



*J.P. Hines*

**Signed by Head of School:**

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Date of implementation – October 2020  
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## SEND Policy

### 1 Policy statement and principles

Trinity Catholic School's SEND policy and provision arrangements are implemented to have regard to the SEND Code of Practice (2014). This policy is available on Trinity Catholic School website and all staff and volunteers are required to actively participate in implementing it.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

#### SEND statement

All staff are expected to actively participate in the implementation of our policies and to provide reasonable adjustments for any pupil who has an identified special educational need or disability (SEND). We believe that all students, including those identified as having SEND, are entitled to a broad and balanced academic and social curriculum and to be fully involved in all aspects of school life.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where all children are respected and valued. We are alert to the additional vulnerability of students with additional needs.

#### Policy principles:

- Every teacher is a teacher of SEND
- A whole school approach is required to effectively meet the needs of all students with SEND.
- Children who are safe and feel safe are better equipped to learn: Maslow's hierarchy of need.
- Trinity Catholic School is committed to the welfare of children and young people and expects all staff and volunteers to share this commitment. Staff will always act in the best interests of children. (Child Protection and Safeguarding Policy)

#### Policy aims:

- To provide all staff with the necessary information to enable them to contribute to creating an inclusive and welcoming school.
- To ensure consistent good practice in meeting all students needs.
- To demonstrate Trinity Catholic School's commitment with regard to meeting the needs of students with SEND to pupils, parents and other partners.

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### Terminology

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Staff** refers to all those working for or on behalf of Trinity Catholic School, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 2. Roles and Responsibilities

2.1 *The SENDCO* is Mrs Joanne Price [price.j8@welearn365.com](mailto:price.j8@welearn365.com) They will:

- Work with the Head of School and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head of school and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

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*2.2 The SEN governor is ( IEB )* The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school

*2.3 The Head of School/ Senior Assistant Principal*

The Head of School/ Senior Assistant Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

*2.4 Class teachers*

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **3. SEN information report, school provision map is available on our school website**

*3.1 The areas of SEN that are provided for.*

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Website Link <http://www.trinity-school.org.uk/send/>

*3.2 Identifying pupils with SEN and assessing their needs.*

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### *3.3 Consulting and involving pupils and parents*

We will discuss with the pupil (where appropriate) and their parents/carers when identifying whether they need special educational provision and in producing a One Page Profile to share with school staff. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents/carers are notified when a pupil will receive SEN support.

### *3.4 Assessing and reviewing pupils' progress towards outcomes*

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Subject teachers and Pastoral Staff will work with the SENCO and HLTAs to carry out a clear analysis of the pupil's needs. This will draw on:

- Progress data, assessment and experience of the pupil
- Information from a range of teachers and other school staff where relevant.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Impact on pupil's progress will be reviewed after each cycle of intervention.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any strategies or approaches that are required.

### *3.5 Supporting pupils moving between phases and preparing for adulthood*

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Explain your school's approach here. You should insert the ways your school prepares pupils for transition. For example, all pupils have an induction session at their new school.

### *3.6 Our approach to teaching pupils with SEN*

Teachers are responsible and accountable for the progress and development of all the pupils in their classes.

- High quality teaching is our first step in responding to and providing for pupils who have SEN.
- We take a whole school approach to Teaching and Learning by providing different levels of challenge and scaffolding support.
- We use a variety of teaching methods based on our teaching and learning intentions and Rosenshine's Principles of Instruction including questioning, modelling, sequencing, group and individual practice of tasks.
- Adaptations of our resources and approach are based on One Page Profiles for students with a high level of need for example informed seating plans, longer processing times, desk copies of instructions, pre-teaching of key vocabulary, reading instructions aloud.

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- Using recommended aids e.g. laptops, coloured overlays, visual timetables, larger font.

### *3.7 Additional support for learning*

We will also provide the following interventions:

- Fresh Start Reading
- Word\_\_\_ Gap
- Literacy and Numeracy support sessions in liaison with the Head of English and Maths
- Active Social Communicators (ASC)
- Friendship Group
- Lego Therapy
- Manage My Emotions (Manage ME)
- Autism Awareness sessions
- Anxiety Management
- Emotion Coaching
- Protective Behaviours
- PSE sessions where possible
- Study support at KS4 where possible

We have four HLTAs and an SEN Learning Mentor who are trained to deliver interventions and provide consultation and experienced support to teachers and our further six experienced teaching assistants in meeting students needs as their keyworkers and in delivering support sessions.

The Learning Support team will support pupils on a 1:1 basis when assessing need to provide strategies to students and teachers or to provide direct academic or emotional mentoring support in an agreed response to a student's EHCP.

Teaching assistants will support pupils in small groups when delivering an intervention or providing subject support session under the direction of a subject teacher.

### Resourced Provision: Peter's Place

We have a core team of two teachers and two TAs based in the Resourced Provision who work in collaboration with Learning Support Staff in the mainstream school.

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

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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.

Places are allocated through a consultation process by SENDAR and a Provision Panel.

*We work with the following agencies to provide support for pupils with SEN:*

Warwickshire's Education Psychology Service (EPS)

Warwickshire's Specialist Teacher Service (STS)

Warwickshire's Integrated Disability Service (IDS)

SEND Support-ed

Warwickshire's Flexible Learning Team

SEN Social Care

SENDIAS –Kidz

Compass school health professionals

Safeline

Health and Social Care professionals

Early Help officers and family support workers

### *3.8 Expertise and training of staff*

- 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, training events and are proactive in reading and research for their own CPD.
- The Learning Support team 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 for colleagues on recommended reading, online forums and organisations to deepen their professional understanding and skills. They will also seek guidance from and 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.

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### 3.9 Securing equipment and facilities

- Link to Accessibility Plan <http://www.trinity-school.org.uk/wp-content/uploads/IAccessibility-Plan.pdf>
- 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.

### 3.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and Learning Support Team as well as the whole school quality assurance cycle and methods
- Holding annual reviews for pupils with EHCPs

### 3.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN:

- Each term a schedule of extra-curricular clubs and activities for all students is published by the Pastoral Team
- All pupils are encouraged to attend school mass and to participate in projects led by the Chaplaincy team, subject field trips or curriculum enrichment events.
- A discussion will take place regarding the additional support and arrangements that will be required and a risk assessment carried out.
- TAs will accompany trips where needs are identified, depending on funding and staff capacity to support out of school hours activities.
- 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 and funding and staff capacity is within the school's resources.

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: Link to Admissions Policy: <http://www.trinity-school.org.uk/wp-content/uploads/ADMISSIONS-POLICY-2020-2021-Warks01-1.pdf>

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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).

For parents of a child with an EHCP, the SENCO, a member of the Resourced Provision or a HLTA will make a separate appointment with parents/ carers and any relevant agencies to discuss how we might meet the young person's needs.

### *3.12 Support for improving emotional and social development*

We provide support for pupils to improve their emotional and social development in the following ways:

- PSHE days develop student understanding and self management strategies for emotions, social interaction and personal safety, including online.
- Pupils with SEN are also encouraged to be part of school forums and clubs to promote teamwork skills, social interaction and building friendships.
- We have a zero tolerance approach to bullying.
- Also see Child Protection and Safeguarding Policy and SEN provision map

### *3.13 Working with other agencies*

The school involves other professionals from education, health and care services, including local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

### *3.14 Complaints about SEN provision*

Complaints about SEN provision in our school should be made to the SENCO and Senior Assistant Principal in the first instance.

Please see the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### *3.15 Contact details of support services for parents of pupils with SEN*

**Family Information Service (FIS)** provides information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire on issues including: family relationships; parenting support; special educational needs and disabilities (SEND); health and wellbeing.

Online: [fis@warwickshire.gov.uk](mailto:fis@warwickshire.gov.uk)

Phone: 01926 742274

**Warwickshire SENDIAS** (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. This service is free.

Tel: 024 7636 6054

Email: [warwickshire@kids.org.uk](mailto:warwickshire@kids.org.uk)

Post: KIDS, Exhall Grange Specialist School, Easter Way, Off Pro Logis Park, Coventry CV7 9JG.

### *3.16 Contact details for raising concerns*

- Parents with concerns should contact their student's Head of Year or SENCO as a first point

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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 IEB through the Head of School's P.A, Mrs J Sturgeon.

### 3.17 The local authority local offer

Our contribution to the local offer is set out in the SEN Information report, Provision Map and includes the Resourced Provision

Our local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

### 3.18. Monitoring arrangements

This policy and information report will be reviewed by [SENCO/Senior Assistant Principal/SEN Governor] every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 4. Links with other policies and documents

This policy links to our policies on:

- Information Report - <http://www.trinity-school.org.uk/wp-content/uploads/SEND-information-report-2020-21.pdf>
- SEND Provision Map and Intervention grid - <http://www.trinity-school.org.uk/wp-content/uploads/SEND-provision-map-2020-21.pdf> & <http://www.trinity-school.org.uk/wp-content/uploads/4-areas-of-need-Intervention-Grid.pdf>
- Child Protection and Safeguarding Policy - <http://www.trinity-school.org.uk/wp-content/uploads/Child-Protection-and-Safeguarding-Policy-September-2020.pdf>
- Accessibility plan - <http://www.trinity-school.org.uk/wp-content/uploads/Accessibility-Plan.pdf>
- Admissions policy - <http://www.trinity-school.org.uk/wp-content/uploads/ADMISSIONS-POLICY-2020-2021-Warks01-1.pdf>
- Supporting pupils with medical conditions - <http://www.trinity-school.org.uk/wp-content/uploads/Medical-Needs-Policy-May-2019-1.pdf>
- Behaviour and Relationships Charter - <http://www.trinity-school.org.uk/wp-content/uploads/Behaviour-and-Relationships-Charter-October-2020.pdf>

### Reference Documents

- COP 2014
- Equality Act 2010