

### **How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?**

The Learning Support team works closely with all primary schools in the area to ensure that we are aware of the needs of incoming students and the provision they require. Members of the Learning Support team endeavour to attend **Annual Reviews** for students in both Year 5 and 6 to allow for a smooth transition to Trinity school. The information we receive allows us to form appropriate provision for each individual SEN student that is shared with all teaching, support and pastoral staff.

If you have concerns about your son or daughter and the school is already aware of their SEN needs, there are a number of ways to raise your concern. All SEN students have a key worker throughout their time at Trinity School; **key workers** are support staff who work within the Learning Support team. You can contact the key worker at any point and discuss any concerns you may have with them. Alternatively, Trinity school has a **SENCo**, Mrs Bamber, and **Assistant SENCOs**, Mr Askew and Miss Smith. They are contactable through telephone or email; meetings can always be arranged to discuss concerns too.

If the school is not aware of any SEN concerns you may have regarding your child, it is important that you raise your questions with the Learning Support team as soon as possible. You can contact the SENCo or the assistant SENCo through the main school switchboard; alternatively, you can arrange a meeting to discuss your concerns.

At this stage, if appropriate, the Learning Support team will work closely with the **House** teams to gather further information.

### **How will school staff support my child/young person?**

All SEN students have an SEN link at the school. This will be the SENCo, Assistant SENCo or the Specialist Learning Support teacher. The SEN link coordinates and oversees all provision for the student, including chairing the Annual Review.

All SEN students also have a **key worker**; key workers are members of the Learning Support team. Key workers work closely with the student throughout their time at Trinity school and they will play a role in many aspects of the student's school life, including academic support and pastoral support.

The key worker plays a vital role in sustaining an important link between school and home and often they will have regular contact with teachers and parents/carers to ensure that all provision is appropriate for their SEN student. Key workers will often attend and contribute to a student's Annual Review too.

When students are in Year 9, the school will also begin working with other educational providers to begin planning and investigating the various options for Post 16, when the student has completed their GCSE examinations. Inspira plays a key role in offering clear guidance to students and their parents/carers for all the various courses, qualifications and training schemes that will be available for them.

The school has an **SEN governor** who takes an active role in overseeing the provision offered by the Learn Support team and the rest of the school. He/she represents the Learning Support team and can also be contacted by parents and carers to discuss the provision for SEN at Trinity School.

## Trinity School: An outline of what we offer for students with special educational needs

The 11-16 lower school operates a **House system**. There are eight forms within each House, two from each year group. Each House has a teacher who serves as Head of House and a House Tutor, who is permanently located in the House area. Each form also has a form tutor.

The Sixth Form at Trinity School has both a Head and Assistant Head of Sixth Form. There are also two pastoral members of staff, the Student Managers. Each sixth form tutor group has a combination of Year 12 and Year 13 students with one form tutor.

At Trinity School all students belong to a form group; as a result, the pastoral teams within the House system will also offer individual provision for each SEN student. One of the key members of the House system will be the student's form tutor; students attend form time every day and there is close contact with the tutor.

The school buildings support SEN students in a range of ways, including:

1. Rooms are fitted with Sound Field Systems to support HI students.
2. There are two lifts located in the lower school and one in the sixth form centre.
3. There are ramps and automatic doors at all entrances around the school.

Most classrooms have projectors and visualisers which will magnify texts.

### **How will the curriculum be matched to my child's/young person's needs?**

The Learning Support team provides access to small groups in English and Maths in years 7 to 11. Initially students will be placed in a smaller group setting as a result of recommendations for provision in a Statement, guidance from primary school or end of KS2 levels. As students continue to progress through the school, assessment data and teacher recommendations will also be used to ensure that the correct students are accessing the small group provision.

Trinity school currently provides a **Home Group** setting which is used to support students who join us with lower levels in Key Stage 3. This is a nurturing learning environment that allows a group of students to be taught a range of subjects by a small group of specialist teaching staff; the Home Group has sufficient levels of support staff too. The Home Group also has additional literacy and numeracy support and emotional support lessons including SULP (Social Use of Language Programme) and SEAL (Social and Emotional Aspects of Learning).

Key Stage 4 students tend to integrate within the wider school as GCSE options take them in different directions. However, the Learning Support team teaches English in smaller groups. Generally, SEN students are taught in smaller group sizes in a variety of lessons and there is opportunity for additional supported hours from a member of the Learning Support team where appropriate.

There will be some students with specific needs who will not be able to access a wide range of traditional academic or vocational subjects in Key Stage 4. When this does occur, the Learning Support team will seek out an alternative curriculum for them, including Life Skills qualifications and literacy and numeracy support and interventions.

The Learning Support team also has a robust system of intervention in place to help support a range of skills. This includes specialist LSA staff who provide literacy intervention

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(including support for dyslexia), numeracy intervention, and support for students with physical and/or medical difficulties.

The Learning Support team also has highly trained Higher Level Teaching Assistants who offer additional small group teaching and interventions for literacy and numeracy throughout the lower school.

### **How will I know how my child/young person is doing and how will you help me to support my child's learning?**

Progress can be discussed at any point throughout the school year. There are a number of ways to contact the school to discuss progress, including informal talks with your child's key worker and teaching staff. We will always accommodate requests for you to visit and meet with staff too.

The school reports on students' progress each term; this progress is reported home. There is also a parents' evening once a year, giving you the opportunity to discuss progress with all subject teachers. In addition, the school also organises a form tutor evening. This is an opportunity to discuss with your child's form tutor any concerns you may have regarding progress.

At Trinity School all students are given a timetable for their studies. We encourage students to attach their timetables to the home learning planner they are also given at the start of the year. The planner is used for students to write down home learning tasks; we expect parents and carers to read through the home learning planner and sign it on a weekly basis. The planner allows the school and home to develop quick and meaningful contact as parents and carers can write notes for staff to see and respond to.

Parents and carers are readily encouraged to contact the school to discuss their child's education. Parents and carers of students with a Statement will be expected to attend the Annual Review, which again provides an opportunity to discuss progress and decide on appropriate interventions.

### **How is the decision made about what type and how much support my child will receive?**

Parents and carers are encouraged to play a key role in how and which type of support their child will receive. This will include having a parent or carer representative at all annual reviews and ensuring that communication with home regarding provision of support is robust and informative.

The school, including key workers, the Learning Support team, teachers and specialist teachers, will be able to monitor the support and intervene and alter where appropriate. Annual reviews, observations and sharing information between the Learning Support team and the pastoral teams, will often highlight any support which has been particularly positive or needs to be revised.

### **What support will there be for my child's overall well-being?**

The House staff (including the form tutor), key workers and the SENCo will all be involved in providing pastoral and social support for a child with special educational needs. The pastoral team and the SENCo will work to support behaviour in school, remaining in line with the school's behaviour policies. The school will always seek out opportunities to encourage positive behaviour and the school will assist pupils in making good choices with their

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behaviour. The school also has an attendance officer on site, to assist school and home with supporting attendance if required.

The school has an Assistant Headteacher with responsibility for the pastoral support and interventions the school offers to support all students' well-being. The House system will also play a vital role in supporting the well-being of all students.

The school has strict policies regarding bullying, attendance and behaviour around school. These policies are followed and maintained by all members of staff at Trinity School.

Key workers play an important role in monitoring the well-being of the students they are responsible for. They regularly meet with the students and discuss their progress and well-being with other staff, including Learning Support Assistants and teaching staff. Key workers also take responsibility for recording the views of the student in preparation for their Annual Review.

### **What specialist services and expertise are available at or accessed by the school and how are staff trained to support children and young people with Special Educational Needs?**

Within the Learning Support team, there are a number of visiting specialists who will come into the school on a weekly or termly basis, to support our pupils with special educational needs. They include specialist teachers for: hearing impairment, visual impairment, dyslexia and behaviour specialists.

Where possible, the school will access additional support and services to reflect the needs of the individual student, including: art therapy and behaviour support.

All Learning Support staff attend training twice a week. This training covers a very wide range of areas, all of which reflect the needs and requirements of our special educational needs pupils. The training will frequently be revisited and refreshed throughout the academic year. Teachers also have access to Learning Support training and again this happens frequently throughout the year and reflects needs.

The school works closely with the local authority to provide specialist teachers and advice to support parents/carers and pupils with special educational needs throughout their time at Trinity school.

### **How accessible is the school environment?**

The school is wheelchair accessible for most of the school site, including ramps and lifts in all buildings. The school will always endeavour to ensure that students are taught in rooms that are fully accessible to them.

The school has a range of classrooms in different subjects fitted with the sound field system, to support our students with hearing impairments. Staff also have auditory equipment to further support students with hearing impairments. All classrooms are fitted with whiteboards, and the majority have projectors too. This equipment continues to support visually impaired students during lesson time.

Larger photocopies of lesson materials can be made available to students; this includes examination papers.

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The school will always endeavour to show patience and understanding when communicating with parents/carers when their first language is not English. In some exceptional circumstances, the school can access an interpreter to assist with communication.

### **How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

Students joining Trinity School who have special educational needs will have the opportunity to meet the SENCo or Assistant SENCo and key worker while they are still at primary school. They will also be invited to spend time with their new teachers and classmates during the summer term before they arrive at Trinity school in September. For some pupils joining us, we will also encourage them to visit the school with parents/carers or produce a picture guide of the school.

When pupils reach the point of leaving Trinity School, we will ensure that they are prepared for their new environment. If they are moving on to college or another form of higher education, we will encourage them to visit the new premise with staff and familiarise themselves with some buildings or staff.

We also work closely with Inspira, who also play an important role in planning for a smooth transition to a new learning environment.

If the pupil leaves Trinity School to attend a different secondary school, we will have contact with the new school during the transition and ensure all required information and documentation is sent on to the new school.

THE SCHOOL WILL BE USING THE NEW EDUCATIONAL HEALTH CARE PLANS FOR SOME OF OUR STUDENTS THIS YEAR. OVER THE COURSE OF THE NEXT THREE YEARS, ALL SEN STUDENTS WILL TRANSFER ONTO THE EDUCATIONAL HEALTH CARE PLANS.