

Trinity School

Special Educational Needs Information Report



DOCUMENT REVIEW

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Education for life in all its fullness

Trinity School

SEN Information Report

This report is written in line with the requirements of: -

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This statement should be read in conjunction with the following school policies:

SEN Policy, Administration of Medicine, Behaviour Policy, Child Protection, EAL Policy, Home School Agreement and Complaints Policy.

This statement was developed in consultation with parents and governors from the Education Committee. It will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 5)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

1. The kinds of special educational need for which provision is made at the school

At Trinity School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, ADHD, visual impairments, hearing impairments, processing difficulties, epilepsy, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of students with an Education, Health and Care Plan with the following kinds of special educational need: ASD, MLD, PD, dyslexia. Decisions on the admission of students with a statement of special educational need/Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of students with SEN

At Trinity School we monitor the progress of all students a minimum of 2 times a year to review their academic progress. We also use a range of assessments with all the students at various points. Base line assessments are carried out in KS3 subjects to monitor progress from the end of KS2 to the end of KS3.

Examples that may be used to identify further support if needed include:

- Baseline assessment identified a student as performing considerably lower than their peers
- Fails to match or better the child's previous rate of progress
- The attainment gap is not closing
- The attainment gap is widening

Other factors that are not academic such as social needs could also be used to identify a need for support.

Slow progress and low attainment does not however automatically mean a student is recorded as having SEN.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support are reading buddies and handwriting support, literacy and numeracy, sensory circuits, social skills, well-being, study skills, Learning Support Assistant support in class, daily check-in, mental health first aid kit, overlays, technology.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Trinity School we are experienced in using a range of assessment tools and we have access to external advisors who are able to use more detailed assessment tools – Specialist Teaching Service via the Local Inclusion Forum Team.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan which will detail the desired outcomes, and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

The young person plays a role in any discussions about their needs and provision.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked a minimum of two times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The normal teacher assessments we use at Trinity School are noted in section 2. These are used to determine if students are increasing their level of skills in key areas. In addition to this there are a number of one off assessments the school uses, including an overlay assessment to identify visual stress, GL assessment to identify dyslexia and dyscalculia, single word reader assessment to identify reading age, memory assessment to identify retention of information, Lucid assessment to identify exam concession needs and Leuven scales assessment to identify wellbeing and involvement.

If these assessments do not show adequate progress is being made and/or identified additional needs, the SEN support plan will be reviewed and adjusted.

We follow the graduated approach and the four part cycle, **assess, plan, do, review**.

3c the school's approach to teaching students with special educational needs

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

Trinity School has been judged by Ofsted as Good in all areas including the quality of teaching.

We follow the Mainstream Core Standards (see link below) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school uses additional staff to support the needs of SEN students.

High quality teaching is the priority for students; learning support staff are not a replacement for quality teaching. If a Learning Support Assistant is allocated to a class, this is a resource for the teacher to plan for and adequately use. Our philosophy is about preparing students for the world beyond school, therefore we do not want students to be reliant on an adult. If an Education, Health and Care Plan states a high level of support required as part of their provision, this will be reviewed regularly with an aim to reduce this support and help the student to be independent in the learning environment like their peers.

3e how the school adapts the curriculum and learning environment for students with special educational needs

At Trinity School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

We may also make adjustments to both curriculum and homework provision if it helps meet a students needs.

3f additional support for learning that is available to students with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school via a High Needs Funding application.

SEN students may be provided with laptops and/or reader pens for examinations. They may also receive additional exam support e.g. extra time, scribe, adapted paper, based on their needs and the outcome of an external assessment.

3g how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Trinity School are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. The school will also ensure transport that is suitable for students with disabilities is provided if required.

3h support that is available for improving the emotional and social development of students with special educational needs

At Trinity School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance PSHE & RE and indirectly with every conversation an adult has with students throughout the day.

For students with the most need we can also provide the following: access to a counsellor, mentor time with a member of the pastoral team or an external referral to CYPMHs/Emotional Wellbeing Service (School Health).

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Trinity School is Mr Steve Taylor, who is a qualified teacher and who is studying to complete the National Award for SEN Co-ordination.

The SENCO is available on 01732 469111 or senco@trinitysevenoaks.com. We aim to respond with 24hrs.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and Learning Support Assistants have had the following awareness training – provision of strategies to support the students in their learning environments. Specific support/training is given as identified through line management meetings.

Where a training need is identified beyond this the school will find a provider who is able to deliver it. We have access to various training providers which include the Specialist Teacher Service and an Educational Psychologist service. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, the school will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Trinity School has a modern building with lifts, and is fully accessible. All classrooms (including specialist rooms for DT, Art and Science) contain desks suitable for students who are in a wheelchair.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Trinity School are invited to discuss the progress of their children during parents' evening. Additionally, parents will receive one tutor report plus attainment reports in the year. In addition, we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, all students will access some additional teaching (intervention) to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

Parents of SEN are actively encouraged to support their child with homework and in particular reading at home. Homework should be completed for a duration of time, rather than to complete a set number of questions or activities. This recognises that homework may be an area students with SEN struggle with.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing board relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Trinity School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns initially with their subject teacher or form tutor to resolve the issue. Subject teachers and form tutors will then pass the concerns on to the SENCO or Head of Year or Deputy Head and then Headmaster to resolve the issue if this can't be solved at the initial level. If the issue is still not resolved, then a formal complaint can be made to the Chair of the Governing Board.

If the complaint is not resolved after it has been considered by the governing board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

The governing board have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service
- Access to Educational Psychology services
- Link to Disabled Children's Service for support to families for some students with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice
- Kent Early Help Team Membership of professional networks for SENCO e.g. SENCO forum

11 The contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412 412 and

Minicom: 03000 413 030

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/kpps>

12 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Trinity School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Transition is individualised and begins as soon as we know that a student is coming to Trinity. The minimum engagement involves a visit by the SENCO and/or other delegated staff members.

This visit enables time for a discussion with the primary SENCO and/or Y6 teacher about academic and social progress and relevant strategies and other information gathering, most notably current and predicted levels. It may not be possible to visit schools where numbers of students are very low, in which case these students will be invited to Trinity as an alternative strategy for transition.

Individual students are also spoken to, and in the majority of cases, Trinity students accompany the visits to speak to students about life at secondary school.

Information gathered then forms a central part of the school's transition program and the provision mapping for SEN and vulnerabilities.

Smaller scale visits are also arranged for identified vulnerable students.

The Transition Day in July has students meeting the members of their new tutor group.

School KS2 data is the baseline for progress in KS3 but these tests inform our learning strategies for new students. Form Tutors are leads for their tutor groups on pastoral and academic support, and their work is underpinned by the information gathered through transition visits.

Where needed, handover of CAFs and further meetings with students and parents happen with key staff where needs are identified. This will develop further as we take on students with more complex needs (e.g. Statements).

Social and academic progress is monitored through Y7 in our assessment weeks.

Parents of students with an Education Health Care Plan will be invited to a meeting in their first term in year 7 as part of the transition process. This will discuss how well provision is meeting needs, and whether any adjustments are needed. This also applies to students with an Education Health Care Plan who join in subsequent years as part of the casual admission process.

When moving from KS3 into KS4 specific information advice and guidance is provided for students with SEN to ensure they make appropriate preferences for the subjects they want to study. We look carefully at the number of subjects students study, and may decide on a bespoke curriculum offer if appropriate.

When moving from KS4 to KS5 we will provide information on possible destinations (including Trinity where appropriate) during the annual review that takes place in year 10. This gives parents time to research the possibilities before naming their preferred post 16 provision during the annual review in year 11.

We also contribute information to a students' onward destination by providing information to the next setting, and may arrange for post 16 providers to visit students to observe their needs as part of the transition process

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.kent.gov.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.