



Trinity Catholic School

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Special Educational Needs and Disabilities (SEND) Information Report 2016-17

"But each" ... has their "own gift from God; one has this gift, another has that." (1 Cor.7:7b)

Trinity Catholic School is a mainstream secondary school, driven by a caring and inclusive Catholic ethos. As a school we recognise and value diversity among our students.

We pride ourselves on strong pastoral care and support systems for all students, including mentoring and counselling.

The Governors, Principal, SENCo (Special Educational Needs Co-ordinator) and all staff support and provide suitable provision for any pupil who has an identified special educational need or disability (SEND).

We believe that all students, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum and to be fully involved in all aspects of school life.

Students with learning needs, or disabilities, who request a place at Trinity Catholic School will be admitted wherever possible following an assessment into whether we can make **reasonable adjustments** to include them in the life of the school. Admissions for pupils with identified SEND are outlined on the Trinity Catholic School Admission Policy:

Our whole school has a shared responsibility to monitor the progress of all pupils, identifying need as and when it arises, therefore allowing us to provide the appropriate targeted support to meet every student's needs.

All schools in Warwickshire have the same special educational needs and disability duties, and are expected to provide support for children and young people who have additional needs. These duties come from *The SEND Code of Practice: 0 to 25*. You can find out more information about Warwickshire's Local Offer on the website: www.warwickshire.gov.uk/SEN





Special Educational Needs and Disabilities (SEND) Information Report 2016-17

To follow are the **frequently asked questions** about Trinity Catholic School and its SEND provision:

1. How does the school know if a young person needs extra help?
2. What does the school do once a young person's need has been identified?
3. How is the decision made about what type, and how much, support a young person will receive?
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5. How do I apply to Trinity Catholic School if my child has identified SEND?
6. How are different kinds of special educational needs and disabilities provided for at Trinity Catholic School?
7. What are the arrangements for supporting young people with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?
8. What access arrangements are there for pupils with SEND?
9. What are the arrangements for consulting with young people about their needs and involving them in, their education?
10. What are the arrangements for assessing and reviewing the progress of students with SEND?
11. How does the school evaluate the effectiveness of its provision for SEND students?
12. Name and contact details of key people leading SEND at Trinity Catholic School:

How does the school know if a young person needs extra help?

- Information and any assessments from their previous school;
- Additional KS2-3 Transition visits and events;
- Informal indications from students and parents;
- Reports and discussions with other professionals (e.g. CAMHS, Educational Psychologist or specialist teachers);
- Teachers and Teaching Assistants (TAs) noticing a student experiencing difficulties;
- Concerns, raised through tracking and monitoring processes, about the student's rate of academic progress, or the health and well-being, safety or social and emotional health of a pupil (all students' progress is tracked and monitored against national and school expectations at regular intervals throughout the school year);
- The SENCo and Higher Level Teaching Assistants (HLTAs) develop their knowledge of the students' needs through being available to speak to parents of students who have SEND by request, at Parents' Evenings, review meetings and school open events.



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What does the school do once a young person's need has been identified?

- The subject teacher, or Head of Department, will liaise with the SENCo, who will provide additional advice;
- The Head of Year and SENCo will discuss a student's needs with the parents or carers;
- The SENCo, Head of Year, or Head of Department, parents and student will discuss next steps and put support in place;
- Parents are informed of further significant concerns and are asked to give permission for additional assessments;
- Warwickshire's *Educational Psychology Service (EPS)*, or *Specialist Teaching Service (STS)* or *SEND Support-ed* specialist staff may be requested to assess students' learning needs if they do not make progress following universal or subject based provision;
- The SENCo and an external SEN teacher will assess students and apply for special exam arrangements for identified students that meet the exam board criteria (for example; a reader, scribe, word processor, transcripts, extra time or rest breaks);
- Any reports produced are copied to parents with an invitation to discuss the findings further and outline any recommendations for additional support in school and at home.

How is the decision made about what type, and how much, support a young person will receive?

- All students are supported by the in class teaching provision, which consists of appropriate levels of challenge and differentiation dependent on their individual need;
- 'One Page Profiles' are created for all identified students with SEND, to support teachers in meeting the needs of each student and ensure they make progress;
- For some students additional assessments and direct work with the school counsellor or outside services, such as educational psychologists, specialist autism and speech and language teachers, will provide information to the school about how to support the student;
- Assistant (Faculty) Principals and the Deputy Principal for Inclusion track progress regularly and liaise with both Heads of Department (HoDs) and the SENCo to determine further support where needed;
- Regular review meetings with appropriate staff are carried out to discuss a student's progress and any additional needs that require support;
- If a student's needs are more complex or require a greater level of support than the school's own resources can offer (known as SEN School Support); we may request an 'Education, Health and Care Plan (EHCP) via the local authority, in order to ensure we can secure further support;
- EHCPs are provided for children whose learning needs are severe, complex and lifelong or require a high level of provision which is 'additional and different to' that available in the school such as a high level of TA support in school and ongoing specialist involvement;



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How are different kinds of special educational needs and disabilities provided for at Trinity Catholic School?

Please also see our [Provision Map](#) which is also available on the school website.

- Staff have access to training, both in school and through relevant outside services;
- The school is a developing dyslexia and communication friendly environment; a Dyslexia Specialist provides consultation on learning strategies and runs a small literacy intervention group;
- The school provides a range of group and 1-1 programmes to support personal and social development of students with a variety of needs; such as, Interaction and Communication; Emotional Social and Mental Health difficulties;
- The Inclusion and Pastoral teams (which includes the Learning Support Department) also arrange quiet or sensory time out and adult mentoring for students with social and emotional needs such as high anxiety, or low self esteem;
- Medical conditions are supported through risk assessments and individualised plans as advised by the student, family, school nurse and health care professionals;
- Sensory difficulties are supported by specialist equipment and reasonable adjustments as advised by the student and their family;
- The school commissions specialist teachers or other health care professionals when monitoring demonstrates a particular need.

How do I apply to Trinity Catholic School if my child has identified SEND?

Please see our [admissions policy](#)

- If you would like to discuss provision for your son or daughter prior to applying to the school, please contact the Learning Support Office to make an appointment;
- There is a designated HLTA for supporting students with SEN on Transition from KS2-3 (year 6 students) Please contact Carol Chamberlain in Learning Support.
- If your child has an EHCP, please contact the Learning Support Office to make an appointment to discuss provision. At the same time you should contact your current school SENCo and the PlanCo at SENDAR to discuss Trinity Catholic School being named in the EHCP, as this will trigger consultation papers being sent to the Principal and school SENCo for consideration of a place;
- If your child currently receives SEN School Support, please indicate this on the admissions forms so that we can contact you for more information and to discuss the provision that will be needed when a place is agreed.



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What is the expertise and training of staff, in relation to young people with SEND?

- The SENCo has successfully completed the required National SENCO Award. She has experience of being a TA in a special school and a mainstream teacher. She has been a SENCo in mainstream schools for 10 years and is now the SENCo and lead for a resourced specialist provision within the school. The SENCo is also a Designated Teacher for Safeguarding and Children who are Looked After;
- The SENCo, HLTAs, SEN Learning Mentor and English Additional Language (EAL) Coordinator attend the relevant local network meetings and training events;
- The Learning Support team accesses specialist courses in various areas of SEND to be able to provide intervention work; training and sharing of strategies within the team and for teacher training events in order to equip all staff to be able to meet the needs of students;
- The Learning Support team and are available to share training and specific learning strategies with all staff on a daily basis;
- A HLTA has completed specialist dyslexic training. She has provided each department with resources to promote a dyslexic friendly environment and she runs a week of activities each year for Year 7 during Dyslexia Awareness Week. A ASC specialist learning mentor supports new Year 7 students, provides mentoring in emotional resilience and coordinates other personal, social skills based interventions during KS3.
- The Learning Support team can provide information on, and will refer, to external support services on an individual need basis; for example Warwickshire's Specialist Teacher Service (STS); Educational Psychology Service (EPS); SEND support-ed for ASC specialists; Round Oak Support Service; Children's Services and local youth services (TSY4P);
- A range of staff are trained in meeting the needs of students presenting with Social Communication/ASC, sensory needs, nurture needs, *Mental Health First Aid*, speech and language difficulties, attachment difficulties and dyslexia.

What access arrangements are there for pupils with SEND?

Please also see the [Accessibility Plan](#), in compliance with paragraph 3 of schedule 10 to the Equality Act 2010, which is available on the school website.

- Students with SEND (who require provision that is 'additional and different to' that provided for all students) are entitled to a broad, balanced and relevant curriculum that is differentiated and/or may be personalised where necessary to ensure maximum progress;
- Medical conditions are supported through risk assessments and individualised plans as advised by the student, family, school nurse and health care professionals;



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- Sensory difficulties are supported by and reasonable adjustments including specialist equipment as advised by the student and their family;
- The school is well equipped with ramps, lifts and disabled toilet facilities including specific hygiene rooms. Several Teaching Assistants are trained to use the EVAC chair and have had training to support students with physical difficulties in using wheel chairs, kay walkers and physiotherapy stands. This training is updated by Health professionals when required.
- All staff have a shared responsibility to provide for students with due regard to their background or ability;
- Where possible, students with SEND are supported to access a full and balanced curriculum by the provision of **quality first teaching (QFT)** and reasonable adjustments; for example these may take the form of advised seating plans, differentiated materials or approaches, specialist equipment or information technology, alternative methods of recording, desk copies of information etc;
- We promote a family centred approach where students and their families are active participants in setting their own targets and learning plans. Positive steps are taken to involve families as fully as possible in decision making as well as keeping them well informed about their child's progress and giving them as much practical support as possible;
- The Learning Support Department provides additional study support sessions for students with an EHCP as well as general study skills, homework and exam preparation;
- The Learning Support Department is able to provide colour overlays or rulers. We can loan notebook laptops to support recording in class and assessments where a specific need has been identified. Full size laptops are available for exam arrangements, where a need is identified. Some students bring in their own laptop, in agreement with their parents/carer and school staff;
- Other equipment such as dictaphones, specific enlargement software, writing slopes and any adjustments recommended by external specialists are bought for students on an individual basis as part of their provision plan;
- Where a need is identified, students are able to move about the school at quieter times, use timeout cards, or have a personalised timetable allowing for alternative provision, access additional study or nurture support from the Learning Support staff;
- The Learning Support staff are committed to promoting independence and building self-esteem through positive learning experiences and, where needed, personal social development skills sessions which can be taken as an option at Key Stage 4;
- The School Counsellor, Inclusion Co-ordinator and SEN Learning Mentor create awareness and embed positive strategies and activities which promote the emotional and social wellbeing of all our students;
- Peer mentoring schemes support younger students; often these peer mentors have previously struggled with school life or learning and so can be a positive role model;
- The school offers a range of support through personal, social development courses.



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What are the arrangements for supporting young people with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?

- Our KS2-3 Transition HLTA works closely with the Head of Year 7 and Assistant Principal for KS2-4 transition to organize induction groups and events for students who have been identified as needing an enhanced transition. Learning Support staff attend the Year 6 Induction Evening; attend Year 6 reviews and organise additional visits;
- We make visits to primary schools to collect detailed information and where possible meet the students and parents prior to the start of Year 7;
- The SENCo and HLTAs also meet with specialist teachers to ensure a smooth transition at any stage that a student with SEND transfers to Trinity Catholic School;
- Additional meetings in Year 9 support students and parents in making positive subject option choices and again in Years 10 to 13 when students and their families are making decisions about post 16 and 18 education or training;
- TAs provide additional support to students in creating CVs, writing to and preparing for work experience placements; researching, completing applications and interview preparation for post 16 courses in KS5 in school or at college, or for apprenticeship programmes and university courses;

What are the arrangements for consulting with young people about their needs and involving them in, their education?

- SEND student views are gathered by a trusted adult, prior to meetings and wherever possible students attend their review meetings;
- Students with a high level of need and support have an allocated core team of TAs who act as key workers, who will get to know them well, be an approachable adult when they need help, act as an advocate and facilitate communication with other school staff, or students, to support their views to be heard;
- Whole school student voice surveys are conducted by the Pastoral Team;
- TAs, supporting in class, will engage students in a reflective learning conversation and will inform teachers of any key messages about their learning preferences;
- In all lessons students are encouraged to select challenges based on their start point; to use Red, Amber, Green pages in their student planner to indicate their understanding or their level of emotional regulation to the teacher or TA during the lesson, and some individuals agree their own signal with adult staff to communicate their need for help;
- Students can seek adult support in the Learning Support Department if they are concerned or need help in any way;
- Student and parent feedback is sought during and after intervention programmes to monitor impact evidence and inform future planning;
- Marking across the school includes praise and acknowledgement of success followed by next steps; in all subjects students are encouraged to then comment on their feedback, creating a learning conversation.



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What are the arrangements for assessing and reviewing the progress of students with SEND?

- As advised by the SEND Code of Practice (2014), students with SEND are tracked and monitored by the same data system as all students;
- The Deputy Principal for Inclusion and Pastoral Care monitors and discusses with the SENCo progress reviews, focused on vulnerable groups, to monitor trends and individual performance across the school curriculum;
- TAs keep notes to write a report when requested for the reviews of students who are allocated direct support as part of their Education Health Care Plan (EHCP) and thereby track the impact of intervention sessions on progress towards personalised objectives and targets;
- Targets are set and reviewed at annual meetings (more if needed) to review EHCPs or Personal Education Plans (PEPs) for children who are looked after.

How does the school evaluate the effectiveness of its provision for SEND students?

- TA reports evidence impact of support given and progress towards objectives;
- Mentoring records and intervention tracking templates are used for all SEND students, which require evidence of a start and finish point to demonstrate impact, leading to next steps, in addition to recommended referrals for further investigation, application of another intervention programme, or other specialist provision;
- The Learning Support Department meetings regularly review and reflect on interventions offered in order to ensure current provision is relevant to the students we serve;
- Individual provision plans are reviewed at annual meetings for students with an EHCP or SEN statement; Looked After, or PEP Review meetings.
- Interim Reviews are held where needed or requested.

What activities are available for students with special educational needs, in addition to those available in accordance with the curriculum?

- Each term a schedule of extra-curricular clubs and activities for all students is published by the Pastoral Team;
- TA support for after school activities is arranged on an individual basis where funding (EHCPs /personal budgets) and availability permits;
- Homework support is provided in the Learning Support study rooms at lunchtime;
- A supervised quiet space with board games is provided in the Learning Support Department at break and lunchtimes;
- TAs accompany school trips where need is identified or a student with designated support is participating.

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How does the governing board monitor SEND and the treatment of complaints from parents about the SEND provision?

- Parents with concerns should contact their student's Head of Year or SENCo as a first point of contact. Formal complaints should be addressed to the SENCo and Deputy Principal for Inclusion and Pastoral Care - Matt Alton;
- If concerns are sustained, parents can contact the SEND link governor through the Principal's P.A, Jo Sturgeon. Our Link Governor for SEND is Mandy Brougham who meets with the SENCo each term.

Name and contact details of key people leading SEND at Trinity Catholic School:



Joanne Price
SENCo and Resourced Provision Lead
price.j8@welearn365.com



Learning Support Office

01926 428 416 Ext. 301

Lynda Dixon (SEND Operational Lead HLTA)

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Sally Walker (EAL Coordinator, Form tutor)

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Yvette McNab (HLTA/Form Tutor)

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Tracy Healy (HLTA/Form Tutor)

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Ext.302

Carol Chamberlain (HLTA for KS2-3 Transition)

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Ext. 302

Carolyn Holmes (SEN Learning Mentor/TA)

holmes.c4@welearn365.com

Ext. 302

Jean-Francois Lignier (KS2-3 SEN Teacher)

lignier.j@welearn365.com

Ext. 301



Other key contacts:

Deputy Principal for Inclusion and Pastoral Care: Matthew Alton alton.m1@welearn365.com Ext.372

Leah Crossman (Inclusion Coordinator)

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Ext.367

Nikki Smith-Thompson (School Counsellor)

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Ext.368

Heads of Year and Heads of Subject Departments, along with all teachers and our further team of teaching assistants have an email address which can be found through the school website.