



TRINITY
CHURCH OF ENGLAND HIGH SCHOOL

SEND Information Report

2019 - 2020



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.

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.

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.

Mr S Worsley:- Assistant SENCO. 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 12 Teaching Assistants

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 Learning Maps and their current progress and attainment. These discussions happen each term and help to keep the students' Learning Maps and 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 a statement of Educational need or 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.

Evaluating Provisions

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 fortnightly 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 are two identified SEND governors 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.

How do staff help?

Our teachers have high expectations of all students, including those with SEND. All teachers receive a Learning Map stating students' strengths and difficulties and suggested strategies for meeting needs. Teachers provide differentiated resources for students who need them.

We have a Learning Support department which is made up of the SENCO; Assistant SENCO; 3 specialist SEND teachers and 12 Teaching Assistants. Teaching Assistants are deployed within year groups to support students. One of our teaching assistants has a specialist 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 and 4 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 Catalyst Psychology and we also buy in support from an Occupational Therapist for one day a week. As part of the 'Emotional Well-Being and Support in Schools' programme we have access to a specialist practitioner who is in school for 2.5 days each week. Students may be referred to this service if there is a need.

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.

Curriculum needs

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 Key Stage 3 or the Excel Curriculum Pathway in Key Stage 4. Aspire and Excel are 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 are able to 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.

Interventions available include:

- Social Circles
- Specialist SpLD sessions
- Occupational Therapy
- Horticultural Therapy
- Wythenshawe Wheelers
- MCFC football competitions
- Tune into Change (Behaviour Management)
- Anger Management
- Emotional Literacy

Accessible Environment

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 a number of 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.

Allocation of Resources

Resources are allocated based on evidence of need, Students with a Statement of Education Need or Education Health and Care Plan have specific resources outlined including entitled hours. 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 also working with parents / carers.

The Learning support base is filled with resources that can be used by students including ICT (desktop and laptop computers) interactive Smart boards, interventions and dedicated subject resources.

Social Activities

There are facilities available for students before school including access to the learning support base and LRB (learning resource base). At break time and lunch time the learning support base is available for all students. An extra-curricular timetable is available on the school website. A number of learning opportunities outside of the classroom are also organised throughout the year.

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.

For students starting at Trinity in Year 7 there is a Freshers' Fair which is held at the start of the autumn term. Year 7 students and their parents / carers have an opportunity to visit stalls advertising all the clubs and activities that are on offer. Students are able to sign up for clubs at this event.

Staff support for SEND

- The SENCO has completed the National Award for SEN Coordinators
- The Assistant SENCO has completed the HLTA Status
- All SEND staff have completed the AET Autism Level 3 training course
- A half day training day has been completed by all teaching staff with a variety of workshops held on all aspects of SEND
- 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.

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 work books.

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

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, Occupational therapists, Clinical Psychologists.

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

Support for Transition

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 connexions advisor and in house careers advisor. All students with a Statement of Educational need or 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

Support for Parents

Common Assessment for Families (CAF) is a meeting of ALL the services involved with supporting your child. This can be arranged by parents/carers, the SENCO/Child Protection Officer, Counselling service etc. and can also be held in emergency situations:

http://www.manchester.gov.uk/info/100010/social_care_and_support/5642/manchester_common_assessment_framework_mcaf

Child and Adolescent Mental Health Service (CAMHS), offering advice to parents/carers who believe their child may have mental health issues:

<http://www.cmft.nhs.uk/childrens-hospitals/our-services/child-and-adolescent-mental-health-services.aspx>

Manchester City Councils local offer of services:

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

School policies

- SEND Policy
- Behaviour Policy
- Child Protection Policy
- Attendance Policy
- Admissions Policy
- Disability Equality Policy

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>