

## Trinity Academy SEN Information Report 2018-19

**SENCO:** Cheryl Tindale

**SEN Governor:** Dr. Mary Chambers

**Contact:** 01405 81300 [166]

**Dedicated SEN time:** approx. 8.5 hours per week

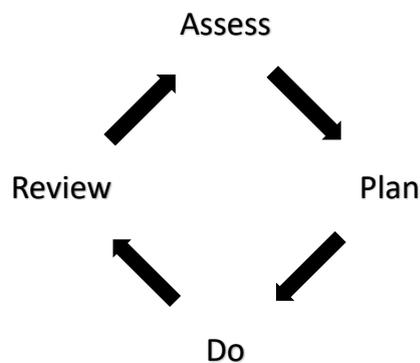
**Local Offer Contribution:** <http://www.thelocaloffer.co.uk/>

### **Whole School Approach:**

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High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** Assess the needs of students who have been identified as SEN

**Plan:** Meet with interested parties to create an outcomes based support plan

**Do:** Make necessary provision as outlined in the support plan

**Review:** Evaluate progress – either removing students from SEN register or beginning the process again

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## Special Educational Needs

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(**Reference:** SEN Policy 2014)

As of September 2018, we have 99 young people receiving some form of SEN Support. In addition we have 23 young people whom are recognised on our 'Need to Know' list and as such have Support Plans in Place. Using this integrated support plan we are able to offer targeted support to students whom require it. We offer support to a variety of needs including [but not limited to] ASD, Physical Disabilities, Dyspraxia, Dyslexia, Visual Impairments as well as Hearing Impairments. We have internal processes for monitoring quality of provision and assessment of need. These include termly meetings to focus on specific outcomes for pupils, which are tracked and monitored through support plans.

These are effectively assessed, as is all SEN provision through:

- Regular analysis of data
- Regular observations of students and staff
- Regular meetings with interested parties – including careers advice as the students require it

This enables us to ensure the highest quality provision for students.

Children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN. This is an essential part of what we do and this is managed on a case by case basis. In addition, on a case by case basis, adaptations are made to the curriculum and the learning environment of children and young people with SEN can fully participate.

## Consulting with children, young people and their parents

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Early Invite to view timetable	SEN staff, parents and pupils whom require early information about timetables.	Annually. September 2018 cohort – 3 <sup>rd</sup> & 4 <sup>th</sup> September.
Review Day	All staff/pupils and parents	Annually each October
Parents Evening	As Above	Annually for each year group
Reviewing support plans	SEN students/parents/staff/agencies	Termly
SLT Evening	Drop in for parents with the SLT	Annually
Coffee morning/Drop in sessions	Parents	At least annually but usually termly

**In addition to this we hope to be able to offer additional support to parents through parent support groups and classes.**

### Staff development

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
CCH, CTI, CMO, RWI, EOL, SJA	ASD	Cygnnet Practitioner
CCH, DST, CTI, ESM, MLI, CMO, EOL, EMO, JCH, LFO, GDI, DPO, LHA, LBR, AWE, AAI, JWI, DBE, MST	Team Teach	Basic
CTI	Phonics	Ruth Miskin Level 1
CCH	SEN	NASENCO
CTI, CMO, EOL, HJO, CWA, EWE	Dyspraxia	Level 1
All Staff	Ongoing SEN	CPD
EMO, JCH, MLI, ESM	Emotional Logic	
HJO, SJA, MHO, EOL, RGR, HPO	Moving and Handling	Level 1
HJO, SJA, EOL, HPO, RGR	Emergency Evacuation Chair	

*This year, we have put in additional training into quality first teaching in line with the new SEND Cop*

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## Staff deployment

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

*Support staff are deployed to work 1:1, in small groups and to assist classroom teachers. They have a wealth of knowledge and experience and are confident to deliver a variety of interventions*

We consider ourselves to provide support for improving emotional and social development through specialist groups and through Emotional Logic. This also includes, where needed, extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

## Finance

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Our notional SEN Budget this year was broken down into the following areas:

- Support staff
- Commissioning of external services
- Additional teaching resources
- Training for teaching staff and support staff
- Smaller class sizes
- Additional Literacy and Mathematics Lessons
- Specialist provision on-site at Emmanuel House which offers bespoke alternative provision support packages.

A full list of our external partners can be found in our contribution to the Local Offer [this is a website providing information for parents and professionals on education and health & social care services]. Extending our school approach, we review the outcomes of the student enabling us to hold our partners and ourselves to account.

## School Partnerships and Transitions

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 20 young people with special educational needs or disabilities and we supported 8 young people transition to the next phase in education or employment.

We closely monitor children and young people's destination data.

## Complaints

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Our complaints procedure is located [here](#).

## Challenges this year

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Challenges for our school have included our ongoing work with Ofsted. We are addressing this through our ongoing school improvement plan and have made positive strides towards becoming a good school.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Further embedding quality first teaching
- Developing provision at Emmanuel House, our on-site Alternative Provision Centre
- Developing the Inclusion Team through a variety of training courses

**Relevant school policies underpinning this SEN Information Report include:**

- SEN policy
- Anti-discrimination policy
- Medical needs policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**