

## Trinity Academy Special Educational Needs and Disability (SEND) Information Report for Pupils with SEND

Trinity Academy is a state-funded, independent, non-selective school. We opened in September 2014 with our first cohort of pupils joining the First Form (Year 7). At Trinity we have a relentless focus on academic rigour and offer pupils of all backgrounds and abilities a style of education more usually associated with grammar schools or the independent sector.

Lambeth schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. For further information on Lambeth's Local Offer, please visit [www.lambeth.gov.uk/send-local-offer](http://www.lambeth.gov.uk/send-local-offer)

The school will meet the needs of pupils with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within the school and ways in which parents, pupils and young people may access the support required. There are 3 sections:

- People who support pupils with special educational need/s and/or disabilities in the school
- How could my child or young person get help in school?
- Glossary of terms

**A. PEOPLE WHO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES IN THIS SCHOOL:**

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child or young person’s difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child or young person if I need to?		
<p><b>Form Tutor</b>                      (s/he is recommended as the first point of contact if you have any concerns)</p> <p><b>Subject teacher</b></p>		<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• In partnership with the SENDCO (see below) making sure that all members of staff working with your child, or young person in school are aware of their individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Making sure that all staff working with your child, or young person in school are supported in delivering the planned work/programme for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Checking on and supporting the progress of your child, or young person across all subjects. Liaising with subject staff as necessary.</li> <li>• Supporting the social, emotional and wellbeing of your child, or young person in school</li> <li>• Maintaining a contact with you as necessary with regard to your child, or young person’s progress and wellbeing.</li> </ul> <p><b>Contacted by:</b> <i>arrange an appointment by telephoning the school.</i></p> <p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that all pupils have access to good/outstanding teaching and that the curriculum is adapted to meet your child or young person’s individual needs (also known as personalisation or differentiation).</li> <li>• Checking on the progress of your child, or young person in their subject. Identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO and Curriculum Lead as necessary.</li> <li>• Contributing to Individual Education Plans (IEP) in line with the school policy, and sharing and reviewing these with parents at least twice a year.</li> </ul>

**The Special Educational Needs and Disabilities Co-Ordinator (SENDCO)**  
(Ms Sydney)

- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils with any SEND that they teach.

**Contacted by:** *arrange an appointment by telephoning the school.*

**She is responsible for:**

- Coordinating all the support for pupils with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Making sure that you are:
  - Fully involved in supporting your child or young person's learning
  - Kept informed about the support your child or young person is receiving
  - Fully involved in reviewing how they are progressing
  - Fully involved planning your child or young person's support.
- Liaising with all the other people who may be coming into school to help support your child or young person's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, emotional, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child or young person's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help all pupils with SEND in the school) to achieve their potential.
- Supporting your child or young person's subject teachers in writing Individual Education Plans (IEP) that specify the targets set for your child or young person or young person to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child or young person and others within our school.

**Contacted by:** *telephoning the school to make an appointment.*

**Principal**  
(Mr Faccinello)

**He is responsible for:**

- The day-to-day management of all aspects of the school, this includes the support for pupils with SEND. He delegates responsibility to the SENDCO, class teachers and subject teachers but is still responsible for ensuring that your child or young person's needs are met and that they make the best possible progress.
- He must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

**Contacted by:** *telephoning the school for an appointment.*

<p><b>SEND Governor</b></p>	<p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school</li> <li>• Making sure that the school's SEND funding is appropriately spent.</li> <li>• Making sure that the necessary support is made for any pupil who attends the school who has SEND.</li> <li>• Making visits to understand and monitor the support given to pupils with SEND in the school and being part of the process to ensure your child or young person achieves his/her potential in school.</li> </ul> <p><b>Contacted by:</b> <i>writing to the SEND Governor via the school office.</i></p>
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**B. HOW COULD MY CHILD OR YOUNG PERSON GET HELP IN SCHOOL? :**

**Pupils in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:**

- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for pupils with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.**

**Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input), pupils will be at when receiving this input.**

<p><b>What are the different types of support available for all pupils, pupils with SEN and /or disabilities in this school?</b></p>	<p><b>What would this mean for your child or young person?</b></p>	<p><b>Who can get this kind of support?</b></p>
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<p><b>Subject teacher input via good/outstanding classroom teaching.</b></p>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child or young person and all pupils in their class.</li> <li>• All teaching is based on building on what your child or young person already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child or young person is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child or young person.</li> <li>• Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child or young person to access the learning task. This may include occasional support from a Learning Assistant to help with a particular difficulty.</li> </ul>	<p>All pupils in school receive this.</p>
<p><b>Additional targeted support where the class teacher and the school SENDCO, on the basis of high quality evidence, conclude that a pupil needs SEND Support.</b></p> <p><b>Specific small group work.</b> This group may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Your child or young person’s teacher will have carefully checked on your child or young person’s progress, and will have decided that your child or young person has a gap in their understanding/learning and needs some extra support to close the gap between them and their peers.</li> <li>• You will be immediately informed and be a full partner in planning and reviewing additional support or interventions.</li> <li>• The class teacher will plan with you and the SENDCO interventions to support your child or young person’s learning. These interventions will have clear targets to help them make more progress.</li> <li>• Interventions may include small group work or individual sessions on a specific theme.</li> <li>• Where small group sessions are put in place, they will be run by a teacher using a recognised programme or a personalised programme devised with your child’s needs in mind.</li> <li>• At this point you will be involved in discussions and decisions.</li> </ul>	<p>Any child or young person who has specific gaps in their understanding of a subject/area of learning.</p>

<p><b>Specialist groups</b> These will be run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support</p> <p>This may be from:</p> <ul style="list-style-type: none"> <li>Local Authority central services such as the ASD Outreach Team or Sensory Service ( for pupils with a hearing or visual need)</li> <li>Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>Where specialist professionals work with your child or young person to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> <li>Making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>Support to set targets which will include their specific professional expertise</li> <li>Your child or young person’s involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.</li> <li>A group or individual work in school run by an outside professional.</li> </ul> </li> <li>You will be involved in decisions about how the support will be used and what strategies will be put in place.</li> <li>You can obtain the contact details for any agencies or services outside the school who are, or will work with your child or young person.</li> </ul>	
<p><b>Support provided through an Education, Health and Care Plan (EHCP).</b> This means your child or young person will have been identified by the class teacher/SENDCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child or young person requires this high level of support they may also need</p>	<ul style="list-style-type: none"> <li>If, despite the good and outstanding class room teaching; the intervention groups; referrals to outside agencies; and/or support that the school has provided from its own resources to enable your child or young person to make progress, they need further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer or by speaking with the SENDCO.</li> <li>This is done in full partnership with you and your child or young person. After the school have sent in the request to the Local Authority (with a lot of information about your child or young person, including some from you), the LA will decide whether they think your child or young person’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</li> </ul>	<p>Pupils whose learning needs are more severe, complex and potentially lifelong</p>

<p>specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>Local Authority central services such as the ASD Outreach Team or Sensory Services (for pupils with a hearing or visual need)</li> <li>Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>If this is the case they will ask you and all professionals involved with your child or young person to write a report, to which your child or young person contributes, outlining their needs and how they will be met, and the long and short term outcomes that are being sought. The SEN plan compiled by the school will summarise previous interventions, support and feedback from an educational perspective.</li> <li>If they do not think your child or young person needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child or young person's needs are met.</li> <li>After the reports have all been sent in, an EHC Plan to which you and your child or young person will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child or young person may have in one plan.</li> <li>The school must make its best endeavours to put in place the support identified in the plan.</li> <li>The progress your child or young person makes with the support identified will be regularly reviewed and changed according to the progress they make.</li> </ul>	
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**How will we support your child or young person with identified SEND starting at school?**

- If your child or young person has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child or young person to have a look around and speak to staff and meet the key person who will work with you and your child or young person while they are in the school.
- If other professionals are involved, a team around the child or young person (TAC) meeting will be held to discuss your child or young person's needs, share strategies used, and ensure provision is put in place before they start in our school.
- Your child or young person's key person may make a home visit and also visit them if they are attending another provision or school.
- We may suggest adaptations to the settling in period to help your child or young person to settle more easily, but these will be agreed with you at the TAC meeting.
- If they have not already visited, your child or young person will be invited into school in advance of starting to meet the staff they will be working with and possibly some of their peer group.

- Following the settling in period, the Form Tutor will arrange an early meeting with you to review your child or young person's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child or young person and invite you into school at least once a year to review this with you.

**How can I let the school know I am concerned about my child or young person's progress in school?**

- If you have any concerns we recommend you speak to your child or young person's Form Tutor initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child or young person is still not making progress you should speak to the SENDCO or Principal
- If you are still not happy you can speak to the school SEND Governor.

**How will the school let me know if they have any concerns about my child or young person's learning in school?**

- When a teacher, or you, has raised concerns about your child or young person's progress, and high quality personalised teaching has not met their needs, the teacher will raise this with the SENDCO. If you have raised the concern, the school will invite you in to discuss it and plan a way forward.
- Subject teachers will discuss your child or young person's progress with you at our parents' evenings when you will be informed of their progress and any additional support being given.
- Schools also have regular meetings between teachers to ensure all pupils are making good progress. This is another way your child or young person may be identified as not making as much progress as expected.
- If your child or young person is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention and will inform you. These interventions may take place for a short period or over a longer period of time.
- If your child or young person is still not making expected progress the school will discuss with you:
  - Any concerns you may have
  - Any further interventions or referrals to outside professionals to support your child or young person's learning
  - How we could work together, to support your child or young person at home/school.



**How are the adults in school helped to work with pupils with an SEND and what training do they have?**

- The SENDCO's job is to support teachers in planning for pupils with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of pupils including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for pupils with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class e.g. from the ASD Outreach service, Sensory service or medical /health training, to support staff in implementing learning and care plans.
- Individual training for an identified staff member linked with the needs of a child or young person with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCO.

**How will the teaching be adapted for my child or young person with SEND?**

- Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that learning tasks are adapted to enable your child or young person to access their learning as independently as possible.
- Specially trained staff can implement the teachers modified/adapted planning to support the needs of your child or young person where necessary.
- Specific resources and strategies will be used to support your child or young person individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child or young person's learning plan.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child or young person's learning needs and increase their access to what is on offer.

**How will we measure the progress of your child or young person in school? And how will I know about this?**

- Your child or young person's progress is continually monitored by her/his teachers.
- The progress of pupils with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with their education. The child or young person themselves are also very involved in this process.
- A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews
- End of Year Reports

**What support do we have for you as a parent of child or young person with an SEND and/or disabilities?**

- We would like you to talk to your child or young person's form tutor and/or SENDCO regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCO will contact you to discuss any new assessments and ideas suggested by outside agencies for your child or young person.
- Home Learning will be adjusted as needed to your child or young person's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child or young person.

**In addition:**

- The external professionals involved with your child or young person will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child or young person.

*If your child or young person is undergoing statutory assessment for an EHC Plan you will also be supported by the Children and Young People's Services SEN Team. They will ensure that you fully understand and are supported in the process.*

**How have we made this school physically accessible to pupils with SEND?**

- Much of the school is accessible to pupils with physical disability via ramps and a lift.
- Class allocations can be adapted to ensure rooms are accessible for pupils with disabilities
- We ensure that equipment used is accessible to all pupils regardless of their needs.
- If you have a specific concern please contact the SENDCO.

## **How will we support your child or young person when they are leaving this school? OR when moving on to another class?**

We recognise that 'moving on' can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child or young person is moving to another school:
  - We will talk with your child or young person to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child or young person.
  - Where possible we will support a visit to the new school in advance of the move.
  - We will make sure that all records about your child or young person are passed on as soon as possible.
- When moving classes within school:
  - You will be invited to meet with the new form tutor before the move takes place.
  - Information will be passed on to the new form tutor in advance, and in all cases a planning meeting will take place with the new tutor.
  - If your child or young person would be helped by a book to support them understand 'moving on' then it will be made for them.
- When leaving our school at the end of Year 11 or Year 13.
  - We will have spent a lot of time with you and your young person planning and agreeing the next steps.
  - Preparation visits and meeting will have taken place.
  - Your young person will have met all the new adults they will be working with.
  - Wherever possible we will continue to have contact with your young person during the settling in months in their new placement.

## GLOSSARY OF TERMS

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs/Disabilities Coordinator
ASD	Autistic Spectrum Disorder