

## SEND Information Report

### 2020 - 2021



*School Aím:*

*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.*

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.

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](mailto:brooks_s@trinityhigh.com) or the SEND Team can be contacted on [sen@trinityhigh.com](mailto: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.

## Adaptions to the Curriculum and Learning Environment

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 Eklan 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: [brooks\\_s@trinityhigh.com](mailto:brooks_s@trinityhigh.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>*