

SPECIAL EDUCATION NEEDS (SEN) POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Personnel Committee
	Approved by:	Full Governing Body
	Date approved:	TBC
	Date adopted from:	1 st September, 2021
	Next review due by:	End of 2021/22 academic year

AIM/PURPOSE

Many children and young people who have SEN may have a disability under the Equality Act – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes students with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have Special Educational Needs and Disability (SEND) but, where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

GENERAL PRINCIPLES

Trinity Church of England High School's SEND Policy has the principles outlined in the Code of Practice at its core that provides equality of opportunity and enables high achievement for all students, regardless of specific need, disability or academic ability.

- To ensure that the SEND Code of Practice is given due regard and cross referenced against Guidance on Inclusion and the Equality Act 2010.
- To secure access to a broad and balanced curriculum for all students.
- To secure the highest quality of education for students with SEND through staff training and support for staff and students.

- To raise the esteem, contribution to school life and social awareness of students with SEND.
- To establish a partnership between staff, students, parents and support agencies
- To ensure that the school's statutory duties are met for students with Education, Health and Care plans and disabilities.
- To ensure that the voice and needs of the student is at the centre of planning, and renewing the impact of support and provision.

Key objectives are:

- To identify, assess, monitor and review the special educational needs of students.
- To identify strategies and develop programmes study for students with SEND.
- To assist curriculum areas in the development and use of differentiated and flexible schemes of work; to support within the classroom.
- To teach basic skills to students and groups of students; to train and organise staff, students and parents as assistants in the teaching of reading.
- To provide CPD for the training and development of good practice in the education of students with SEND.
- To inform parents and engage them as partners.
- To liaise with primary school staff to ensure continuity and successful change of school; also with colleges and training agencies for school-leavers with SEND.
- To liaise with external agencies - medical, social, psychological, educational welfare and other services, and act upon professional advice.
- To co-ordinate and record Special Educational Needs Assessment, to monitor and arrange Annual Reviews
- To continue development of SEND policy and to report to governors.
- To ensure that students are enabled to become independent, resourceful and resilient learners.
- To provide all SEND students with guidance regarding post-16 student with appropriate educational providers.

GOVERNANCE

SEND provision is overseen by the SEND Governor in accordance with the Governance Handbook (2019). The role of the SEND Governor is to ensure that learners with SEND access high-quality provision. The SEND Governor meets with the SENCO to review how resources and expertise are being used to meet the needs of and to maximise outcomes for students with SEND.

SPECIAL EDUCATIONAL NEEDS AT TRINITY CHHURCH OF ENGLAND HIGH SCHOOL

1 - DEFINITIONS

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Circumstances that may affect progress and attainment, but are not considered as constituting 'SEND'

Persistent disruptive or withdrawn behaviour does not necessarily mean that a student has SEND, although negative behaviour may be an underlying response to a special educational need. Slow progress and low attainment do not necessarily mean that a child has SEND and will therefore not automatically lead to a student being recorded as having SEND. However, they may be indicators of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Also, difficulties related solely to limitations in English for students for whom English is an additional language (EAL), are not SEND. Difficulties with attendance, punctuality, health and welfare do not constitute SEND, neither does being identified as a child for whom the Pupil Premium grant is paid, being a Looked After Child or being a child of service personnel.

2 - ROLES AND RESPONSIBILITIES

The SENCO is Suzanne Brooks – brooks_s@trinityhigh.com

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class and subject teachers

Each class and subject teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

3 - SEN INFORMATION REPORT

PLEASE SEE 'SEN POLICY ADDENDUM' TO ACCESS THE SEN INFORMATION REPORT IN FULL.

3.01 - The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

3.02 - Identifying students with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will:

- Use information from the primary school to provide an appropriate curriculum and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about achievements to inform future planning of the student's learning.
- Ensure opportunities for the student to show what they know, understand and can do.
- Involve the student in planning and agreeing targets to meet needs.
- Involve parents/carers in developing a joint learning approach at home and at school.

Information about a student's needs are made known to staff and strategies for supporting those needs are provided. A student who has an EHCP will have a learning map (one page profile) detailing their strengths, things they find difficult, interests and strategies that help.

Educational advice to staff can be based on:

- History e.g. of illness where this has delayed progress, school attendance and extended periods of time off school, relevant home circumstances (with reference to named person if information is sensitive)
- Educational advice, initially from primary school, based on completion of changeover forms, primary school records and discussion with staff
- Professional advice from Educational Psychologist, Student Development Support
- Service (Learning, Behavioural or Sensory Support Teams), Social or Medical Services
- Discussion with parents
- Advice from teaching, pastoral and special needs staff, including
 - Successful styles of teaching
 - Desirable/undesirable seating and grouping arrangements
 - Curricular strengths and weaknesses
 - Additional measures being taken

Students will be identified according to those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3.03 - Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Students with an EHCP will have a Learning Map (one page profile) outlining strengths, areas of difficulties and strategies for supporting the student.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

3.04 - Assessing and reviewing pupils' progress towards outcomes

We follow the 'Assess, Plan, Do, Review' cycle as recommended in the Code of Practice. Where a student is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Ways in which Trinity assesses needs:

- The analysis of data including entry profiles, the outcomes of standardised screening or assessment including group reading tests, non-verbal reasoning tests and more specific individual assessment.
- Performance against key stage descriptors.
- Following up parental concerns
- Evidence from teacher observation and assessment.
- Information from previous schools and other services
- Discussions with the student themselves.

Performance Indicators:

- There is full access to the curriculum for all.
- Students with learning difficulties/additional needs are successful and happy members of the school. They are confident and have positive self-esteem.
- There is a successful whole-school drive to improve basic skills.
- There are good employment and training prospects for school leavers with special needs.
- Narrowing the gap between SEND and non-SEND students' performance.
- Work within each group is appropriate and differentiated.

- New students settle quickly and are supported by staff and other students
- Progress against levels, including KS2 data.
- Examinations/tests, both school based and external, including GCSE.
- Extra-curricular involvement.
- School rewards and award schemes.
- Destination measures post-16.

3.05 - Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

KS2 to KS3:

Where we are aware of a student's SEN from the primary school, we will endeavor to:

- Visit the student in their primary school.
- Speak with their Year 6 teacher and the SENCO.
- Meet or speak with parents/carers of students with EHCPs.
- For those students with SEND who are likely to find transition difficult, we will work with the primary school to develop a bespoke transition programme.
- All students will visit the school for an induction day.

KS3 to KS4:

- We will support students with SEND in their Options applications.
- Students with an EHCP will have a meeting with the Careers Advisor.
- Asdan and Entry Level Qualifications are offered to a small number of students at KS4 as one of their option choices.

KS4 to KS5:

- Students with EHCPs will have additional sessions with the Careers Advisor to explore appropriate post-16 provision.
- Students and parents/carers who have access arrangements for examinations will complete a Data Protection Sheet which will allow Trinity to forward details and evidence for these arrangements to the KS5 provider.
- Information on a student's specific needs and strategies used to support the student will be shared with the KS5 provider.
- All students will have access to a Careers Programme from KS3 which includes access to an annual Careers Fair, Work Experience placement in Year 10 (where this is permitted), and sessions on 'The World of Work' delivered in form time, throughout the academic year.

3.06 - Our approach to teaching pupils with SEN

It is recognised that where a student is unable to benefit fully from access to the curriculum as a result of weakness in the basic skills, steps must be taken to overcome that weakness.

Staff consider it part of their teaching role to teach the basic skills. This is achieved by differentiation, variety and type of written exercises; by offering opportunities to practise reading and spelling using agreed methods; by the use of subject-specific spelling lists and marking schemes which encourage achievement in literacy and presentation; by the careful

selection of texts and homework appropriate to the student's ability.

Frequently a single lesson of withdrawal will be sufficient. In this case, a reading age may be established so that suitable texts may be provided for practise at home, or a schedule of spelling or handwriting practise drawn up.

When regular withdrawal from lessons is considered necessary, it is to be for a limited period of time and for a particular objective.

All interventions have clear entry and exit criteria. Intended outcomes of interventions are made known to the student, parents and teachers. The impact of interventions is tracked and monitored against the intended outcomes. At the end of the intervention, the student's progress is reviewed and this is used to inform any next steps e.g. a more intense intervention or referral to an external agency such as Educational Psychology.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Most students can access the curriculum as a result of 'Quality First Teaching'. For example, introduction of key texts, vocabulary enrichment, opportunities, effective use of questioning.

3.07 - Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

3.08 - Additional support for learning

When a student needs additional support to access the learning, we also have access to::

- 1 day of Speech and Language Therapy.
- 1 day of a dyslexia specialist teacher.
- Full time Art Therapist.
- Reading interventions.
- Catch up literacy and numeracy programmes.
- Year 7 Aspire curriculum pathway for students working significantly below their expected levels.

We have 13 teaching assistants who are trained to deliver interventions such as Zones of Regulation, Lego Therapy and reading interventions.

Teaching assistants will support pupils on a 1:1 basis when working through any issue that has arisen preventing the student to be 'lesson ready'.

Teaching assistants will support pupils in small groups when delivering interventions or pre-learning new concepts.

We work with the following agencies to provide support for pupils with SEN:

- City in the Community.
- Speech and Language 4 Kids
- Z Arts Centre
- Manchester Museum
- One Education Educational Psychology Service
- Camhs

3.09 - Expertise and training of staff

Our SENCO has 9 experience in this role. We have a team of 13 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, SEND staff have accessed online training from Creative Education and face to face training on Adverse Childhood Experience.

The need for in-service training of all staff is recognised and Trinity is fully committed to providing CPD which may cover:

- New techniques
- Different SEND types
- Recent legislation
- Whole-school policies and methods
- Subject-specific skills
- The needs of individual students
- The needs of Newly Qualified Staff (NQTs)

Training may be delivered by members of the SEND team or by external providers such as CAMHS and Educational Psychology Services.

3.10 - Securing equipment and facilities

The SEND funding is allocated by the Head. Additional funding is allocated by the Local Authority for students with an Education Health Care Plan. Teaching assistants are allocated by the SENCO to support students in order to ensure they access the curriculum.

If a student needs access to a laptop, they will collect it every morning from the SEND Base.

Where a student needs a laptop for a short period of time, for example, as a result of an injury, the Senior Tutor or Form Tutor for the student should make the request to the SEND team.

Writing slopes are available within each faculty area. Overlays are available from the SEND Base.

The SEND Base has a Calm Zone which can be accessed by students who have a Time Out pass. Passes can be requested from the Senior Tutor and their use is carefully monitored.

The aim is to support a student using a Time Out Pass to return to learning as soon as possible.

3.11 - Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

3.12 - Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to the Peak District in Year 8.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- The school has lift access in each building:
- We liaise with Lancasterian and the Sensory Support Service.
- Additional staffing is allocated on school visits.
- Venues are made aware of any specific needs before the visit takes place.
- Risk assessments are completed prior to each visit.
- The school has several toilets with disabled access in all buildings and there is a hygiene suite available in close proximity to Student Services in the Greer Building.
- The school's accessibility plan is available on our website.
- All students are actively encouraged to participate in extra-curricular activities and to contribute to pupil voice activities.

In order to meet legislation, Trinity has in place arrangements to support all students with medical conditions so that they have access to education including school trips and physical education. In order to ensure this we liaise with health and social care professionals, students and parents regarding students' needs. Individual health care plans are drawn up as appropriate and arrangements cater for students' care, management of absence and re-integration of those who have been absent because of medical conditions.

3.13 - Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to participate in extra-curricular activities to promote teamwork and friendships.

We have a zero tolerance approach to bullying. We have peer mentor whose role is to support younger students.

3.14 - Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

3.15 - Contact details of support services for parents of pupils with SEN

Manchester's local offer - www.manchester.gov.uk/sendlocaloffer

This website signposts parents to support and advice available.

3.16 - Contact details for raising concerns

Assistant Head for KS3 – Anna Baxendale – baxendale_b@trinityhigh.com

Assistant Head for KS4 – Stuart Cann – cann_s@trinityhigh.com

Assistant Head for KS5 – Olivia Tattum – tattum_o@trinityhigh.com

3.17 - Process for record keeping and review

On transition to Trinity, primary schools will provide information on those students with any SEND. A file will be opened on that child, held within the SEND base. For students who later emerge as having SEND, new files will be set up. Copies of relevant documentation or reports will be copied to these files.

On leaving the school, the file will be forwarded to the appropriate educational provider upon request.

3.18 - Arrangements for annual review of students' progress and their Educational Health Care (EHC) Plans

Dates are set early in the year and the Local Authority informed as they may wish to send a representative, particularly to a Transitional Review. Other interested professionals are informed and parents are notified before the due date. Four weeks before the review, teaching staff are asked for a written report on the student. This will include recent educational progress, relationships with staff and peers, contact with parents and other matters which relate to the student's EHC Plan.

Those invited to the meeting will depend on the nature of the student's educational difficulty, but a parent will always be present. The following could be present: SENCO, Pastoral Leader, the student's assigned Teaching Assistant, Careers Advisor, Educational Psychologist, Social Services, or other professional. The student is central to this review.

The LAs Annual Review form is completed by the SENCO, who sends copies to the parent, LA and others who were present or involved in the review.

Relevant staff are notified of recommendations and observations from the meeting.

Where there is a need for a review to be held remotely, every effort will be taken to use a format that the parent/carer and student feels confident with and has access to, for example MS Teams or phone conference.

3.19 - Access arrangements – support in formal examinations and tests

Where a student has a sensory impairment or specific learning difficulty, the examination board will consider requests for special consideration or the use of aids such as enlarged text, assistance with reading or writing or added time. Requests must be accompanied by recent professional advice and are made by the school's Examinations Officer in consultation with the SEND team.

In setting internal examinations it is important that a range of means of assessment are used in addition to the formal written examination. This particularly benefits students with a specific learning difficulty, enabling them to demonstrate knowledge in the subject.

MONITORING AND EVALUATION

Working with the school SENCO, the governor with responsibility for SEND will provide a yearly report to the Governing Body. The format of the report will include:

- The number of students with special educational needs and disabilities.
- The school's effectiveness in the implementation of the SEND policy in respect of:
 - Identification of need.
 - Notification of parents of a child who is deemed to have special educational needs and disabilities.
 - Assessment of need.
 - Provision for meeting special educational needs and disabilities.
 - Provision of an inclusive environment for all.
 - Methods of monitoring, recording and reporting.
 - SEND funding and spending.
 - Deployment of equipment, personnel and resources.
 - The use made by school of the outside agencies and support services.
 - SEND as an integral part of the school development plan.

Changes to the policy are the responsibility of the Governors' Personnel Committee and will be ratified by the Full Governing Body.

SEN POLICY ADDENDUM



TRINITY
CHURCH OF ENGLAND HIGH SCHOOL

**SEND Information Report
2020 - 2021**



School Aim:

to provide a Christian environment in which people are safe, secure, cared for and happy, and are able to develop into articulate, confident and well qualified citizens of the world.

SEND Information Report 2020 - 2021

This SEND Information Report outlines information for parents/carers regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities

Definition of SEND taken from the SEND Code of Practice 2014,
'A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made. A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of pupils his/her age or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in similar LA schools.'

General Principles

SEND provision at Trinity Church of England High School follows the principles outlined in the Code of Practice 2015

- A child with SEND should have his/her needs met.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Key Terms Table

This table shows some of the definitions of abbreviations of SEND.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EAL	English as Additional Language
EHCP	Education, Health and Care Plan
HI	Hearing Impaired
MLD	Moderate Learning Difficulty
PD	Physical Difficulties
SENCO	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyspraxia and Dyscalculia
VI	Visual Impairment

SEND Staff

Responsibilities and Specialisms

Mrs S Brooks:- SENCO. Responsible for the SEND department and tracking and monitoring of students' progress and attainment. SEND Lead Practitioner and Designated Mental Health Lead.

MS L Baranski:- Specialism of working with sensory impaired students; students with Autism; SEND specialist teacher.

Mrs K Barlow:- Specialism in working with students with Autism; SEND specialist teacher.

MS H Fidler:- specialism is SpLD ; qualified for the administration of testing for exam concessions. SEND specialist teacher.

Mr S Worsley:- Assistant SENCO and HLTA. Responsible for tracking and monitoring of students' progress and attainment; allocation of resources; numeracy specialist and oversight of Exam Concessions.

The SEND team also consists of 13 Teaching Assistants 2 of whom are part time.

Special Needs at Trinity

There are four main areas of need: -

Communication and Interaction

- Including: Speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD).

Cognition and Learning

- Including: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health difficulties

- Including: students suffering from anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory or Physical difficulties

- Including: Visually impaired (VI), Hearing Impaired (HI) and Physical Difficulties (PD).

How we identify students

Information is gathered from primary schools on transition of pupils from Year 6. Prior attainment scores are collected and distributed to staff during the summer holidays. A pen portrait is written for each student identifying strengths and any specific area of need. All students in Year 7 complete CAT's tests and students who score less than 85 in Verbal, Non-Verbal reasoning and or quantitative are assessed by the SEND team.

If a subject teacher has concerns about a student's progress, in spite of interventions already put into place by that teacher, a SEND Referral Form is completed and returned to the SENCO, who, working with the SEND team, student and the parents / carers will then discuss and assess the student's individual needs. Following any referral the SEND team may observe students in lessons and may ask other subject teachers for information in order to inform next steps.

If students are identified as having a special educational need, they will be placed on a Code of Practice threshold by the SENCO and parents/carers informed. Following assessment appropriate intervention will be planned, delivered and reviewed. Every intervention has clear expected outcomes and a student's progress towards meeting these outcomes is tracked and monitored. If students continue to have difficulties with their learning and do not make progress, then the SENCO may refer the student to an external agency and the student will be given additional support.

If, in exceptional circumstances, students still do not make progress, then in consultation with the educational psychologist and any other external agency involved, the student will be put forward for a Statutory Assessment.

A student identified as having a special educational need will continue to have his / her progress tracked by their subject teachers and their attainment in lessons will remain to be the subject teacher's responsibility.

How much support

All students' needs are assessed individually before planning any support. The impact of any intervention or support is reviewed. (Assess, Plan, Do, Review) The student and his / her parents / carers are fully involved in this process. Recognition is also given to the fact that a student's needs may differ according to the activity being undertaken and so all teaching staff are made fully aware of any individual needs so that activities can be planned and prepared for.

Where it is felt that further support is required for a student, we may apply for an EHCP (Education, Health and Care Plan) which entitles students to additional funding to support their learning and progression.

Student decisions

During the year the SEND team conduct regular meetings with students to discuss their current progress and attainment. These discussions happen each term and help to keep the students' targets current and allow a sense of ownership.

For students who have an EHC Plan all reviews are pupil centered which means that students have an input into how reviews are organised and have an essential opportunity to highlight what they feel their successes have been and what support they feel they need in order to maximise progress.

Making Progress

All students, irrespective of if they have SEND, are assessed on a termly basis and a report is sent to parents / carers. For years 7 – 9 a MEL (minimum Expected Level) current working level and any concerns are communicated to parents. For Year 10 and 11 a MEG (Minimum Expected Grade) current working grade, mock grade (when available) and any concerns are reported.

All students with an Education Health and Care Plan have an Annual review where progress towards meeting targets is discussed.

Any student placed on the SEND register will also be allocated a keyworker who will be a member of the SEND team. The keyworker will meet regularly with students to discuss progress and to support the student with target setting and action planning.

The SEND team are also available at all Parents' Consultation Evenings for discussions with Parents / carers.

Members of the SEND team can also be contacted by telephone or email. The SENCO can be contacted on brooks_s@trinityhigh.com or the SEND Team can be contacted on sen@trinityhigh.com for general queries about SEND provision at Trinity.

Assessing & Reviewing Pupil Progress towards outcomes

Teaching and Learning for all students is monitored termly by subject leaders and the Leadership Team. Good practice is shared at Inset sessions and at informal drop-in sessions for staff.

Any intervention delivered by the SEND team is evaluated at the end to ensure that it is effective and has made a positive impact.

There is an identified SEND governor and the SENCO submits an annual report to the full governing body on the overall effectiveness of SEND provision. This report includes the impact of any training delivered to staff, evaluation of GCSE results, and evaluation of data on exclusions and attendance.

The subject teacher will work with the SENCO to carry out a clear evaluation of the student drawing on:

- The teacher's assessment and experience of the pupil
- The previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- The advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. They will be differentiated for individual pupils.

Our teachers have high expectations of all students, including those with SEND. All teachers receive information stating students' strengths and difficulties and suggested strategies for meeting needs. Teachers provide differentiated resources for students who need them. Students with an EHCP also have a Learning Map (one-page profile).

We have a Learning Support department which is made up of the SENCO; Assistant SENCO (who is a HLTA); 3 specialist SEND teachers and 13 Teaching Assistants (2 of which are part time). Teaching Assistants are deployed within year groups to support students. One of our teaching assistants has a specialism in working with students who are visually impaired.

An experienced pastoral team also supports SEND provision, with 5 Heads of year, 5 Pastoral Tutors and Heads of Key Stage 3, 4 and 5 ensuring students are attending lessons, are punctual and display positive behaviour. All students are allocated a form tutor and all students placed on the SEND register are allocated a keyworker as mentioned in an earlier section.

We work closely with external agencies such as CAMHS and outreach support teams from Grange School and Melland. Educational Psychology support is bought in from One Education and we also buy in support from a Speech and Language Therapist for one day a week.

We have a full time Art Therapist in school and we are currently working with Z Arts on a project to support emotional health and wellbeing as part of the Thrive project. Trinity is involved with the Sandwell project which aims at developing our focus around mental health. As part of this project we have access to an Educational Health Care Practitioner who works with students on a 1:1 basis one day a week.

There is a programme of activities delivered in form time supporting students' literacy and numeracy skills with a clear focus on promoting reading for pleasure. Form tutors also deliver a programme aimed at developing resilience once every week.

At the end of Key Stage 3 we will assess identified students for Access Arrangements for examinations. Students may then receive extra time, a reader/scribe, a prompt or word processor depending on their level of need.

Most students will follow a set timetable, however there are a few students who will have a highly personalised timetable. Some students will be invited to participate in interventions focussing on specific needs. Some interventions are short term (usually one hour per week for 6 weeks) with most interventions running for twelve weeks. Some students may be offered more long term intervention from the SpLD teacher. All interventions take place during lesson time and every effort is made to ensure that students do not miss core subjects.

Some students may struggle to access the curriculum in mainstream lessons. For these students there is the opportunity to join the Aspire Curriculum Pathway in year 7. Aspire is taught in a small group (maximum 10 students). The work is highly differentiated and there is a high level of support in every lesson. The intended outcome is to support students into becoming independent learners who can access the curriculum and make progress in line with their peers.

Key Stage 4 students are not withdrawn from lessons for any intervention. However, the SEND team run breakfast club during morning registration time where students who are on the SEND register and who are at risk of falling behind can come and access support. TAs are also available every evening to support students with Homework and revision. For a small number of students, an Asdan course along with Entry Level English and Maths is offered as one of their options at KS4.

Interventions available include:

- Social Circles
- Specialist SpLD sessions
- Wythenshawe Wheelers
- MCFC football competitions
- Tune into Change (Behaviour Management)
- Anger Management
- Emotional Literacy
- Zones of Regulation
- Lego Therapy
- Vocabulary Enrichment
- Reading Comprehension and Inference

(This list is not exhaustive)

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including several lifts to access all areas, disabled toilets, and equipment to help with

reading and writing. We have dedicated procedures for those students who are unable to exit a building. The outside site has routes between buildings marked out for students who have a visual impairment.

The school has a Hygiene Suite which is situated close to Student Services in the Greer building. The Accessibility plan can be accessed on the school's website.

Allocation of Resources

Resources are allocated based on evidence of need, Students with an Education Health and Care Plan have specific resources outlined. Teaching Assistants are then allocated where resources allow to support these students in their lessons, The Team of Teaching Assistants are experienced with a wide variety of skills and with close communication with teaching staff can support and engage students alongside working with parents / carers where appropriate.

The SEND base has access to a wide range of resources that can be used by students including ICT (desktop and laptop computers) interactive Smart boards, reading books, games and dedicated subject resources.

Within the SEND base there is also a Calm Zone which students can access throughout the day.

Social Activities

There are facilities available for students before school including access to the SEND Base and LRB (learning resource base). At break time and lunch time the SEND Base is available for all students. An extra-curricular timetable is available on the school website. Several learning opportunities outside of the classroom are also organised throughout the year. Where it is necessary to restrict numbers and to reduce contact between year bubbles (COVID-19). The SEND Base will operate a timetable for access at breaks and lunchtimes.

All students are encouraged to participate in extra-curricular activities including residential trips such as the Year 8 Peak Experience every July. For students who need additional support we work closely with the student and parents / carers to plan and prepare for activities so that the student can both fully enjoy and benefit from the opportunities on offer.

The school provides information through the weekly newsletter, parents' evenings and student daily bulletin. Information is also available on the school website.

Experience and Training of Staff

- The SENCO has completed the National Award for SEN Coordinators
- The Assistant SENCO has completed the HLTA Qualification
- All SEND staff have completed the AET Autism Level 3 training course
- All TAs have had training on Autism, Speech and Language, Mental Health and well-being; literacy and implementing exam concessions, along with a full CPD programme to improve and maintain skills.
- Drop-in sessions are offered to all teaching staff
- Staff new to the school have sessions on SEND as part of the induction process.
- The SENCO has completed Mental Health Lead training
- Several staff in the SEND department have the Elklan Level 3 qualification (Supporting Language and Communication)

Specialist equipment

At Trinity Church of England High School, we can access a range of specialist equipment including specialist VI software, writing slopes and differentiated text and student workbooks

Parental involvement

Positive partnerships between home and school are essential in supporting your child's progress in school. We strongly encourage parents and carers to be fully involved in all aspects of their child's education and welcome your input.

Ways you can support your child:-

- Helping your child to be organised for the day (including packing their bag the night before and returning any letters to us).
- Full attendance and good punctuality.
- Completing homework
- Attendance of parent's consultation evening, annual reviews and other SEND / Pastoral meetings.

- Let us know any information that may help us meet the needs of your child for example any medical information
- Keep us updated of any changes of address or telephone numbers
- Checking homework using the 'Show My Homework' app

Make a complaint

In the first instance please contact the SENCO. If you feel that your concerns have not been addressed then please refer to our complaints policy which is available on our website.

Specialist Services

At Trinity we can access a wide variety of services including CAMHS, Emotional Health Nurse, the School Nurse Service, Local Authority, Educational Psychology, Speech and Language therapists, Clinical Psychologists.

These services are contacted when necessary and at an appropriate time. The school works closely with all these agencies.

Support Pupils moving between Phases and Preparing them for Adulthood

All students have access to a careers' education programme including an annual Careers' Fair allowing students to talk to representatives from a wide selection of employers.

Key Stage 2 – 3

Where we are aware of students with SEND from the primary school we will endeavour to

- Visit the student in their primary school
- Speak with their year 6 teacher and the SENCO
- Meet or speak with the parents / carers of students with EHCP's
- For those students with SEND who are likely to find transition particularly difficult, we will work with the primary school to develop a bespoke transition programme
- All students will visit the school for an induction day

- There is a dedicated part of the website dedicated to transition which includes useful websites and activities. There is also a video which does a walk through of the school highlighting key areas and information.

Key Stage 3 – 4

- We will support students with SEND in their options applications
- Students with an EHCP will have a meeting with the Careers Advisor
- Asdan and Entry Level Qualifications are offered to a small number of students in Key Stage 4 as one of their options choices.

Key stage 4 – 5

All students receive advice in careers and are encouraged to visit multiple colleges to explore all post 16 opportunities. Students with SEND complete their college application forms with the help of a member of the SEND team. These applications are quality checked by the Head of Key Stage 4 and the Assistant SENCO where all relevant SEND information is added. All high cost SEND students have additional careers advice from a dedicated careers advisor and in-house careers advisor. All students with an Education Health and Care Plan have all information passed to their post 16 provision and an extended transition takes place between Trinity Church of England High School, the post 16 provider, the student and the parents / carers.

Further information

Please contact our SENCO – Mrs Suzanne Brooks

Email: senco@trintiyhigh.com

Phone: 0161 212 1900

Manchester City Councils local offer of services:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Independent Advice Service (IAS)

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=JqDaH0QWDh8>

School policies

- SEND Policy
- Behaviour Policy
- Child Protection Policy
- Attendance Policy

- Admissions Policy
- Disability Equality Policy

Monitoring

The SEND Information Report will be reviewed by the SENCO and the SEND Governor annually. It will be updated throughout the academic year should there be any changes. The information report forms part of the appendix of the SEND Policy which is reviewed annually by the governing body.

Legislation

- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2014

The information required to be included in this SEND Information Report is stated in. The Special Educational Needs and Disabilities Regulations 2014 found at <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>