

Provision Mapping



In Coláiste Bhaile Chláir we follow a problem solving process for the identification of additional supports that **ANY** student needs to facilitate their learning to achieve their full potential and to ensure that we uphold the rights of every individual to receive an education appropriate to their needs.

We do this through careful and considered planning, prevention and intervention and review of response to intervention.

The **School Provision Map** is the mechanism by which we outline and detail the schools supports for students.

We also keep a separate record of the supports provided to individual students through their Student Support Files and Individual Education Plans and Individual Intervention Plans where appropriate and reference to these is included in the **Schools Additional Education Needs Policy** and the **School Wellbeing Policy** which **go hand-in-hand** with regard to how we **Identify Concerns** and create a **Starting Point** for each Student with Specific Needs.

A student very often has a multitude of needs or may have very few but in CBC we have grouped these support needs under 5 Headings and we utilise these when creating a pathway of Support for Students.

1. Additional Educational Support,
2. Pastoral Support,
3. Family School Partnerships Support, to include attendance and behaviours for learning support,
4. Teaching, Learning & Assessment Support
5. Guidance and Counselling Support

What do we mean by our Student Support System

Our school provides a coordinated framework designed to promote the welfare, wellbeing, and academic success of all students. It encompasses a continuum of supports—ranging from universal, preventative measures for all students, to targeted interventions for some, and intensive, specialist supports for a few.

There are two key starting points for us in Identifying Supports for Students

Student Support Team Termly Meetings: During these termly meetings of Principal, DPs, 1 Rep of Year Heads, 1 Rep of Counsellors, The FSP Team Lead, T&L Team Lead, AEN Lead, 1 member of teaching staff, 1 SNA and 1 of the admin team and chaired by the Wellbeing Lead in the school, overall systems of support are discussed, reviewed and actions for development identified.

Student Support Team Weekly Meetings: During these weekly meetings of Principal, DPs, AEN Lead, Year Heads and Guidance Counsellors students are identified as at risk or experiencing difficulties and Intervention Plans started so students can receive additional support from the Year Heads and Assistant Year Heads, guidance counsellor, the Family School Partnerships Team (includes Behaviours for Learning), the Teaching and Learning Learner Support Team, the Additional Educational Needs Anchors and Support team and the Critical Incident Team members.

Introduction to Provision Mapping: Referral and Support Summary

Intensive Support: (Few) For ongoing concerns not improved by prior actions, involving individual interventions, multi-agency support, and specialized programs to include Learning and learner support, Family School Partnership support for Attendance and Behaviours for Learning with a focus on Evidence Informed Programmes, Counselling and Emotional Behaviour Support

Targeted Support: (Some) Addressing specific needs through group interventions, differentiated curriculum, and targeted assistance from teams to include Learning and learner support, Family School Partnership support for Attendance and Behaviours for Learning with a focus on Evidence Informed Programmes, Counselling and Emotional Behaviour Support

Universal Support: (All) Ensuring quality teaching and learning, regular assessments, and whole-school interventions to support all students, to include Family School Partnership support for Attendance and Behaviours for Learning with a focus on Preventative Programmes.

We aim to provide a comprehensive overview of the support structures in place to ensure every student's success and well-being.

Graduated Approach and Referral Pathway

Intensive Support: Ongoing concerns not improved by prior actions need to be addressed through Intensive Provision, eg individual intervention through **AEN** Department, differentiated curriculum. Student Support File for reference in TYRO. Individual targeted supported by **Pastoral/Guidance Team** or **Family School Partnerships**. Individual or small group support by **Teaching, Learning and Assessment Team**.
Multi-Agency Support – Referral and co-operation with other agencies

Targeted Support: Ongoing concerns not improved by prior actions need to be addressed through Targeted Provision, eg individual or group level intervention through **AEN** class support, differentiated curriculum. Student Support File for reference in TYRO. Individual or Whole Class targeted supported by **Pastoral/Guidance Team** or **Family School Partnerships**. Individual or small group support by **Teaching, Learning and Assessment Team**.

On Track: No concerns about attainment, progress, development, wellbeing or behaviour. Expected to fulfil full potential

Early Actions: Concerns at a low level addressed early and within existing universally available resources. Generally whole class based or support provided within class.

Referral identified through behaviour, attendance, pastoral or academic monitoring during after a relevant team meeting. Referral made by a member of Leadership Team. P, DP or relevant DP. **Support Plan is developed** through multi agency agreement **and monitored** by relevant AEN Anchor, Guidance Lead or Year Head

Report from Primary School, Ed. Psychological report, Assessments from Primary school or CAT4 testing in 1st year. Or referral identified through behaviour, attendance, pastoral, guidance or academic monitoring during after a relevant team meeting. **Concern identified and this becomes the Starting Point. Support Plan is developed and monitored** by relevant AEN Anchor, Pastoral lead, Guidance Lead or Year H

Generally identified through behaviour, attendance, pastoral, guidance or academic monitoring by any staff member, and raised with relevant AP, DP or P.

Whole year **interventions put in place and monitored and led** by relevant project leads in school

Appendix 1 School Provision Plan for Young People with Special Educational Needs

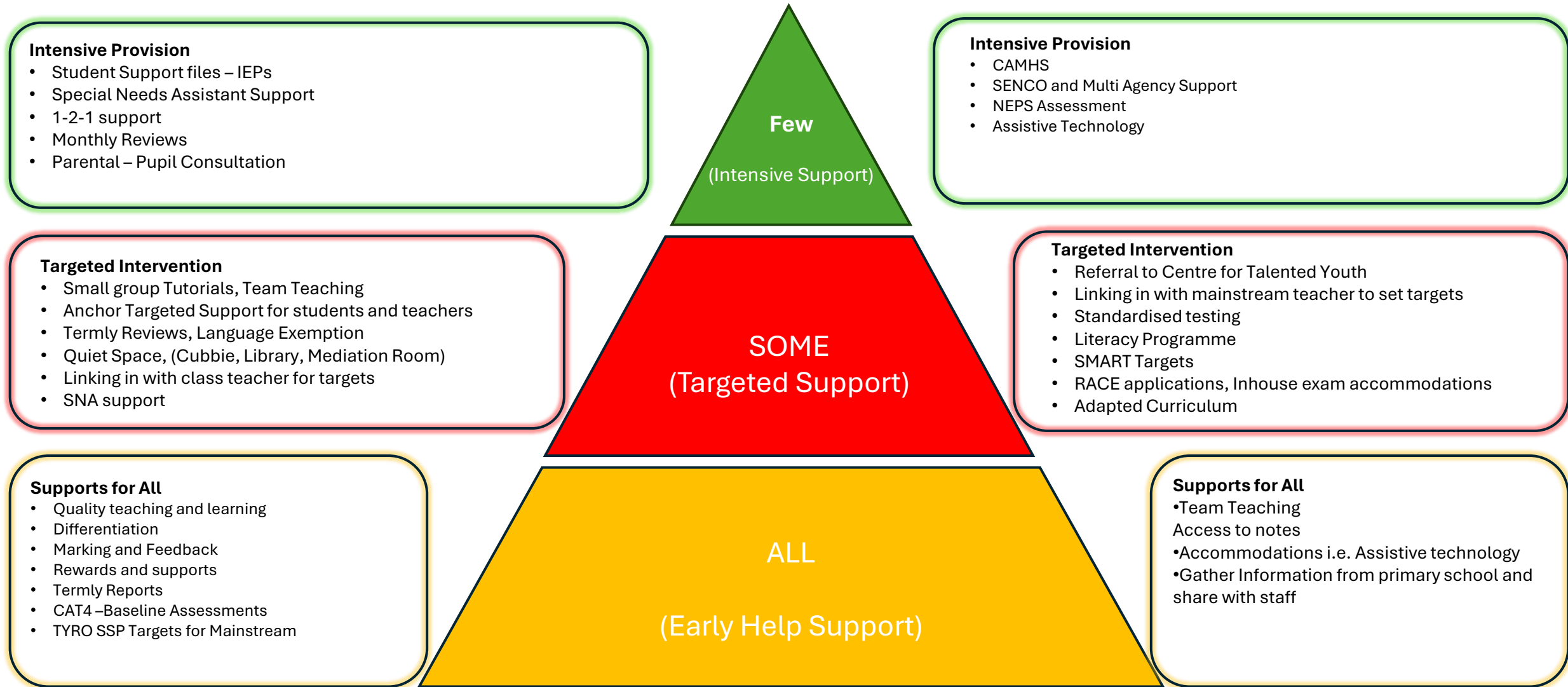
Whole School and Subject Classroom Support-ALL

Current programmes, initiatives or interventions delivered at whole school level to support and promote inclusion and positive experiences and outcomes for **ALL**

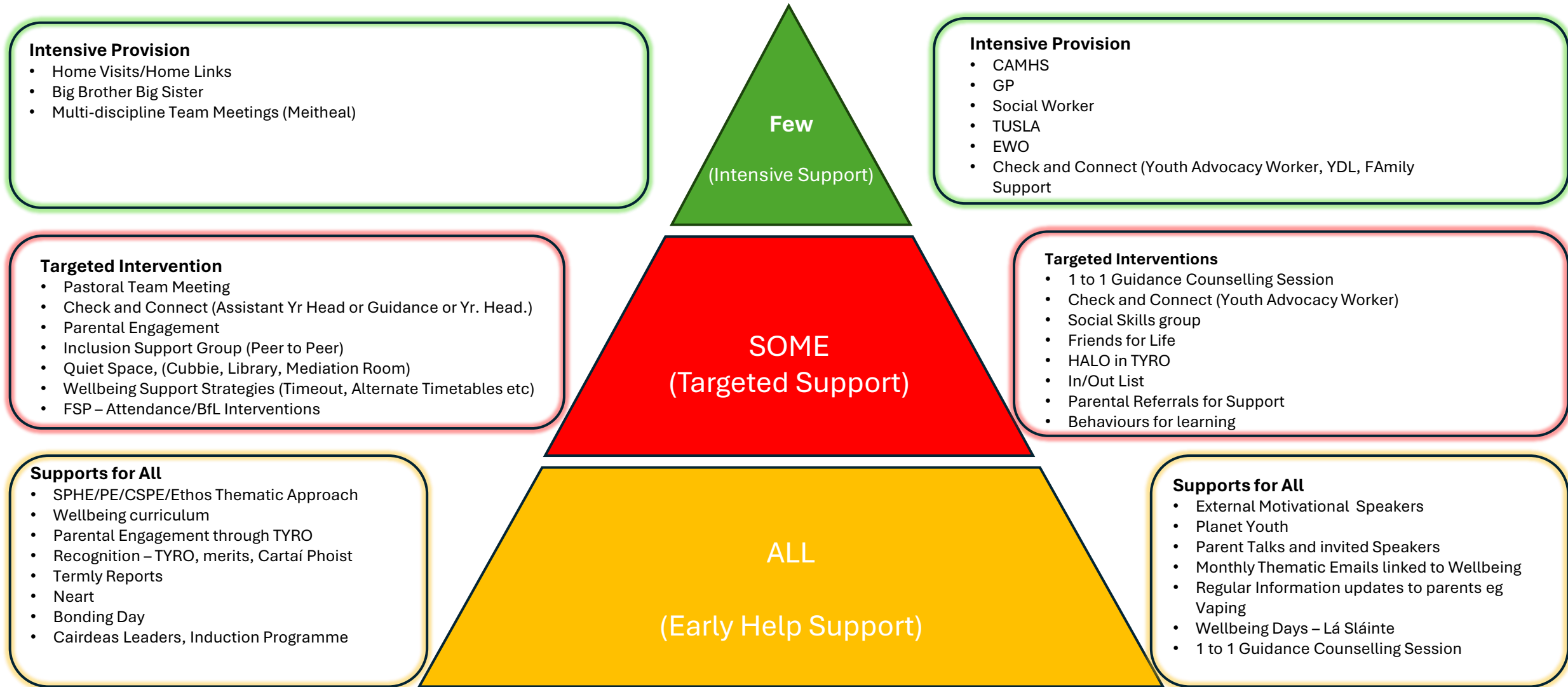
Please Refer to the Graduated Approach and Referral Pathway above under each Heading
AEN, Pastoral, Behaviour, Family School Partnerships, Guidance and Assessment, Teaching and Learning.

Under each heading we have detailed the **Supports for ALL and current programmes, initiatives and interventions delivered at a whole school level to support and promote inclusion and positive experiences and outcomes for all**

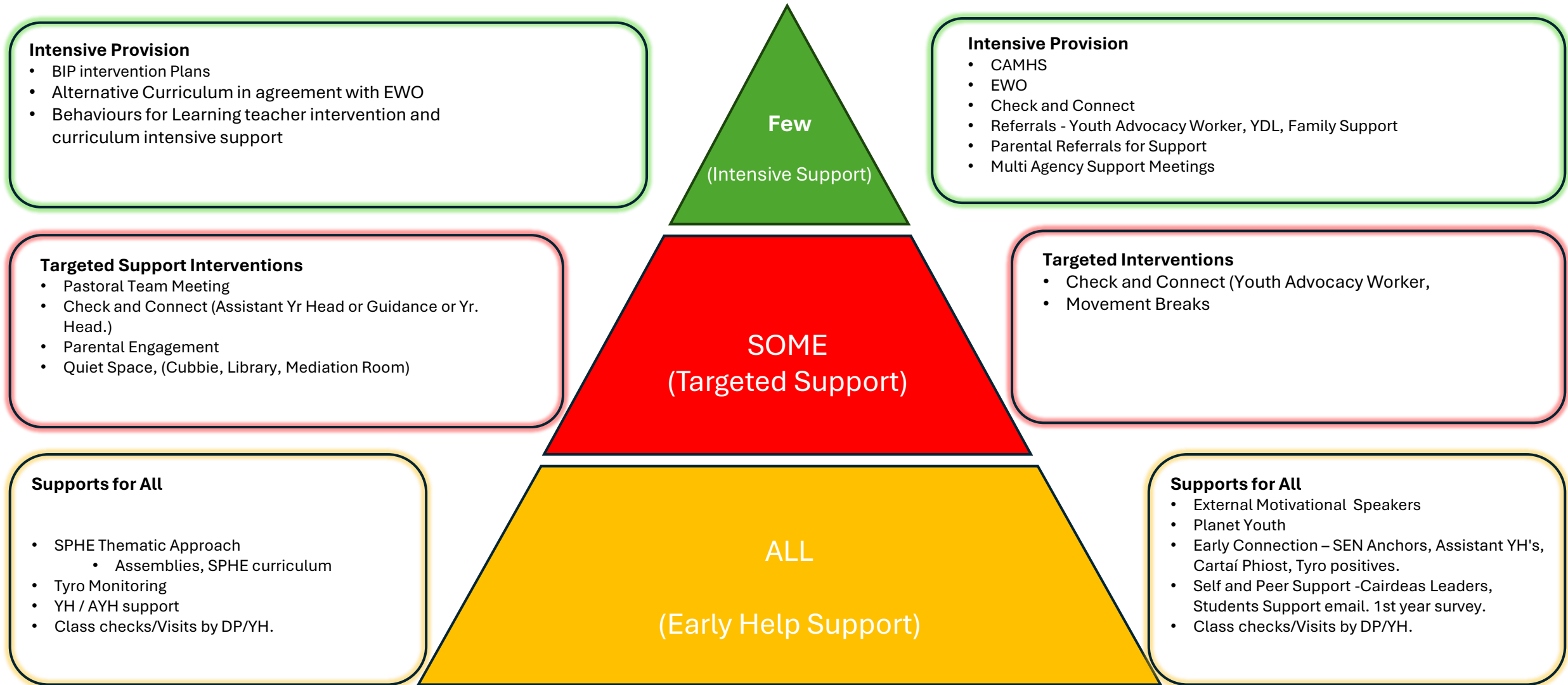
AEN SUPPORT – PROVISION MAP



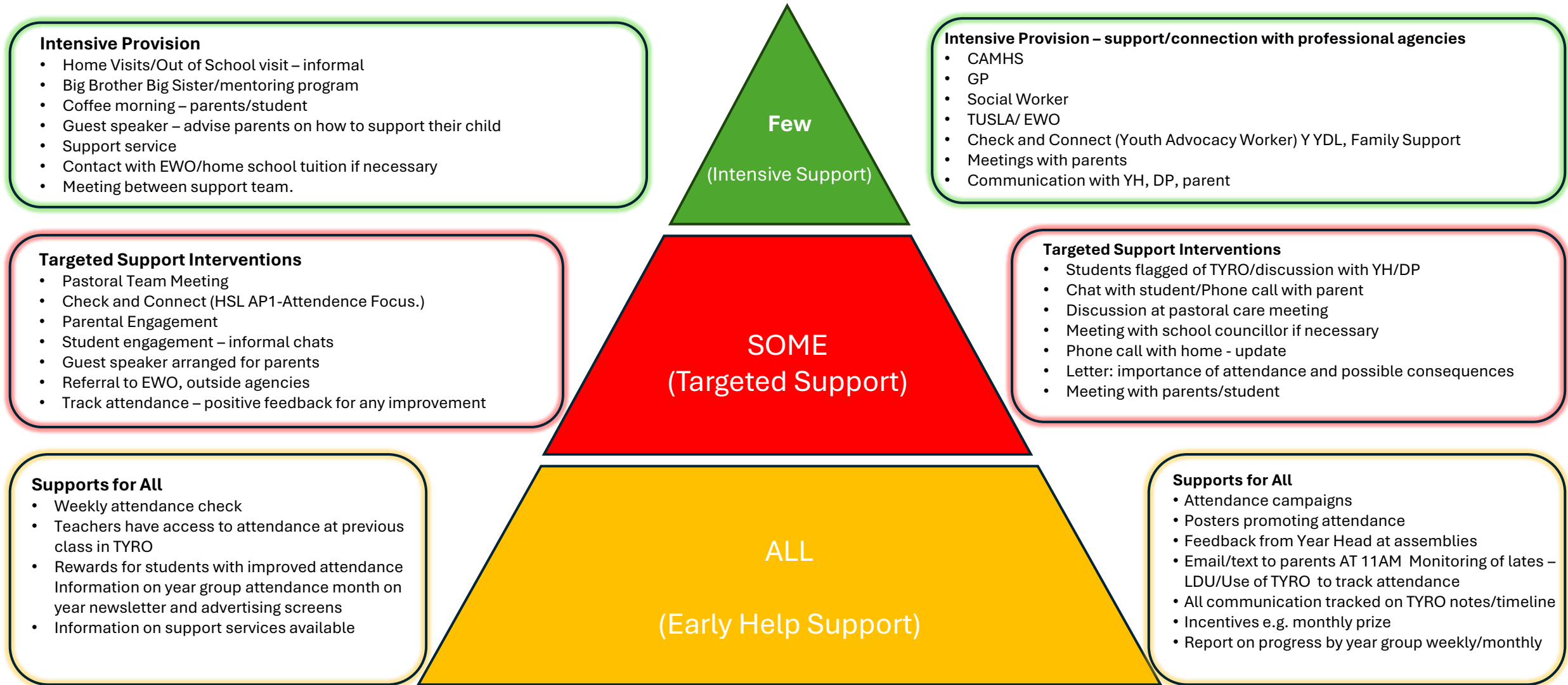
PASTORAL incl. Personal and Social Guidance SUPPORT – PROVISION MAP



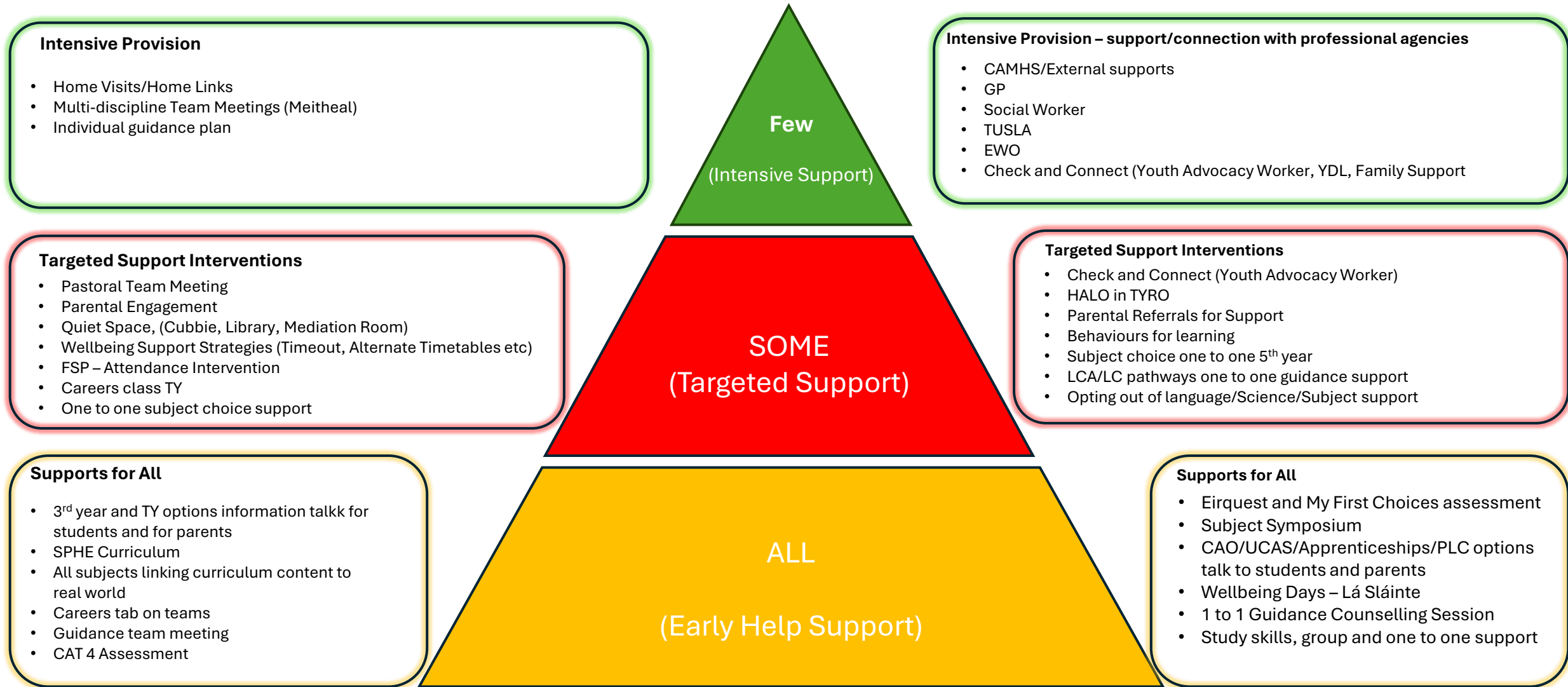
Family School Partnerships - BEHAVIOURS for LEARNING SUPPORT – PROVISION MAP



Family School Partnerships - ATTENDANCE SUPPORT – PROVISION MAP



Guidance Educational & Career/Vocational SUPPORT – PROVISION MAP



Assessment, Teaching and Learning SUPPORT – PROVISION MAP

