

# Trinity School SEND Information Report 2017

## 1) What kinds of SEN are provided for?

### **Cognition and Learning**

We provide support for pupils with Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD) depending on their individual needs and whether they are compatible with the efficient education of other pupils.

### **Communication & Interaction**

We provide support for pupils with Speech, Language and Communication Needs (SLCN) and Autism Spectrum Conditions (ASC) depending on their individual needs and whether they are compatible with the efficient education of other pupils.

### **Social, emotional and mental health difficulties**

We provide support for pupils with Social, Emotional and Mental Health Difficulties (SEMH) depending on their individual needs and whether they are compatible with the efficient education of other pupils.

### **Sensory and/or physical needs**

We provide support for pupils with Sensory and Physical needs depending on their individual needs and whether they are compatible with the efficient education of other pupils. The school is a Specialist Resource Provision for pupils with Hearing Impairment.

## 2) How are SEN pupil identified and how are there needs assessed?

Early identification of pupils with Special Educational Needs and Disabilities (SEND) is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress. Pupils' progress will be identified as being of concern where it:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

SEND pupils are identified by communication with: primary schools; parents; the Local Authority; teachers within the school. They are also identified by scrutiny of pupils' progress through interim reports; specialist tests undertaken by our qualified Specialist Assessor; observations; work with Specialist Advisory Teachers; work with the Local Authority Educational Psychology Service; work with other outside agencies.

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### **3) How do we consult with parents and carers and involve them in their child's education?**

By involving them in the cycle of review meetings in the case of pupils with an EHCP

By communicating with them at parents' evenings

By the school reporting system

Through open access to the SENCo and the individual child's key worker

By communication through the House system

By communicating through the Learning Support Department's Key Worker system

### **4) How do we consult with children and involve them in their education?**

By involving them in the cycle of review meetings in the case of pupils with an EHCP

By communicating with them at parents' evenings

By the school reporting policy

Through open access to the SENCo and the individual child's key worker

By communication through the House system

### **5) How do we assess and review children's progress towards their stated outcomes?**

#### **Assessment**

By the use of standardised assessments. For example, Wide Ranging Achievement Test (WRAT), Comprehensive Test of Phonological Processing (CTOPP), Test of Memory and Learning (TOMAL)

By observations by the relevant Specialist Advisory Teachers

By observations by teachers and support staff

By discussions, formal and informal, with parents

By discussions with the child

### **Review**

By consultation with teachers

By the publication of pupils Individual Education Plans (IEPs) (pupils with an EHCP and those for whom we are considering applying for assessment for an EHCP) and assessment against the stated outcomes

By the Annual Review process; assessing the child's progress against the outcomes stated within the EHCP

By discussions with the child

By discussions with the child's parents/carers

By discussions with other involved agencies

## **6) How do we support young people with transition?**

### **Primary to Trinity School**

Contact is made early with Primary Schools (often early in a child's Year 5). Visits are arranged and the needs of the child are discussed with parents, teaching and support staff, the relevant Specialist Advisory Teacher and if necessary the school's Senior Leadership Team.

Transitional visits are then arranged in addition to the schools usual transition arrangements. Children come to the school individually and in groups. They visit the school both when it is full and empty during term time and during the Summer holiday (subject to staff availability) depending on the individual needs' of the pupils.

### **Year 11 to Trinity School Sixth Form**

Meetings will be held with the child's parents, a member of the Sixth Form staff (for example, the Head of Sixth Form, Mr Winter), a representative of the Learning Support Department (for example, Mr Brentnall, SENCo), INSPIRA and, where necessary, the relevant Specialist Advisory Teacher. Consideration will be given to the support the individual child may need and the suitability of the course. Transitional visits and experiences will then be tailored to the individual needs of the student.

### **Year 11 to College**

A representative of Carlisle College and INSPIRA attend all annual reviews for pupils in Y10 and 11. A representative from INSPIRA meets all Year 11 pupils in addition to their annual review meetings. Individual taster days are organised so that pupils can make an informed

decision about their future further educational path. During the summer holidays pupils are encouraged to visit the college if they have anxieties about transition.

### **7) How do we teach young people with SEN?**

Through Quality First Teaching using the strategies included in IEPs and EHCPs to effectively differentiate

Through providing additional support within the classroom depending on a child's needs and the contents of their EHCP

Through providing additional support outside the classroom. For example, lunchtime literacy support, provision of additional literacy/numeracy support by withdrawal from other timetabled lessons, for example, Modern Foreign Languages.

Through the Home Group. Children whose attainment has been most affected by their Special Educational Need or who are vulnerable and have made less rapid progress as a result (e.g. Looked After Children, LAC) may be included in the school's Home Group. This is a nurturing environment that enables a small group of pupils (no more than 11) to be taught by specialist staff with additional support in literacy and numeracy support and for their social and emotional development.

### **8) What adaptations are made to the curriculum and learning environment?**

For pupils with an EHCP adaptations are made along the lines specified within their EHCP

The curriculum offer is adapted to the needs of the pupils. In the Home Group (see the answer to question 7 above) there is wide range of differentiation. Some pupils are withdrawn from particular lessons depending on their individual needs.

At KS4 the curriculum offer is adapted to the ability of the pupils in the Home Group. For example, pupils are supported through Entry Level Qualifications where a judgement is made that GCSE study may not be in their best interests.

The school buildings support SEND in a range of ways:

Many rooms are fitted with Sound Field Systems to support HI pupils

There two lifts; one in the lower school and one in the sixth form centre

There are ramps in the lower school and automatic doors at all entrances

Pupils with particular sensory needs are supported by the use, for example, of privacy boards and noise cancelling headphones

Those with physical needs may be supported with wobble cushions, standers or other physical support

Those with visual needs may be provided with specialist key boards, screens or visualisers

### **9) What expertise do we have to support children and young people with SEND?**

Mr Brentnall (SENCo) has completed the National Award for Special Educational Needs Co-ordination in addition his usual teaching qualification. He also holds the Level 7 qualification Certificate in Psychometric Testing, Assessment and Access Arrangements

Mrs R McCaffery, Higher Level Teaching Assistant, (HLTA) has passed her qualification also holds the Level 7 qualification Certificate in Psychometric Testing, Assessment and Access Arrangements

Our team of HLTAs and Learning Support Assistants (LSA) have experience in supporting children with a range of needs

We also greatly value the support and expertise of our Specialist Advisory Teachers (SAT) and that provided by the Educational Psychology Service

### **10) How do we evaluate the effectiveness of the provision?**

By monitoring the behaviour of all pupils with SEND as part of the schools reporting policy and making judgements about the effectiveness of the support they have been given

Through the school's annual self-evaluation processes, for example, by gathering information for and writing the departmental Self Evaluation Form

By scrutiny of the effectiveness of provision undertaken by the school's Senior Leadership Team

By scrutiny by the school's SEND Governor

By discussions with pupils and parents

By discussions with outside agencies (for example Specialist Advisory Teachers)

By discussions with pupils

### **11) How are children and young people with SEND enabled to engage in activities available to other young people?**

Trinity School is an inclusive school. We seek to involve all pupils in all available activities so long as it does not have a negative impact on their own safety and wellbeing or the efficient education of others.

Risk assessments are undertaken for school trips and visits, taking into account individual SEND where necessary. Additional adult support is provided to enable pupils to attend.

Additional sporting activities are provided for those who may not have the skill or physical capability to compete for the school's sporting teams. For example, we compete local and nationally in boccia, table cricket and disabled football.

### **12) How do we support emotional and social development of pupils with SEND?**

All pupils with an EHCP are assigned a Key Worker who, along with the SENCo and Assistant SENCo, oversee the emotional and social development of that pupil

All pupils are attached to a form group and House and have access to the same social and emotional support networks available to other pupils, for example the House Tutor, Head of House and mentors

Within the Learning Support Department we also provide lessons in the Social Use of Language (SULP); the Social and Emotional Aspects of Learning (SEAL) are incorporated into our practice and we also run the Better Together programme.

### **13) How do we involve other bodies e.g. health and social care in meeting pupils needs and supporting their families?**

By inviting all relevant bodies to annual reviews

By contacting them when there is a concern about an individual child

By inviting them to come and provide training for staff supporting pupils in an individual area of need

### **14) How are complaints handled?**

Via the school's complaints procedure

**G Brentnall (SENCo), November 2017**