

## **SEND Information Report September 2016**

At Holy Trinity, all pupils are valued equally, regardless of where their abilities lie, with the schools Christian ethos at the heart of all we do, **'we seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential.'**

All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Holy Trinity is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- ▯ Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- ▯ Be entitled to have an emerging or evident special educational need identified and assessed.
- ▯ Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- ▯ Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.
- ▯ Be encouraged to achieve their full potential, whatever their abilities.
- ▯ Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- ▯ Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- ▯ Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

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

<i>Regulation</i>	<i>Question</i>	<i>School Response</i>
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Holy Trinity have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs	<i>How do you know if a pupil needs extra help?</i>	<p>When your child first joins Holy Trinity, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; Phonics, end of KS1 &amp; KS2 levels; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Key Stages, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Holy Trinity will further identify pupils with a special educational need. This identification may come from class teachers, form tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND or Additional Needs registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with Holy Trinity's Assessment Policy. Teachers formally assess and review progress and attainment 4 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health &amp; Care Plan have an Annual Review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home 4 reports each year which will show your child's current and target levels as well as reporting on their attendance &amp; attitude to learning. Heads of Department, Heads of Year and Inclusion staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place, if required. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including the SEND department. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews.</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home. Curriculum booklets, outlining curriculum topics delivered per half term are published on the school website for parents to access.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations</p>

<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs? How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; intervention groups and number of qualifications studied.</p> <p>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; ramps; wide corridors and equipment to help with reading and writing.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?  How are the school's resources allocated and matched to children's special educational needs?  How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes SENDCo; Assistant SENDCo; Learning Support Assistant's; Literacy Intervention; Pastoral Support and Senior Learning Mentor.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the SENDCo. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?  How can my child and I find out about these activities?  How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A range of academic and hobby/interest clubs are available at Holy Trinity. They are open to all students, including students with SEND. Details of these clubs are available on the school website. Additionally we run a wide range of activities to support SEND students including Homework Club &amp; a Lunch and Break Time Social Club. We also run coursework/revision sessions for older students as and when required.</p> <p>The availability of clubs in school is advertised through the screens in school and the form teachers. SEND Clubs are by invitation only and these are offered in consultation with parents/carers.</p> <p>All children in the school are encouraged to take part in extra activities in school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>

<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Holy Trinity we take our pastoral responsibilities seriously and this area of work was praised during our last Ofsted inspection. We pride ourselves on providing a high level of student support and guidance.</p> <p>One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: A Head of Year; Student Support Officers, Senior Learning Mentor; Learning Support Assistants; &amp; a Chaplain. We also have excellent relationships with a number of external agencies, for example: Camhs and 4Thought.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Holy Trinity supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The Deputy Headteacher and SENDCo is Lissa Oldcorn. Contact details: Email <a href="mailto:loldcorn@holytrinitybarnsley.org">loldcorn@holytrinitybarnsley.org</a> Tel: 01226604770</p> <p>Speak to your child's teachers or Head of Year in the first instance.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a SEND department which is made up of the SENDCo, Assistant SENDCo, and a number of other teaching assistants.</p> <p>Within this team we have staff who have a range of experience and training covering various SEN needs including the primary SENDCo who is currently studying for the National Senco Qualification. Our staff also have been trained in Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues; Psychosis and CAF/EHA training.</p> <p>Our teaching assistants are also following a programme of INSET held in school.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Lissa Oldcorn or discuss the issue at the next review/parents evening.</p>

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>▫ Helping them to be organised for their day (including bringing the right equipment and books)</li> <li>▫ Full attendance and good punctuality</li> <li>▫ Completion of homework</li> <li>▫ Checking and signing planner</li> <li>▫ Attending parents meetings</li> <li>▫ Attending any meetings specifically arranged for your child</li> </ul> <p>We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis. Student Support Plans will be available and sent home four times a year.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in Pupil Voice activities through their annual reviews; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Person Centred Review' documents prior to reviews.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact Lissa Oldcorn for further information.</p> <p>In the first instance contact the class teacher, subject teacher or your child's form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, the schools complaints procedure is available on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (Camhs); Social Care; School Nurse Service; Educational Psychology Service; Connexions; 4thought; Speech and Language Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Barnsley Local Authority and use the EHA process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact Lissa Oldcorn or discuss at the next review/parents evening.</p>

supporting the families of such pupils		
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	<a href="https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/special-educational-needs/getting-help-if-your-child-has-sen/">https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/special-educational-needs/getting-help-if-your-child-has-sen/</a>
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>How will the school prepare and support my child when joining your school or transferring to a new school?</i>	We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also start our new academic year during July for two weeks. All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. They all receive further support from TIAG. If additional support is needed this will be put in place. We work closely with TIAG to ensure relevant paperwork is completed for students with Statements/EHCP's.
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Barnsley Local Authority Local Offer information: <a href="https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/">https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/</a>

### Key Staff

Deputy Headteacher & SENDCo:	Mrs L Oldcorn
Primary SENDCo:	Mrs A Talbot
Assistant SENDCo:	Mrs J Franney
SEND Administration:	Mrs T Oliver
Student Support Officer (SEND):	Mrs S Wiles
Senior Learning Mentor:	Mrs E Giedra
School Governor with responsibility for SEND:	Mrs J Jones

You can contact any member of staff by telephoning the main switchboard on **01226 704550**