



Special Educational Needs and Disabilities (SEND) Information Report 2020-21

"But each" ... has their "own gift from God; one has this gift, another has that." (1 Cor.7:7b)

Trinity Catholic School is a mainstream secondary school, driven by a caring and inclusive Catholic ethos, which is rooted in our:

School Mission - A Catholic learning community devoted to the common good.

School Values - Integrity through Aspiration, Resilience and Respect.

We pride ourselves on strong pastoral care and support systems for all students alongside good classroom teaching.

All staff including school governance, Head of School, Senior Leadership Team (SLT), the SENDCO (Special Educational Needs & Disabilities Co-ordinator), our teaching and support staff are committed to their roles in ensuring suitable provision for any pupil who has an identified special educational need or disability (SEND).

Students with learning needs, or disabilities, who request a place at Trinity Catholic School will be admitted wherever possible, following an assessment into whether we can make **reasonable adjustments** to include them in the life of the school.

Admissions for pupils with identified SEND are outlined on the Trinity Catholic School Admission Policy.

Our whole school has a shared responsibility to monitor the progress of all pupils, to identify needs and when they arise, therefore allowing us to provide the appropriate targeted support.

All schools in Warwickshire have the same special educational needs and disability duties, and are expected to provide support for children and young people who have additional needs. These duties come from *The SEND Code of Practice: 0 to 25*. You can find out more information about Warwickshire's Local Offer on the website: www.warwickshire.gov.uk/SEN

***Covid -19: SEN provision may be delivered differently depending on level of virus risk.**



**Special Educational Needs and Disabilities (SEND)
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Key Questions: Trinity Catholic School and its SEND provision

1. How does the school know if a young person needs extra help?
2. What does the school do once a young person's need has been identified?
3. How is the decision made about what type, and how much, support a young person will receive?
4. How are different kinds of special educational needs and disabilities provided for at Trinity Catholic School?
5. What is the expertise and training of staff, in relation to young people with SEND?
6. How do I apply to Trinity Catholic School if my child has identified SEND?
7. What access arrangements are there for pupils with SEND?
8. What are the arrangements for supporting young people with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?
9. What are the arrangements for consulting with young people about their needs and involving them in, their education?
10. What are the arrangements for assessing and reviewing the progress of students with SEND?
11. How does the school evaluate the effectiveness of its provision for SEND students?
12. What activities are available for students with special educational needs, in addition to those available in accordance with the curriculum?
13. How does the governing board monitor SEND and the treatment of complaints from parents about the SEND provision?
14. Name and contact details of key people leading SEND at Trinity Catholic School



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1. How does the school know if a young person needs extra help?

We use:

- Information from each student's previous school and parent pen portrait documents;
- Additional KS2-3 Transition visits and events for Year 6 students (if possible: Covid-19);
- Informal sharing of information or indications from students themselves and their parents/carers;
- Reading test carried out in Year 7 for early identification for reading interventions;
- Reports and discussions with other Education, Health or Social Care professionals involved with a young person and their family (e.g. CAMHS, Educational Psychology, Family Support Workers);
- Teachers and Teaching Assistants (TAs) observing and noticing a student experiencing difficulties;
- Concerns, raised by Heads of Year and regular analysis of school data tracking and monitoring processes. This includes monitoring of students' rate of academic progress, their health and well-being.
- The SENCO and Higher Level Teaching Assistants (HLTAs) develop their knowledge of the students' needs by speaking to parents/carers on request, at Parents' Evenings, review meetings and school open events.

2. What does the school do once a young person's need has been identified?

- The teaching staff or Head of Year will liaise with the SENCO and Learning Support Team who will provide a consultation on strategies to try as part of Universal Provision and any relevant additional support available (if a student is receiving additional support they may be put on to the SEN Register for the duration of the intervention);
- Where needed, the Head of Year or SENCO will discuss a student's needs with their parents/carers; then along with the student, agree the next steps and put support in place;
- Where needed, parents are informed of any further significant concerns and are asked to give permission for additional assessments from an external agency;
- Warwickshire's *Educational Psychology Service (EPS)*, or *Specialist Teaching Service (STS)* or *SEND Support-ed* specialist staff may be requested to assess students' learning needs if they do not make progress following universal or subject based provision;
- From the STS a teacher will assess students and along with class based evidence of need, the SENCO can apply for exam arrangements (in Years 10-13) for identified students that meet the exam regulator's criteria (for example; a reader, word processor, extra time or rest breaks);
- External agency reports produced are copied to parents and where needed, a discussion may take place to explore the findings and any recommendations for additional support in school and at home.



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3. How is the decision made about what type, and how much, support a young person will receive?

- All students are supported by teaching provision in class, which adheres to our whole school Teaching and Learning intentions and consists of appropriate levels of challenge and scaffolding to support learning;
- 'One Page Profiles' are created for students with identified needs, to inform and support staff in their planning and approaches used in school;
- For some students, additional assessments and direct work with our staff in Learning Support, Inclusion Coordinator or outside services, such as educational psychologists, specialist autism or speech and language teachers; will provide more detailed information and strategies to the school;
- Heads of Department, Heads of Year and the Senior Leadership Team track student progress regularly and work with the SENCo to determine further support where needed;
- The SENCO and Learning Support Team hold a regular meeting in line with the data monitoring process to review and to plan what interventions are required to meet identified needs. Interventions are planned from within our own school resources, subscriptions and partnerships with other services.
- If a student's needs are more complex or require a greater level of support than the school's own resources can offer (at Universal level or at SEN School Support); we may request a 'Needs Assessment' in order to ensure we can secure the support required for a young person to successfully access mainstream education or to seek the most appropriate alternative or special provision through the Local Authority Provision Panel process.
- A Needs Assessment is carried out by Warwickshire's SEND Assessment and Reviewing (SENDAR) service. The outcome of a Needs Assessment may be the drafting and issuing of an Education Health Care Plan (EHCP). More information on this process can be found on the Local Authority website.
- EHCPs are provided for by the Local Authority for children whose learning needs are severe, complex and lifelong or require a high level of provision which is 'additional and different to' that available in the school to all students (e.g. this could be a high level of ongoing intervention and specialist involvement).

4. How are different kinds of special educational needs and disabilities provided for at Trinity Catholic School? *Please also see our Provision Map.*

- Staff have access to training, both in school, through education networks and online forums as well as through relevant outside services when required.
- The school is committed to developing an SEN&D aware environment; the Teaching Assistant Team includes experienced staff able to provide consultation on learning strategies and deliver targeted small group academic interventions and programmes to support the personal and social development of students across the various areas of need.
- The Inclusion and Pastoral teams (including the Learning Support Department) can arrange quiet or sensory time out and adult mentoring for students with social and emotional needs



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- such as high anxiety, or low self esteem;
- Physical/Medical conditions are supported through discussion with parents/carers, students, health professionals and Heads of Year to promote staff awareness, carry out risk assessments and where needed, put health care and evacuation plans in place. Please also see our Medical Needs Policy.
 - Sensory difficulties are supported by use of non-disruptive strategies in class, movement breaks and sensory/snack boxes in Learning Support.
 - The school will commission involvement by specialist teachers or other health care professionals when our monitoring processes demonstrate that there is a particular need that is not being met and it is within our resources to do so.

Resourced Provision: Peter's Place

Our additionally Resourced Provision (commissioned by the Local Authority) for students with (an EHCP and) a primary need of Communication and Interaction difficulties; who are academically able to access the national curriculum and GCSEs, but who have inwardly manifesting anxiety and social communication difficulties that present as a severe barrier to accessing a mainstream school environment.

The environment and approach of the resourced provision creates additional flexibility in presentation and pace of the curriculum to meet students' EHCP needs. Students are integrated into our smaller, quieter learning and social spaces by a consistent team of staff in order to rebuild their confidence in attending, learning and interacting with peers in a school environment.

Provision staff develop a knowledge and understanding of the students' needs and work directly with students to develop understanding of their emotions and rehearse strategies to self-manage social communication and interaction situations.

Students are supported to access mains school facilities and subject lessons to allow them to fulfill their academic potential and desired outcomes for post 16 study and adulthood.

Core provision staff include experienced teachers Mr Stuart France and Mrs Anson O'Connell and Teaching Assistants Miss Lisa Carter and Mrs Monika Pajak. The core team works alongside Learning Support. Other teachers and teaching assistants in the main school also deliver lessons and support sessions to support reintegration to mainstream education and access to the national curriculum.

Please contact Peter's Place staff for more information.

Contact: Mrs Joanne Price (SENCO) or Miss Lisa Carter (Provision Lead TA).

Places are allocated through a consultation process by SENDAR and a Provision Panel. Please speak to your existing Plan Coordinator at SENDAR.



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5. What is the expertise and training of staff, in relation to young people with SEND?

- The Learning Support and Resourced Provision team are available to share training and specific learning strategies with all school staff to fulfill their requirement to meet student needs in the classroom and wider school setting;
- The SENCO, Mrs Price is a qualified teacher and holds the required National SENCO Award. She has previous experience of being a TA in a special school and a mainstream secondary school teacher. She has worked as a SENCO in mainstream schools for over 14 years and is also the SENCO for our Resourced Provision within the school; Peter's Place. The SENCO has oversight of Medical needs and is the Designated Teacher for Children who are Looked After and a Designated Safeguarding Lead;
- The SENCO, HLTAs, SEN Learning Mentor and English Additional Language (EAL) Tutor attend local network meetings and training events;
- The Learning Support team have accessed specialist courses and use guidance from specialists in various areas of SEND to be able to provide intervention work; training and sharing of strategies within the team and for teacher training events in order to equip all staff to be able to meet the needs of students;
- The Learning Support team can provide information on, and will refer, to external support services on an individual need basis; for example Warwickshire's Specialist Teacher Service (STS); Educational Psychology Service (EPS); SEND support-ed; Children's Services and local youth services;
- A range of school and resourced provision staff are trained in meeting the needs of students presenting with Social Communication/ASC, sensory needs, Mental Health First Aid, speech and language difficulties, attachment difficulties and dyslexia.

6. How do I apply to Trinity Catholic School if my child has identified SEND?

Please also see our admissions policy

- If you would like to discuss provision for your son or daughter prior to applying to the school, please contact Learning Support to make an appointment;
- We have a Higher Level Teaching Assistant (HLTA), Mrs Chamberlain, who has a designated role to support students with SEN through Transition from KS2-3 (year 6-7 students).
- If your child has an EHCP, please contact Learning Support to make an appointment to discuss how we might meet your child's needs.
- Once you know your school preference, please contact your current school SENCO and the Plan Coordinator at SENDAR to discuss Trinity Catholic School or our Resourced Provision, Peter's Place*, being named in the EHCP. This will trigger consultation papers being sent to the Head of School, Mr Shires and the SENCO, Mrs Price for consideration of a place.

**Please see information above about the Resourced Provision.*



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7. What access arrangements are there for pupils with SEND?

Please also see the [Accessibility Plan](#), in compliance with paragraph 3 of schedule 10 to the Equality Act 2010, which is available on the school website.

- Students with SEND (who require provision that is 'additional and different to' that provided for all students) are entitled to a broad, balanced and relevant curriculum that is differentiated and/or may be personalised where necessary to ensure maximum progress;
- Medical conditions are supported through risk assessments and health care plans as advised by the school nurse service (COMPASS) and health care professionals;
- Sensory difficulties are supported by and reasonable adjustments including specialist equipment as advised by the student and their family;
- The school is equipped with ramps, lifts and disabled toilet facilities including specific hygiene rooms. Teaching Assistants are trained to use the EVAC chair and have had training to support students with physical difficulties in using wheel chairs, kay walkers and physiotherapy stands. This training is updated by Health professionals when required.
- All staff have a shared responsibility to provide for students with due regard to their background or ability;
- All teachers are teachers of SEND (Teacher Standards)
- Where possible, students with SEND are supported to access a full and balanced curriculum by the provision of reasonable adjustments across the school setting (Universal Provision); for example these may take the form of advised seating plans, scaffolded support materials, specific approaches, or use of equipment (e.g. colour overlays) and information technology;
- Positive steps are taken to involve families as fully as possible in decision making as well as keeping them well informed about their child's progress and giving them as much practical support as possible;
- The Learning Support Department may provide additional study support sessions for students as part of meeting the provision as set out within their EHCP as well as opportunities for support with homework and exam preparation;
- The Learning Support Department is able to provide colour overlays or rulers. We can loan notebook laptops to support recording in class and assessments where a specific need has been identified. Full size laptops are available for exam arrangements, where a need is identified. Some students bring in their own laptop, at their own risk, in agreement with their parents/carer and school staff (an acceptable use form will need to be signed);
- Other equipment such as specific enlargement software, writing slopes and any adjustments recommended by external specialists are sourced where possible in our resources, for students on an individual basis as part of their provision plan;
- Where a need is identified, students are able to move* about the school at quieter times, use timeout cards, or have a personalised timetable allowing for additional study or nurture support from the Learning Support and Inclusion staff;
- The Learning Support staff are committed to promoting independence and building self-esteem through positive learning experiences;
- *Transition and Learning Ambassadors support younger students to settle and encourage good learning behaviours;



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*Covid -19 response may require this and other SEN provision to be delivered differently depending on level of virus risk.

7. What are the arrangements for supporting young people with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?

- Our KS2-3 Transition Higher Level Teaching Assistant (HLTA) works closely with the Head of Year 7 and Assistant Principal for KS2-4 transition to organize extra visits and induction events for students who have been identified as needing an enhanced transition. Learning Support staff attend the Year 6 Induction Evening; attend Year 6 reviews and meet with with parents to discuss what provision will look like;
- We make visits to primary schools to collect detailed information and where possible meet the students and parents prior to the start of Year 7;
- The SENCO and HLTAs will also attend admissions meetings alongside Heads of Year for any students with SEND, who transfer to the school during the school year to discuss provision.
- SENCO and HLTAs will communicate with any specialist services involved to ensure a smooth transition at any stage that a student with SEND transfers to Trinity Catholic School;
- Additional meetings are offered in Year 9 to support students and parents in making positive subject option choices for KS4 and again in Year 10/11 when students and their families are making decisions about post 16 education or training;
- TAs provide additional support to students in creating CVs, writing to and preparing for work experience placements; researching, completing applications and interview preparation for post 16 courses and programmes.

9. What are the arrangements for consulting with young people about their needs and involving them in, their education?

- SEND student views are gathered by a trusted adult, prior to meetings and wherever possible students attend their review meetings;
- The TA team act as key workers for students with an EHCP; the TAs will get to know them well, be an approachable adult when they need help, act as an advocate and facilitate communication with other school staff, or students, to support their views to be heard;
- Whole school student voice surveys are conducted by the Pastoral and Learning Support conduct SEN specific surveys and focus groups;
- HLTAs and TAs will carry out observations and engage students in a reflective learning conversation with students who require additional support and will inform teachers of any key messages about their learning preferences;
- In all lessons students are encouraged to select challenges based on their start point; to



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use Red, Amber, Green cards to indicate their understanding or their level of emotional regulation to the teacher or TA during the lesson, and some individuals agree their own signal with adult staff to communicate their need for help;

- Students can seek adult support in the Learning Support Department if they are concerned or need help in any way;
- The Feedback policy across the school includes praise and acknowledgement of success followed by next steps; in all subjects students are encouraged to then act on their feedback, creating a learning conversation.

10. What are the arrangements for assessing and reviewing the progress of students with SEND?

- As advised by the SEND Code of Practice (2014), students with SEND are tracked and monitored by the same data system as all students;
- The Senior Assistant Principal for Inclusion and Pastoral Care monitors and discusses student progress with the SENCO and Heads of Year. This is focused on vulnerable groups, to monitor trends and individual performance across the school curriculum. This information is used to inform interventions as part of the Assess, Plan, Do, Review (APDR) process in line with the Code of Practice.
- HLTAs keep records and evaluate impact of interventions and TAs keep notes of individual support to provide information on progress towards desired outcomes, for meetings and reviews.
- Learning Support staff attend all parents' evenings and will make appointments with parents/carers to ensure there are opportunities to discuss and review provision each term in line with the Code of Practice. Specific outcomes are reviewed at annual meetings (more if needed) as part of the EHCP process or Personal Education Plans (PEPs) for Children who are Looked After.

11. How does the school evaluate the effectiveness of its provision for SEND students?

- In addition to academic, behaviour and attendance data; TA and Teacher feedback evidences impact of support given and progress towards objectives;
- Mentoring records and intervention tracking requires evidence of a start and finish point to demonstrate impact and inform next steps or referrals for further investigation;
- The Learning Support Department meetings regularly to reflect on the interventions offered and ensure the current provision is relevant and meeting the needs of current cohort of students;
- Provision is discussed and reviewed termly meetings for students with an EHCP; or who are children Looked After, at PEP meetings.
- Interim and emergency review meetings are held where there are indicators that provision is not meeting needs raised by school staff, parents/carers or other agencies.
- SEND provision has been reviewed by external specialists in recent years and we welcome



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working in partnership with other schools to reflect on and share expertise, resources and good practice.

- The SENCO and Teaching Assistant team carry out visits to lessons to monitor implementation of strategies and support systems as set out in teaching and learning policies or students' one page profiles. This information is shared with senior leaders and used to support teachers and students in the classroom.
- Student voice surveys are conducted periodically by the school to identify areas of strength and for further development.

12. *What activities are available for students with special educational needs, in addition to those available in accordance with the curriculum?

- Each term a schedule of extra-curricular clubs and activities for all students is published by the Pastoral Team;
- TA support for after school activities is arranged on an individual basis where funding (EHCPs /personal budgets) and staff availability permits;
- Homework support is available in the Library for all students and for identified students, in Learning Support study rooms at lunchtime;
- A supervised quiet space with board games is provided in the Learning Support Department at break and lunchtimes;
- TAs accompany school trips where a need is identified or a student with designated support is participating.

*Covid -19 restrictions may restrict these aspects of school life for all students.

13. How does the governing board monitor SEND and the treatment of complaints from parents about the SEND provision?

- Parents with concerns should contact their student's Head of Year or SENCO as a first point of contact to allow matters to be addressed.
- Formal complaints should be addressed to the Senior Assistant Principal for Inclusion and Pastoral Care, Mr Matthew Alton;
- If concerns are sustained, parents can contact the Head of School, Mr Jon Shires and the Governing Body through the Head of School's P.A, Mrs J Sturgeon.

14. Name and contact details of key people leading SEND at Trinity Catholic School:



Mrs Joanne Price
SENCO for Trinity Catholic School and Resourced Provision
jprice@tcs.lourdesmac.org.uk



01926 428 416



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Mrs Whordley (HLTA/ EAL tutor)	ewhordley@tcs.lourdesmac.org.uk
Mrs McNab (HLTA)	ymcnab@tcs.lourdesmac.org.uk
Mrs Healy (HLTA)	thealy@tcs.lourdesmac.org.uk
Mrs Chamberlain (HLTA/ SEN KS2-3 Transition)	cchamberlain@tcs.lourdesmac.org.uk
Miss Carter (Resourced Provision Lead TA)	lcarter@tcs.lourdesmac.org.uk
Mrs Anson-O'Connell (Teacher/ Resourced Provision staff)	sanson@tcs.lourdesmac.org.uk
Mr Lignier (Teacher/ EMAS Foundation post 16 programme)	jlignier@tcs.lourdesmac.org.uk

Other key contacts:



Senior Assistant Principal (Inclusion and Pastoral Care/ Senior DSL): Mr Alton
malton@tcs.lourdesmac.org.uk

Inclusion, Alternative Provision and Early Help Coordinator/DSL: Miss Crossman
lcrossman@tcs.lourdesmac.org.uk

Head of Y7: Mr Pettle mpettle@tcs.lourdesmac.org.uk

Communication with Trinity Catholic School
School Office: tcs-office@tcs.lourdesmac.org.uk
Attendance: tcs-absence@tcs.lourdesmac.org.uk

Please contact your child's tutor in the first instance however, teachers, Heads of Year and Heads of Subject Departments, along with our team of teaching assistant keyworkers have an email address which can be found through the school website or contacted via Edulink once a student is on roll.

Contact Learning Support and the SENCO for matters with regard to SEN provision.