

Our SEND School Offer



Welcome - our aim

Trinity Academy is passionate about ensuring each and every one of our students achieves their potential. Our team is dedicated to providing an inclusive education in an environment that is sympathetic to, and understanding of, any student with special educational needs or disabilities. We are committed to providing an inclusive education within an environment and culture that is understanding of the issues involved in providing a fair and appropriate education for students with special educational needs or disabilities. We aim to:

- **Provide an inclusive, quality first education for teaching of all our students.**
- Wherever possible, educate children and young people in a mainstream setting.
- Equally value all our students.
- Share how all our teachers teach students with special educational needs.
- Make sure all our students receive a broad, balanced curriculum suited to their individual needs.
- Ensure we reflect and take into account the views of the child or young person.
- Work with others, including outside agencies, to ensure the child's full potential can be reached.

What is a School Offer?

The 'School Offer' from Trinity Academy will outline the services and support that is available to students and parents/carers through the academy. It forms part of the Local Authority Local Offer which provides information on what services children, young people and their families can expect from a range of agencies, including education, health and social care. Knowing what is available to parents and students is an important part of the decision making process.

As an academy, we have a dedicated team of professionals here to help students achieve their full potential. Support for all students with special educational needs is overseen by the Director of Inclusion (who is a qualified SENCo). The Director of Inclusion works with a range of people including the Deputy Senco, Assistant Principal, Heads of Department and teachers with specific responsibilities for intervention who are all committed to delivering the very best possible experience for all students.

Support available for children and young people with Special Educational Needs

✓ Accessibility of the academy

We have state-of-the-art provisions available for students with physical and sensory needs. This includes lift access and accessible classrooms for students with physical/mobility needs. A number of our classrooms have a hearing loop system which can be utilised by most students using hearing aids. The design of our building allows easy navigation and key staff are always on hand to support those with particular physical and/ or sensory needs.

✓ Support provided by academy staff

When a student joins the academy we gather information regarding specific needs and make this available to key staff, and individuals who will be interacting with that student, to plan appropriate provision and support. Our SENCo liaises with parents during the transition process to develop the best possible support package. Our staff also receive targeted SEND and other specialist training, and our system of Vertical Tutors provide students with a secure daily 'check in' system. When necessary students may work with outside agencies, specific to their requirements, to receive additional support. However, parents and carers are always advised of any interventions organised to take place at the academy.

What is a special educational need? (SEN)

A child or young person has a SEN if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (*Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2014*)

✓ **Support with curriculum**

Teachers at the academy deliver outstanding lessons that are appropriately differentiated and personalised to match students' needs and targets. Our Mastery Pathway allows teachers to reinforce knowledge and students can work through the 'steps' until they feel confident and ready to move on. Where necessary, we also provide additional help with classroom support, one-to-one intervention, small group work or alternative support pathways. Parents are kept updated with regular progress reports, and our Parental Consultation Evenings provide regular opportunities to ensure continued support and regular reviews. Appointments can also be made with the SENCo and pastoral team to discuss any particular concerns.

✓ **Support for children and young people's well-being**

We ensure a supportive environment for all students and make their emotional well-being our priority. At transition students are assigned to a college and Vertical Tutor (VT) group, and students check in daily with their tutor and have the opportunity to discuss any concerns. Where necessary, these may be referred to a College Manager or pastoral team. We monitor attendance and work with the Education Welfare Officer to support attendance. Students with additional educational needs will be able to check in with the SENCo or member of the SEND team where they feel necessary. We can also assign mentors or keyworkers who act as a single point of contact for students and parents and provide feedback to the SENCo. We also provide direction to additional services where required.

✓ **Support of students with medical needs**

Our dedicated Medical Welfare Officer will work with parents and other agencies to ensure that any medical needs that contribute to a student's educational needs are met. This includes administration of medicine/ care needs (with the appropriate consent forms) and support when needs change. A member of staff will discuss any specific needs.

✓ **Support for students who require help with literacy and numeracy**

The Mastery Pathway focuses on students being able to independently demonstrate the skills they are taught before moving on to the next 'step.' If additional support is required, our teachers will assign this and it could include additional tuition, small group work with learning mentors and after-school targeted support. If an alternative support pathway or after-school support is required, we will advise parents.

✓ **Support outside of the classroom**

We aim for all students to be able to participate in all our activities, such as trips and extra-curricular sessions. If a student requires additional provisions for these, we endeavour to provide support. Our staff consider specific needs when planning activities, and our SENCo can provide information regarding academy clubs that would benefit students with special educational needs, and discuss any concerns regarding medical needs in relation to participating in activities.

✓ **Students moving to a new setting/ school/ college or continuing their academic journey**

We have a dynamic transition process, with numerous opportunities for Year 6 students to visit the academy. Our SENCo can arrange additional visits for students with special educational needs to help them to adjust to the change. If a child has an Education, Health Care Plan or Statement of Special Educational Needs, the SENCo may attend meetings with previous schools to gather information. We may also attend EHC Planning or Annual Review meetings to ensure a smooth transition and arrange suitable provisions. When a student leaves the academy, we will follow all relevant documentation and information regarding their needs. If required, staff may accompany students on new setting visits and meet with appropriate staff.

✓ **Services available or that can be accessed by the academy**

We liaise with local agencies such as CAMHS, Hearing Impairment Service, Speech and Language Therapy Team, School Nursing Team and Specialist Inclusion teams to ensure students' needs are met. We work closely with the Calderdale SEN team to review students with Statements of Special Educational Needs or Educational Health and Care plans. We encourage parents to contact us when requirements change so we can adapt our provision.

✓ **What can parents do to support a child/ young person's learning?**

It is essential that parents are involved in their child's education. Events to support this include transition events, Parental Consultation Evenings, SEN review meetings and other meetings as appropriate. We work to provide a comfortable environment where students can feel confident approaching staff, for example with homework queries or to request additional support. Students also participate in review meetings where they will be able to contribute their own opinions and preferences regarding provisions they feel might benefit them in achieving their goals.

Empathy

Honesty

Respect

Responsibility

"Trinity Academy is an outstanding academy. We passionately believe that all of our students have a right to an outstanding experience. This is why all our students enjoy an experience that reflects their needs, abilities and future ambitions."

Further information and useful contacts:

If you think your child may have additional needs, please contact Sally Lloyd, Director of Inclusion via contactus@trinityacademyhalifax.org or by calling 01422 244890.

Please also use the details above if you require further details about our School Offer.

For additional information regarding Calderdale Council's Local Offer please visit:

<http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html>

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