		