



SENCO - Miss Amber Sorey

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Trinity Catholic College - SEND Information Report

1a). How does the school identify children with special educational needs?

At transition point from primary to secondary school:

- Information gathered annually during primary liaison meeting. SEN support plans are written at this time and consultation with parents offered at July Transition Event;
- Information received directly from parents during year 6 Open Evening in September/October and Transition Event in July. Further meetings between parents and school SENCo or other appropriate members of staff when necessary;
- Transfer of data from primary school as the student moves;
- Review meetings for students with EHC plans, Trinity Catholic College request to be invited to any Y6 reviews.
- Meetings between primary SENCO/Key member of staff and secondary SENCO.
- Liaison with 'Learning and Language Team' to ensure transfer of information regarding students identified with SpLD;
- Information gathered during 'Transition Day'.

As students of Trinity Catholic College:

- Key Stage 3 assessments in core subjects;
- Data used to identify possible SEND need or to inform provision already in place;
- Data captures at strategic points through the year are looked at by senior staff and SEND staff to identify any concerns from the data that may require further investigation;

- Daily monitoring of need through Progress Reports where necessary; in line with school SEN.
- Teachers inform SENCO of any concerns in line with school SEN referral process;
- SENCo may investigate further and carry out in- depth assessments of need in response to data or staff concerns;
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision;
- Assessment of reading ability via support from The Learning and Language Team.
- Progress Walks
- Work Scrutiny with particular focus on SEND pupils
- Pastoral Link meetings
- In the 6th Form, Mrs J Allick has the responsibility of liaising with teaching staff, students and parents to ensure that those pupils with SEND receive the help and support needed to ensure that they make rapid and sustained progress. This can include support with applications to Higher Education establishments and the organisation of any additional assessments in support of this.

1b). How do we involve parents in planning for those needs?

- An initial meeting during the Open Evening in September/ October for Year 5 and 6 students and parents;
- Attending review meetings through Year 6 for students with EHC plans or identified needs when invited by the Primary School;
- For students with an EHC plan, meet with parents at Parents' Evening, annual reviews and throughout the year;
- Students with an EHC plan in Key Stage 3 have a named teaching assistant;
- Parents may, when necessary, contact members of staff via their child's planner or via the school office on 01642 298100;

1c). Specialist in house school provision:

- Education Health Care Plans via Local authority;
- Facilities for meeting the needs of students with physical difficulties;
- Differentiated curriculum delivered to small groups of students using multi- sensory approaches (Guided Groups), for students who may initially struggle with the demands of a full mainstream curriculum but whose needs do not need a place in a special school.
- Inclusion Unit for those pupils identified as finding it difficult to manage the emotional and social demands of mainstream curriculum

2a). Whom in school will support my child and how will this be monitored?

- SENCo will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teachers at Trinity Catholic College have a responsibility for ensuring they deliver quality first teaching whilst also monitoring and evaluating students with SEND in their class. This is the first principle of the New Code of Practice;
- Students who are registered as SEN will, in line with the SEND code of Practice 2014 will have the opportunity for planning and evaluation meetings at parents evenings with parents/carers and students present to oversee their support, monitor progress, evaluate intervention and discuss targets;
- Students with an EHC plan will have their progress and review meetings with the SENCo each year;
- Quality first teaching is supported by a team of SEND support staff who have differing roles and responsibilities. However, always central to this is breaking down barriers to learning and helping SEND students to move forward and embrace their learning and progress.

2b). How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and the student to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;
- Decisions will also be based on the advice from any other professional involved with assessing and monitoring the student;
- The amount of provision is decided in line with the needs of the student, for example this could be a short term programme of work such as a half term of intervention on a withdrawal basis, or longer term in-class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end to ascertain progress towards objectives. Pre and Post intervention data will be recorded;
- Intervention will aim to be fluid and able to adapt to individual needs as and when they arise, with the understanding that all students regardless of ability will have areas of strength and areas of weakness; additional support may be required on a short or longer term basis.

3). Curriculum:

- Overall curriculum structure is directed by the Government and the National Curriculum;
- All students will have access to a broad and balanced curriculum and an entitlement to study a full curriculum;

- School discretion can be used, especially in Key Stage 4, where option choices are made to tailor the curriculum to a student's needs (however, we do have to consider the impact on students not taking the subjects promoted by government policy);
- The school fully consults with parents at the time of making Key Stage 4 option choices. We aim to offer a range of subjects to meet students' needs – this varies depending on cohort and curriculum changes;
- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Within core subjects, some groups are set within ability bands and this leads to differentiation to the levels students are working at, ensuring that targets are stretching yet attainable.

4). Accessibility:

- Trinity catholic College was opened in September 2011 and incorporates several buildings plus a new main school. The only part of the whole site not fully wheelchair accessible is the specialised unit on the first floor of the Marie Madeleine Centre.
- Disabled toilets are available on all floors; changing room and showering facilities are available in several locations.
- We have continued to improve our accessibility by adding new signs, safe pathway markings, appropriate colours are used on corridors whenever areas are upgraded.
- An interpreter can be provided with advanced notice of at least one working week, to aid communications with parents whose first language is not English or parents with hearing difficulties to help respond to need.

5). Parental Involvement:

- Regular monitoring of progress, rewards, behaviour through Bromcom which may lead to contact with parents from school staff;
- Parental access to school website and Parent Portal
- School reports are open to all parents through regular data capture points and opportunities to meet with teachers and form tutors at Parents' Evenings;
- Pupils in Y7-10 receive an end of year report detailing their progress in the academic year;
- The school monitors progress through a cycle of assessment, reviewing data and interventions. These are used to inform meetings and set new objectives;
- Students receiving support at The Marie Madeleine Inclusion Centre will have termly meetings between parents, students and named member of staff. During these meetings progress and evaluation of intervention will take place and the member of staff will be

available to explain next steps in the student's plan and discuss with parents how to support this;

- Students with an EHC plan will also have regular contact from the SEN team in particular their names support assistant;

5a) Wider support for parents:

- Parents can gain wider support from the following local authority approved organisations:
 1. Children with Disabilities team - 01642 579160
 2. Early Help Team - 01642 726004
 3. Gleneagles Resource Centre for Children with Disabilities - 01642 811910
 4. MAIN - Taking Autism Personally - 01642 608012

6). How Do We Support Students with Social, Emotional and Mental Health Needs?

- Our aim is preventing and removing barriers to learning to ensure our students are healthy, happy and resilient is at the core of everything we do at Trinity Catholic College.
- The St Hilda Inclusion programme aims to deliver universal services and personalised support to ensure that all students receive the help and guidance they need to engage purposefully with their studies, develop their emotional resilience and achieve well at school and in life.

Level of Support	Curriculum	Additional Support
Wave 1 – Universal	Age appropriate curriculum. Effective learning behaviours reinforced by regular class teaching/curriculum.	Established ethos and systems in school. Occasional (ad hoc) interventions as necessary. Headstarters programme
Wave 2 – In School Targeted	Age appropriate curriculum. Effective learning behaviours reinforced by regular class teaching/curriculum.	Timetabled (short or long term) intervention with EHWP Focus e.g. Peer Mentoring, Nurture Group, HS REACH in-school
Wave 3 – Short Term Part Time Intervention	Age appropriate curriculum. As above. Planned afternoon intervention on-site to reinforce and positively engage. Involvement of specialist staff and effective peer role models	Timetabled off-site intervention – HS REACH, Voluntary Sector, Other identified agency.
Wave 4 – Short Term Full Time Intervention	Age appropriate curriculum delivered on-site. Replicates school curriculum for Basic skills but wider curriculum emphasises focus on SEAL.	<ul style="list-style-type: none"> - Timetabled off-site intervention – Counsellor, Voluntary Sector, Other identified agency. - Respite placement - Managed Move between schools
Wave 5 – Long Term Full Time Alternative Curriculum	Age appropriate curriculum delivered off-site . Replicates national curriculum for Basic skills but wider curriculum emphasises focus on SEAL.	Local Authority provision Behaviour Partnership

7). Overall Well-being:

- All students belong to a Form Group and Year Group Pastoral Team;
- Each Year Group is supported by a team of staff;
- The Progress Leader and Year Manager have overall charge of the year group and, in particular, student progress and the role of ensuring pastoral well-being. They are supported in this role by a member of the school Leadership Team;
- A non-teaching Year Manager is assigned to each Year Group and may take a lead in the day to day contact with parents and students in all areas of need;
- Form tutors meet with students for 10 minutes each morning and 20 minutes each afternoon, looking after both well-being and progress of the tutees.
- There is a pastoral/citizenship curriculum to meet different social issues and help students with their progress which also covers Literacy and Numeracy;
- Student voice begins in the form with form reps who represent views to the school council. Students can contribute their views through this forum. Student representatives meet regularly with senior leaders to pass on the views of the students;
- Attendance Officers, who, working closely with Pastoral Teams, SENCo and Leadership Team, monitors daily attendance and addresses any concerns or issues with parents;
- School Nurse is in school every Wednesday for student drop-in and to discuss any concerns they may have;
- Trinity Catholic College has a full medicines policy which is strictly adhered to. Care Plans are written and reviewed by Val Fenton.
- Trinity Catholic College employs a full-time School Welfare Officer who is available for drop-in sessions for both pupils and staff to discuss any concerns they may have. The SWO also takes a lead on aspects of Safeguarding within school.

8). What specialist services and expertise are available at or accessed by the school?

Trinity Catholic College has a wealth of expertise from its staff who have over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school deems it necessary to seek further advice and support to ensure students achieve rapid and sustained progress.

The following is a snapshot of these but is not an exhaustive list:

<u>Expertise in School</u>	<u>Specialist Service accessed by School</u>
Attendance Officer	Educational Psychologist
Education Welfare Officer	Occupational Therapists
	Hearing Impaired Services & Teachers of the Deaf

School Welfare Officer	Speech and language Therapists
Inclusion Managers	Children and Adolescent Mental Health Services (CAMHS)
Year Managers	School Nurse
Transition Coach	Social Care and Outreach
Intervention Coach	Specialist teacher – Associate Member of the British Dyslexia Association
Early Help Team	<ul style="list-style-type: none"> ● Headstart ● Safer In Tees Valley ● One Life Pioneers

9). Staff Training within the School:

All staff are teachers of students with SEND needs.

Trinity Catholic College therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

The table below summarises the most recent staff training and up and coming training events in respect of SEND:

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Annual Child Protection training	Education Health Care Plans
Annual SEN Code of Practice training and update	Supporting Students with SEND (TA)
How to support Complex needs - Key Pupils	Supporting Students with SEND (Teaching staff)
	Effective use of the Teaching Assistant (Teaching Staff)
	Hidden Disabilities – supporting students with ADHD, ASD and other concerns
	Differentiation across the curriculum
	Promoting basic Literacy + Numeracy
	Effective use of access arrangements
	Ensuring maximum progress for students with SEND
	Hidden disabilities awareness
	Mental Health and Risk and Resilience
	Anxiety (Provided by CAMHS)
	Attachment (Provided by CAMHS)
	Self Harm (Provided by CAMHS)
	ASD Awareness (Provided by CAMHS)
	ADHD(Provided by CAMHS)
	Low Mood/Depression (Provided by CAMHS)
	Sensory Processing Difficulties (Provided by CAMHS)

	Eating Disorders (Provided by CAMHS)
	Learning Cognitive Development (Provided by CAMHS)
	Positive Behaviour Support (Provided by CAMHS)

10). Activities Outside of School:

- There are a large and varied number of out of school activities for all students to participate in including educational visits within curriculum time and outside of 'normal' school hours.
- Trinity Catholic College is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and/ or equipment, special transport arrangements, amended activities;
- Staff who are arranging an off- site trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not prevent any student from going on a trip due to their special educational need and/ or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Leadership Team oversees all trips to ensure students are safe and included where possible, with appropriate and necessary risk assessments having taken place.

11). How is Transition planned and managed by the school?

Transition from Primary to Secondary School:

- Parents and students in Year 6 are initially invited to visit the school in September/ October each year. Additional visits from a range of year groups are also planned throughout the year;
- Pupils attend a minimum of two Transition Days in school;
- Year Manager, Progress Leader and SENCO meet with appropriate Primary staff (usually Year 6 teacher and SENCO)
- Ongoing primary visits to school for a wide range of activities throughout the year ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- Information gathered from parents by SEND staff;
- Talks with the primary schools begin in year 6 and for those with an EHC plan the SENCO attends their review;
- Once a place has been confirmed the SENCO liaises with parents and the primary school. IEPs are written at this time so best practice is shared;

- A transition plan is put in place on their advice which could include lots of early visits, meetings with key staff, transition units of work;
- A mentor might be put in place as a familiar adult to help with transition.
- Students have access to 'Tootoot' anti-bullying reporting system.

Transition from Secondary School to College or Training Provider:

- Trinity Catholic College has close links with all of the further education and training providers in the local area;
- A member of staff in school is responsible for careers advice and KS4 and 5 students puts a plan in place, advises which college offers/ provide which course, and monitors all students to ensure that our leavers have a pathway from secondary school into college, apprenticeship or other training provider;
- Work experience is available in Year 10 for all students who can obtain placements through parental engagement. Students unable to be placed undertake a Work Related Learning program during this time.
- For students with an EHC plan a careers advisor from Middlesbrough Local Authority will be invited to attend all annual reviews from Year 9 onwards. This is to ensure a transition plan is in place and the college or provider is able to meet the student's needs;
- The SENCo will work with parents, students and the colleges to ensure any specialist provision is in place once a decision is made;
- As a school, representatives of Industry and Education are regularly invited into school to meet and talk to the students and to explain what their organisation offers;
- Throughout KS4 and 5 a series of planned activities, Visits, conferences and drop-in Information Evenings are offered to the students to help with transition to college and wider aspects of adult life;

12a). How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents and students.

11b). How is the SEND budget allocated?

Trinity Catholic College has a number of different SEND provisions and interventions which are matched to students' special educational needs and financed through the SEND budget.

These include:

<u>Provision</u>	<u>Notes</u>
Specialist SEND teachers	Working with the students following a differentiated curriculum (Challenge).
Dyslexia Specialists	To assess and monitor students with a specific learning difficulty, including Visual Stress.
SEND support staff	Students in Key Stage 3 with significant SEND who need small group or 1:1 intervention on a withdrawal basis.
ICT programmes	A range of programmes for use with small intervention groups.
Beat Dyslexia Rainbow Reading Lexia Rapid readers Superstar Spellings	Individual intervention programme.
Student Librarian Scheme	Run by the Resource Centre Manager for vulnerable students.
Alternative Education	Using other providers and in- house provision to better meet the needs of SEND students.
Lunch and Breakfast clubs	Safe places during these times, access to computers, social time, support for SEND students with homework, opportunities to eat a substantial breakfast.
Mentoring Programme	1:1 or small group support.
Guided Group Provision	Students taught in a small group, with differentiated curriculum and higher staff pupil ratio.
Pastoral support team	Non teaching pastoral Year Manager to promote emotional wellbeing.
Specialist resources	To allow all students to access a full and varied curriculum.
Inclusion Manager	Developing SEMH provisions in school.
Attendance Monitoring Programme	To monitor students attendance and build resilience to school life.
Marie Madaleine Centre (Inclusion Support Centre)	To provide short term intervention for pupils with SEMH needs.

12) Complaints:

- If a parent/carer is unhappy about the arrangements made to meet the SEND needs of their child they should, in the first instance, contact the SENCO and Leadership Link for SEND to discuss the matter.
- In the unusual event that the matter was not resolved, the parent would be advised to speak with the Local Authority to resolve any matter.
- If the matter still had no resolution the parent/carer would be given the school complaint procedures policy.

SEND – Special Educational Needs and Disability

EHC plan – Education Health Care Plan (Replacing Statements)

For Middlesbrough Council's local offer please refer to:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=>