

Provision Map

Support Available for Students at Trafford High School

Grade of Provision → Broad area of need ↓	For all students (where appropriate) – universal provision	Plus for some students - targeted provision	Plus for a few - specialist provision
Communication and Interaction (COMI)	<ul style="list-style-type: none"> • Increased visual aids / modelling • Structured school day and class routines • Drop-in/ nurture lunch club • Preparation for Working Life GCSE 	<ul style="list-style-type: none"> • Visual timetables • Differentiated curriculum planning, activities, delivery and outcome • Prompting/ assistance with communication • Peer mentoring • Individual Education Plans 	<ul style="list-style-type: none"> • Individual Intervention Plans • Weekly/ daily check-ins • Advice from the city council Autism Team • Visual organisers • SALT referral
Cognition and Learning (COGL)	<ul style="list-style-type: none"> • High quality teaching in every lesson • Educational assemblies • Peer mentoring • Reading rulers • Coloured transparencies/ overlays • Laptop access • Daily literacy form time 	<ul style="list-style-type: none"> • In-class teaching assistant support • Catch Up literacy programme • Catch Up numeracy programme • Extra literacy intervention classes • Private study support • Individual Education Plans 	<ul style="list-style-type: none"> • Individual Intervention Plans • Exam access arrangements such as extra time or having a reader • Signposting to alternative providers/ courses • Reduced timetables • Educational Psychologist assessment • Support with post16 applications & visits
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • School nurse/ health service • Signposting to outside agencies • Whole school/ Class reward and sanctions systems • Pastoral manager support • Group mentoring • One to one mentoring • Subject and tutor points sheets • Emotional Literacy sessions 	<ul style="list-style-type: none"> • Restorative justice meetings • Weekly/ daily check-ins • Time-out cards • Journaling/ diary monitoring • Reduced timetable • Therapeutic Inclusion Sessions • Individual Education Plans 	<ul style="list-style-type: none"> • CAMHS referral • Person Centred Plans • Advice from educational psychologist • Home – school record • Parent meetings • Separate eating arrangements • Support with post16 applications & visits
Sensory and Physical (SP)	<ul style="list-style-type: none"> • Flexible teaching arrangements • Pencil grips • School nurse/ health service • Laptop use • Basic first aid & administration of medication 	<ul style="list-style-type: none"> • Drawing boards • Production aids • Larger-font resources • Staff aware of implications of physical impairment 	<ul style="list-style-type: none"> • Individual Intervention Plans • Advice from the city council sensory and physical team • Exam access arrangements • Test paper modification