

## Trinity Support and Referral Pathways



### Cognition and Learning

<b>Referral Processes</b>	Literacy Assessments upon intake Pupil Transfer Information including EHCP outcomes Referrals from Teaching Staff Parental Concerns		
<b>Methods of Assessment and Criteria for Support</b>	<b>Literacy Support</b> Dyslexia screener: High risk outcome Vernon spelling: Standardised Score of 84 or below Reading Assessment: Sparx Reader Standardised Score of 84 or below Diagnostic Reading Assessment: Strategies identified and implemented <b>EAL Support:</b> Students are assessed using the Bell Foundation Criteria: students with EAL levels A-C are offered support <b>Curriculum Support:</b> <ul style="list-style-type: none"> <li>• Data Review – CLL meets with members of their department to review tracking with a focus on underachievement and vulnerable groups.</li> <li>• Data Analysis Meeting – CLL meets AHT to discuss department performance, highlighting the interventions in place and any relevant actions.</li> <li>• Pupil Strategy Meeting – To review interventions and identify students who require additional intervention. From this meeting, relevant information will be disseminated with action points – AHT x 2, SENDCO, Relevant YLL</li> </ul> <b>EHCP Provisions and Support Plans</b>		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> 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	<b>Medium Level Need</b> Literacy Intervention Sessions: Students are withdrawn once per week (once a fortnight for KS4) for bespoke literacy intervention sessions that are tailored to the curriculum content.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Teacher Support Subject Support Plans: Lead and created by Subject Specialist TAs Spelling Support Group: students are withdrawn for the first 10 minutes of English lessons to focus on spelling rules and tier three vocabulary EAL Support: Students are withdrawn once per week with our HLTA EAL specialist to deliver bespoke intervention, tailored to the wider curriculum content.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	<b>High Level Need</b> Referral to Educational Psychology Service Referral to Speech and Language Service (SALT) Specialist Outreach Service Referral including Dee Banks
<b>Success Criteria</b>	Improvement in overall attainment evidenced in work sampling, tracking and through SISRA analysis	Literacy: Students working at ARE Standardised Spelling Score over 85 Reading Age Standardised Score over 85 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
<b>Support Plans</b>	Literacy Support Plan Maths Support Plan Subject Support Plan EAL Support Plan		
<b>External Agency Support</b>	Educational Psychology Service Speech and Language Service Specialist outreach support including Dee Banks		

Trinity Support and Referral Pathways



Communication and Interaction

<b>Referral Processes</b>	Pupil Transfer Information Professional Reports and Recommendations Trinity Referrals Referrals from Teaching Staff Parental Concerns		
<b>Methods of Assessment and Criteria for Support</b>	Professional Recommendations Autism Framework AQ-10 Rating Scale Autism in Girls Checklist EHCP Provisions and Support Plans		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> 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	<b>Medium Level Need</b> <b>Medium Level Need</b> 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	<b>High Level Need</b> Speech and Language Referral and intervention Autism Team Referral and Support Strategies Specialist Outreach Support Referral: Rosebank and Hebden Green
<b>Success Criteria</b>	Improved lesson engagement / ATL score School attendance over 95% or improvement shown Positive relationships between home-school maintained	Progression on Autism Framework Improved outcomes on EHCP Improved lesson attendance and ATL points	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
<b>Support Plans</b>	EHCP Plan Autism Framework Tracker		
<b>External Agency Support</b>	SALT Autism Service Specialist outreach support including Rosebank school and Hebden Green		

Trinity Support and Referral Pathways



Sensory and Physical

<b>Referral Processes</b>	Professional Reports and Recommendations Trinity Referral Parental Concerns		
<b>Methods of Assessment and Criteria for Support</b>	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.		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> 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	<b>Medium Level Need</b> 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 Adapted PE lessons Enhanced accessibility equipment e.g. ramp, handrails Disability Cricket Accessible changing facilities for PE	<b>High Level Need</b> 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
<b>Success Criteria</b>	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 suited to individual students' needs and EHCP outcomes
<b>Support Plans</b>	EHCP Plan Sensory Processing Support Plan		
<b>External Agency Support</b>	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

<b>Referral Processes</b>	Trinity Referral Parental Concerns Mental Health Survey		
<b>Methods of Assessment and Criteria for Support</b>	ELSA Baseline Assessment Tools Boxall Profile Assessment Tool Emotional Regulation Observation and Planning Schedule Resilience Scale Analysis Co-Regulation Plan ELSA Plan		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> 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 Out-of-Class Pass Peer Mentoring Access to ARC / Nurture during unstructured times Heart Math Programme Regular check-in Lunch Pass	<b>Medium Level Need</b> Pupil Focus meeting: Data analysis CLL / AHT Strategy meeting: SENCO, YLL, AHT 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 'Mind the Gap' programme	<b>High Level Need</b> Referral to external Agencies: Recommendations detailed in Pupil Passports and any other relevant support plans GP Referral: Parents / Carers School Nurse Referral CAMHs Referral Queensbury AP School Counsellor Referral Medical Needs Team Referral Specialist Outreach Support: Ancora House TAF Support Young Carers Referral Art Therapy
<b>Success Criteria</b>	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 Heart Math Programme Improved lesson attendance	Discharged from external service support Improved school and lesson attendance Improved ATL points Improved Overall Attainment / Tracking Analysis
<b>Support Plans</b>	ELSA Plan Trinity Plan		
<b>External Agency Support</b>	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

<b>Referral Processes</b>	Trinity Referral Parental Concerns ATL Analysis		
<b>Methods of Assessment and Criteria for Support</b>	ATL analysis: Accumulation of ATL 2 / 3 <ul style="list-style-type: none"> <li>• Data Review – CLL meets with members of their department to review tracking with a focus on underachievement and vulnerable groups.</li> <li>• Data Analysis Meeting – CLL meets AHT to discuss department performance, highlighting the interventions in place and any relevant actions.</li> <li>• Pupil Strategy Meeting – To review interventions and identify students who require additional intervention. From this meeting, relevant information will be disseminated with action points – AHT x 2, SENDCO, Relevant YLL</li> </ul> ABCD Chart SDQ SELP Plan Strategies and outcomes		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> Restorative Justice Conversations CLL intervention and strategic setting	<b>Medium Level Need</b> 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: A targeted support programme for students in years 7 to 9 who struggle to engage with the mainstream curriculum, often due to literacy and numeracy challenges that can lead to poor behaviour choices. The aim is to develop core skills, building confidence and helping students reconnect with learning in a supportive, structured environment. Life Skills Programme: A programme to develop students' independent skills such as cooking and communication-based skills Behaviour Pathway Referral: Initiated to investigate an undiagnosed need such as ADHD or Autism Pupil Support Meeting: Tuesday morning focus meeting to identify a support plan for key students	<b>High Level Need</b> 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
<b>Success Criteria</b>	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
<b>Support Plans</b>	SELP Plan Beacon Plan Managed Move Step-out		
<b>External Agency Support</b>	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

<b>Referral Processes</b>	Social Care / i-ART Referral Trinity Referral Parental Concerns		
<b>Methods of Assessment and Criteria for Support</b>	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		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> 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	<b>Medium Level Need</b> 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	<b>High Level Need</b> 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
<b>Success Criteria</b>	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 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
<b>Support Plans</b>	Co-regulation Plan Nurture Group Plan ELSA Plan		
<b>External Agency Support</b>	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

<b>Referral Processes</b>	Trinity Referral Parental Concerns		
<b>Methods of Assessment and Criteria for Support</b>	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		
<b>Interventions and Provisions</b>	<b>Low Level Need</b> 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	<b>Medium Level Need</b> 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	<b>High Level Need</b> 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
<b>Success Criteria</b>	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 Programme Improved lesson attendance	Improved school and lesson attendance Improved ATL points Improved Overall Attainment / Tracking Analysis
<b>Support Plans</b>	Attendance Support Plan		
<b>External Agency Support</b>	TAF Education Access Team Medical Needs Team		