



Trinity Catholic School

AEQUALIS PER DEI IMAGINEM

Special Educational Needs and Disabilities (SEND) Information Report 2019-20

"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 which is guided by our Core Values (Aspiration, Integrity, Respect and Resilience). Our ethos is rooted in the Gospel Values and our mission; a Catholic learning community committed to the common good. As a school we recognise and value diversity among our students. We pride ourselves on strong pastoral care and support systems for all students alongside good classroom teaching.

The Head of School, Senior Leadership team and the SENCO (Special Educational Needs Co-ordinator), school governance and all staff support are committed 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, to identify needs and when they arise, therefore allowing us to provide the appropriate targeted support.

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





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To follow are the **frequently asked questions (FAQs)** 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?
4. How do I apply to Trinity Catholic School if my child has identified SEND?
5. How are different kinds of special educational needs and disabilities provided for at Trinity Catholic School?
6. 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?
7. What access arrangements are there for pupils with SEND?
8. What are the arrangements for consulting with young people about their needs and involving them in, their education?
9. What are the arrangements for assessing and reviewing the progress of students with SEND?
10. How does the school evaluate the effectiveness of its provision for SEND students?
11. 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?

We use:

- Information from each student's previous school and parent portrait documents;
- Additional KS2-3 Transition visits and events for Year 6 students;
- Informal sharing of information or indications from students themselves and their parents/carers;
- 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 by Heads of Year and school data tracking and monitoring processes. This includes monitoring of students' rate of academic progress, their health and well-being.
- The SENCO and Higher Level Teaching Assistants (HLTAs) develop their knowledge of the students' needs by speaking to parents/carers on 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 teaching staff or Head of Year will liaise with the SENCO and Learning Support Team who will provide a consultation on strategies to try as part of Universal Provision and any relevant additional support available (if a student is receiving additional support they may be put on to the SEN Register for the duration of the intervention);
- Where needed, the Head of Year or SENCO will discuss a student's needs with their parents/carers; then along with the student, agree the next steps and put support in place;
- Where needed, parents are informed of any further significant concerns and are asked to give permission for additional assessments from an external agency;
- 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;
- From the STS a teacher will assess students and along with class based evidence of need, the SENCO can apply for exam arrangements (in Years 10-13) for identified students that meet the exam regulator's criteria (for example; a reader, word processor, extra time or rest breaks);
- External agency reports produced are copied to parents and where needed, a discussion may take place to explore the findings and 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 teaching provision in class, which consists of appropriate levels of challenge and differentiation;
- 'One Page Profiles' or 'Teacher Strategy Sheets' are created for students with identified needs, to inform and support staff in their planning and approaches used in school;
- For some students, additional assessments and direct work with a mentor or outside services, such as educational psychologists, specialist autism or speech and language teachers; will provide more detailed information and strategies to the school;
- Heads of Department, Heads of Year and the Senior Leadership Team track progress regularly and liaise with the SENCO to determine further support where needed;
- The SENCO and Learning Support Team hold a termly review meeting to plan what interventions are needed to meet identified needs and what we have the capacity to offer.
- If a student's needs are more complex or require a greater level of support than the school's own resources can offer (at Universal level or at SEN School Support); we may request a 'Needs Assessment' for an Education Health Care Plan (EHCP) from the local authority, in order to ensure we can secure the support required to access mainstream education or to seek the most appropriate alternative or special provision;
- EHCPs are provided for by the Local Authority 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 to all students (e.g. this could be 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 on the school website.*

- Staff have access to training, both in school and through relevant outside services;
- The school is committed to developing an SEN&D aware environment; the Teaching Assistant Team includes experienced and specialist staff able to provide consultation on learning strategies and deliver targeted small group academic interventions and programmes to support the personal and social development of students with a variety of needs; such as Communication Interaction; Emotional, Social and Mental Health difficulties;
- The Inclusion and Pastoral team (including 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;
- Physical/Medical conditions are supported through staff awareness, risk assessments and where needed, health care plans. These are initiated by the school nurse service in discussion with the student, their family, health care professionals and the Head of Year.
- Sensory difficulties are supported by specialist equipment and reasonable adjustments as advised by external agencies, the student and their family;
- The school commissions specialist teachers or other health care professionals when monitoring demonstrates a particular need and it is within our resources to do so.

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 Learning Support to make an appointment;
- We have a Higher Level TA, Mrs Chamberlain, who has a designated role to support students with SEN through Transition from KS2-3 (year 6-7 students).
- If your child has an EHCP, please contact Learning Support to make an appointment to discuss how we could meet needs. Once you know your school preference, please contact your current school SENCO and the Plan Coordinator at SENDAR to discuss Trinity Catholic School or our Resourced Provision, Peter's Place*, being named in the EHCP. This will trigger consultation papers being sent to the Head of School, Mr Shires and the SENCO, Mrs Price for consideration of a place;

**Peter's Place is an additionally Resourced Provision for students with an EHCP, for a primary need of Communication and Interaction difficulties; who are able to access the mainstream curriculum but who have inwardly manifesting anxiety and social communication difficulties that have presented a barrier to accessing a mainstream school environment. Please contact Peter's Place staff for more information. Places are allocated through a consultation process with SENDAR's High Needs Panel. Contacts: Mr Stuart France (Lead Teacher for Peter's Place) or Mrs Joanne Price (SENCO).*



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

- The SENCO, Mrs Price holds the required National SENCO Award. She has previous experience of being a TA in a special school and a mainstream secondary teacher. She has worked as a SENCO in mainstream schools for many years and is also the SENCO and the lead for our Resourced Provision within the school; Peter's Place. The SENCO is also a Designated Teacher for Children who are Looked After and a Safeguarding Lead;
- The SENCO, HLTAs, SEN Learning Mentor and English Additional Language (EAL) Tutor attend the relevant local network meetings and training events;
- The Learning Support team and Resourced Provision staff have accessed specialist courses and use guidance from specialists 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 Provision staff are available to share training and specific learning strategies with all staff;
- A HLTA has completed specialist dyslexic training. She has provided each department with resources to promote a dyslexic friendly environment. An Autism Spectrum Condition (ASC) specialist 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; Children's Services and local youth services;
- A range of school and resourced provision staff are trained in meeting the needs of students presenting with Social Communication/ASC, sensory 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 health care plans as advised by the school nurse service and health care professionals;
- Sensory difficulties are supported by and reasonable adjustments including specialist equipment as advised by the student and their family;
- The school is 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



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- 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 reasonable adjustments (Universal Provision); 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;
 - 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 opportunities for support with 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, at their own risk, in agreement with their parents/carer and school staff (an acceptable use form will need to be signed);
 - Other equipment such as specific enlargement software, writing slopes and any adjustments recommended by external specialists are sourced where possible in our resources, 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;
 - The Inclusion Co-ordinator and SEN Learning Mentor create awareness and promote positive strategies which promote the emotional and social wellbeing of all our students;
 - Transition and Learning Ambassadors support younger students to settle and encourage good learning behaviours;

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 Higher Level Teaching Assistant (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;



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- 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;
- Students accessing our Resourced Provision, Peter's Place have a gradual induction plan;
- Additional meetings in Year 9 support students and parents in making positive subject option choices and again in Years 10 to 11 when students and their families are making decisions about post 16 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 and programmes;

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;
- The TA team act as key workers for students with a high level of need and support; the TAs 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;
- Student voice surveys are conducted by the Inclusion 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 colour or personalised scales 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;
- Feedback 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.

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 Senior Assistant 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



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track the impact of intervention sessions on progress towards personalised objectives and targets;

- Outcomes are reviewed at annual meetings (more if needed) as part of the EHCP process or Personal Education Plans (PEPs) for Children who are Looked After.

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

- In addition to academic, behaviour and attendance data; TA and Teacher feedback evidences impact of support given and progress towards objectives;
- Mentoring records and intervention tracking requires evidence of a start and finish point to demonstrate impact and inform next steps or referrals for further investigation;
- 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;
- Provision is reviewed at annual meetings for students with an EHCP; 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 available in the Library for all students and for identified students, in Learning Support study rooms at lunchtime;
- A supervised quiet space 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.

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 Senior Assistant Principal for Inclusion and Pastoral Care - Mr Matthew Alton;
- If concerns are sustained, parents can contact the Head of School and IEB through the Principal's P.A, Mrs Sturgeon.



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



Mrs Joanne Price
SENCO for Trinity Catholic School and Peter's Place Resourced Provision
price.j8@welearn365.com



01926 428 416

Mr Stuart France (Lead Teacher Peter's Place)	france.s@welearn365.com	Ext. 381
Mrs Whordley (HLTA/ EAL tutor)	whordley.e@welearn365.com	Ext.225
Mrs McNab (HLTA/Dyslexia Specialist)	mcnab.y@welearn365.com	Ext.302
Mrs Healy (HLTA/Literacy & Communication skills)	healy.t@welearn365.com	Ext.302
Mrs Chamberlain (HLTA for KS2-3 Transition)	chamberlain.c@welearn365.com	Ext. 302
Mrs Holmes (SEN Learning Mentor/TA)	holmes.c4@welearn365.com	Ext. 302
Mr Lignier (KS2-3 SEN Teacher)	lignier.j@welearn365.com	
Miss Carter (Lead TA for Peter's Place)	carter.l1@welearn365.com	Ext.381



Other key contacts:

Senior Assistant Principal (Inclusion and Pastoral Care): Mr Alton alton.m1@welearn365.com Ext.372

Miss Crossman (Inclusion Coordinator) crossman.l@welearn365.com Ext.367

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 or contacted via Edulink once a student is on roll.