



HOLY TRINITY

A learning community providing Catholic and Church of England education for all

SEND Information Report 2017 -2018

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 pupils 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, and pupils are encouraged to achieve their full potential, regardless of their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Pupils of all ages and all abilities are:

- treated as individuals where their individual needs, interests and aptitudes are recognised.
- entitled to have an emerging or evident special educational need identified and assessed.
- provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- entitled to a balanced curriculum which gives access to a variety of options as they progress beyond Holy Trinity.
- encouraged to achieve their full potential, regardless of their abilities.
- able to learn through a range of enjoyable and stimulating experiences in an atmosphere where they feel valued, encouraged and safe.
- encouraged to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information about the ways in which we support all pupils with Special Educational Needs and Disabilities (SEND), in order that they realise their full potential, make outstanding academic and personal progress and are equipped for their future lives.

This report is in compliance with **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/ukxi/2014/1530/schedule/1/made>

Key Staff

Deputy Headteacher & SENDCo:	Mrs L Oldcorn
Primary SENDCo:	Mrs A Talbot
Assistant SENDCo:	Mrs J Franey/ Mrs B Chaudhary
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

Parents and Carers can contact members of staff by telephoning the main switchboard on **01226 704550**

Regulation	School Response
<p>1. The kinds of Special Educational Needs for which provision is made at the school.</p> <p><i>What kinds of SEND do pupils receive in our school?</i></p>	<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>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p> <p><i>How do we know if a pupil needs extra help?</i></p>	<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 screening, end of KS1 & KS2 assessments; 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, and support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we will 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 other 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. An intervention may be triggered by a teacher, a support colleague's or other individual working with a pupil. Concerns will be 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. 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 parents know that their child is making progress?</i></p> <p><i>How do we 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. This is communicated to parents via a report. Additionally, parents evenings are held once a year in the secondary phase and three times a year in the primary phase, when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & 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 inform</p>

	<p>development plans for all aspects of school life. These plans are regularly reviewed. 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 we check and review the progress of pupils and how will parents be involved?</i></p>	<p>The school will send home 4 reports each year which will show your child's current progress as well as providing information about their attendance and attitude to learning. Heads of Department, Heads of Year and Inclusion staff monitor the outcomes of these assessments and intervene where appropriate. Outcomes and provision for pupils with SEND are reported to governors through the Ethos, welfare and admissions committee.</p> <p>We welcome the involvement of parents/carers and aim always to keep them informed. We do this through parents' evenings, notes in planners, letters, email, telephone calls, appointments with individual teachers and Annual Reviews.</p> <p>The school provides information for parents more general information through newsletters, information on the website and open or Information events. 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 informed of pupils' individual needs and will be required to adapt their lessons to meet these needs. Teachers have experience and/or are trained in doing this. Adaptations to lessons may include using a variety of strategies (such as visual and practical), adapting resources and activities or directing additional staff to work with them. The additional support will be dependent on the needs of the pupil.</p> <p>Within school there are a variety of staff roles to help us fully support your child.</p> <p>When pupils are approaching the start of Key Stage 4, they may be assessed 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 pupils' needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow an academic 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 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>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, Teaching Assistants, Pastoral Support staff and Learning Mentors.</p>

<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support a pupil will receive?</i></p>	<p>Resources are allocated based on evidence of need and evidence of the impact of these resources. Students with an EHCP have resources allocated as outlined in their 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 EHCPs 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.</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?</i></p> <p><i>How can pupils and parents find out about these activities?</i></p> <p><i>How will pupils 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.</p> <p>Additionally we run a wide range of activities to support SEND students including Homework Club & a Lunch and Break Time Social Club. We also run coursework/revision sessions for older students as and when required and boosters for children in the primary phase.</p> <p>The availability of clubs in school is advertised through the screens in school and through form teachers in the secondary phase and through class teachers and assemblies in the primary phase. 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-curricular activities in school. Day and residential trips are open to all children, wherever possible and a child's specific needs can be discussed with parents and carers 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 pupils' 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 support and guidance.</p> <p>One way we support our students is through the class teacher in the primary phase who knows their pupils well, by assigning pupils in the secondary phase to a form tutor who will (in most cases) remain with them as they progress through the school. This provides continuity and builds a strong relationship between tutor and students.</p>

	<p>We have additional members of staff who are able to provide pastoral support, these include the Head of Year, Student Support Officers, Learning Mentors, Teaching Assistants and a Chaplaincy co-ordinator. 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 parents contact if they want to find out more about how Holy Trinity supports pupils with SEND?</i></p> <p><i>What should parents do if they think their child may have a special educational need or disability?</i></p>	<p>The Deputy Headteacher and SENDCo Mrs Oldcorn.</p> <p>Contact details: Email ldcorn@holytrinitybarnsley.org Tel: 01226604770</p> <p>Parents should speak to their child's class teacher in the primary phase or Head of Year in the secondary phase 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 teaching assistants.</p> <p>Within this team our staff have a range of experience and training covering various SEN needs. Our primary SENDCo has the National SENCo Qualification. Our staff have been trained in Supporting Learners in Schools; Behaviour Support; Supporting pupils with ASD; Supporting pupils with ADHD; Attachment Issues; Psychosis and CAF/EHA training.</p> <p>Our teaching assistants 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 a pupil 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 accessed when necessary, according to your child's needs. If parents believe their child needs specialist equipment or other facilities they should contact Mrs 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>We need the support of parents in encouraging their child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework

<p><i>How will parents be involved in discussions about and planning for the education of pupils with SEND?</i></p> <p><i>How will we help parents to support their child's learning?</i></p>	<ul style="list-style-type: none"> • Checking and signing planner • Attending parents meetings in order to discuss progress • Attending any meetings specifically arranged for your child <p>We involve parents through regular communication and a named key worker for their child who will contact them on a regular basis. Student Support Plans are 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 pupils be involved in their own learning and decisions made about their 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 parents contact for further information?</i></p> <p><i>Who can parents contact if they have a complaint?</i></p>	<p>In the first instance parents should contact the class teacher, subject teacher or their child's form tutor who may refer their concerns to a more senior member of staff if needed. Alternatively, the schools complaints procedure is available on the school's website.</p> <p>Please contact Mrs Oldcorn for further information.</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 supporting the families of such pupils.</p> <p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>Holy Trinity has strong relationships with other agencies. We can access a range of services including the Child and Adolescent Mental Health Service (CAHMS), Social Care, the School Nurse Service, the Educational Psychology Service, Mindspace and the Speech and Language Service. These services are contacted when appropriate, according to the needs of individual pupils. The school works closely with Barnsley Local Authority and uses the EHA process when appropriate to do so.</p> <p>Parents are requested to consent to any involvement with outside agencies. Without this, the support cannot be accessed. If we believe a child to be at risk, we will inform social care and, where appropriate, inform parents before the referral is made.</p> <p>If parents believe their child needs support from a specialist they should contact Mrs Oldcorn or discuss this at the next review/parents evening.</p>

<p>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.</p> <p><i>Who should parents contact to find out about support for them and the families of children with SEND?</i></p>	<p>https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/special-educational-needs/getting-help-if-your-child-has-sen/</p>
<p>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.</p> <p><i>How will the school prepare and support pupils when joining our school or transferring to a new school?</i></p>	<p>In addition to the information we share about pupils from our own primary phase, we liaise closely with the primary schools of pupils joining us in Year 7. We provide additional transition support both before pupils with SEND join us and starts and once they have joined us, in response to their individual needs.</p> <p>All pupils receive advice on careers and are encouraged to visit colleges to explore post-16 courses. They 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 EHCPs in their transition to post 16 education.</p>
<p>13. Information on where the local authority's local offer is published</p> <p><i>Where can parents find out about other services that might be available for their families and children?</i></p>	<p>Barnsley Local Authority Local Offer information:</p> <p>https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/</p>

Review

This report was approved by the Ethos, Welfare and Admissions Committee of the Governing Body on 15th March 2018 and is due for review before 31st September 2018.



Signature
Head Teacher

15th March 2018

Date



Signature
Chair of Committee

15th March 2018

Date