

Trinity Academy Halifax
SEND Information Report 2017-2018

Trinity Academy Halifax SENCO: **Mrs S. Lloyd** SENCO Governor Link: **Mr J White**

SEND Headlines

2015	2016	2017
<ol style="list-style-type: none"> 66% of our SEN cohort and 67% of our SEN statement cohort gained 5 A*-C grades at GCSE including English and Maths. TAH is proud to state that SEND students not only significantly outperformed their SEND counterparts across the country. They also outperformed their non-SEND counterparts UK wide by 0.6%. We are diminishing differences between our SEN(K) and non SEN cohort. Since 2014, the gap has closed from 16% to 7% in terms of their 5 A*-C grades including English and Maths. 	<ol style="list-style-type: none"> 68% of SEND students at TAH achieved 5 A*-C including English and Maths in 2015-2016. This is compared to a national figure of 19.8% for the previous academic year. TAH is proud to state that SEND students not only significantly outperform their SEND counterparts across the country. They also outperformed their non-SEND counterparts UK wide by 4.1%. 	<ol style="list-style-type: none"> TAH SEN students achieved a Progress 8 score of 0.76 in 2016/17. This is 1.31 higher than their SEN peers nationally. SEN students at Trinity Halifax outperformed their non SEN peers nationally by 0.70. TAH SEN P8 has been better than national SEN and non SEN for 2 yrs. SEN S/E and K below national average for absence for 2 yrs. Impact of literacy intervention is shown through reading ages and NEALE data. Only 2 students failed to improve their NEALE test % between T2 and T5 (the final assessment point last year).

Our Aim

Trinity academy is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice this means we work hard to adapt the curriculum, provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes.

The academy is committed to providing an inclusive education that provides an ethos, environment and culture that is sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs or disability. In order to achieve a fully inclusive we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend Trinity Academy.*
- *Highlight that all teachers at Trinity Academy are teachers of students with special educational needs*
- *Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs*
- *Take into account the views of the child*
- *Work in a partnership with parents/carers in promoting a culture of co-operation. Support the work of the Local Authority and external providers so that the child's full potential can be reached.*

What is the SEND Information Report?

The SEND Information Report details the provision that Trinity Academy Halifax offers to students with special education needs and disabilities. To find out more about the new SEND code of practice, please refer to the '*SEND code of practice: 0 to 25*' years on the Department for Education website.

What is a special educational need or disability?

A child or young person has a SEND if they have 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)

SEND in Context at Trinity Academy Halifax – Sep 2017

Criteria	Data (<i>National figure for state-funded secondary schools</i>)
Total number of students on roll in Years 7 to 11	1475
% of students with statements / EHCPs	1.7%
% of students identified as SEND Support	14.8%
% of school population with SEND provision	16.5%

Please note that 2017-18 Y7 data has been estimated as the same as Year 8, as it is not currently accurately available.

Impact of Support and Interventions - Outcomes and Progress

SEN Progress 8 (TAH vs National)		
Year	2016	2017
National Non SEN	0.06	0.06
TAH Non SEN	0.28	0.68
TAH better than national by ...	+0.22	+0.62
National SEN	-0.55	-0.55
TAH SEN	0.56	0.76
TAH SEN better than national SEN by ...	+1.11	+1.31
TAH SEN better than national non SEN by ...	+0.50	+0.70
Non SEN vs SEN in school gap	+0.28	+0.08

The Impact of SEN Funding and support on Attendance

SEN Absence (TAH vs. National)			
Whole School	TAH	SEN K	SEN E or S
National average 2015-16	5.2	7.3	7.1
TAH 2015-16	3.6	3.9	3.4
National average 2016-2017	TBC	TBC	TBC
TAH 2016-2017	4.4	4.8	3.3
TAH SEN students better than national by ...	0.8	2.5	3.8

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names Trinity Academy Halifax as the appropriate school will be admitted before any other children.

How will the Academy support my child or young person's learning?

Support for all students with special educational needs is overseen by the Inclusion Leader (who is a qualified SENCo) in liaison with the Deputy SENCo, Assistant Principal Student Support, Subject Leaders and teachers with specific responsibilities for intervention. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

SEND Expenditure 2017-2018

SEND funding in 2017-2018 will be allocated as stated below:

Type of support	Objective	Evidence Base	Expected Outcome
Quality first teaching	To ensure that all SEND students receive quality first teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Limited intervention is needed due to consistent, high quality provision <i>*For further detail, please refer to the Trinity Academy Halifax CPD budget breakdown below this table</i>
SENCO	To lead on all matters regarding the provision, support and tracking of students with special educational needs.		
Director of Interventions	To develop, implement and quality assure the TAH's literacy and numeracy intervention package for all students, including those with additional needs.	EEF – Mastery support programmes have a moderate impact on student outcomes.	Address literacy and numeracy concerns for identified students in phase 1 so that they can access the whole curriculum.
Learning Assistant team	To support the teaching and learning of students with additional needs and liaise with teaching staff as to the personalised education plans of the SEND students in their care.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
2 x Higher Learning Assistants	As above but with the additional responsibility of planning and delivering the mastery support programme.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
Pastoral Staff (College and Deputy College Managers)	The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND	National data on attendance and achievement. Impact of positive behaviour	To maintain or better 2016-2017 SEN attendance and behaviour

	needs, who are placed in their college.	due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.	figures.
Learning Mentors	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.

Trinity Academy CPD Budget Breakdown for SEN

CPD focus area	Reason for CPD funding allocation	Total cost
SEND team	Special Educational Needs Support staff training Data management ASD training Mental health in schools CEOPS VSM First Aid training Governor link Team teaching and development	£10879.04
Teaching staff and curriculum areas	Teaching and learning Special Educational Needs Disability and equality	£4447.00

Support available for children and young people with Special Educational Needs.

Accessibility of the academy.

The academy has state-of-the-art provisions available for students with physical and sensory needs. Where students require support with physical and mobility needs the academy has lift access to all floors, accessible classrooms and modified facilities for students. A number of classrooms and open space areas host a specially designed hearing loop system that can be utilised by most students who use hearing aids. The lay-out of the building allows students to navigate easily to specific curriculum areas and key staff will be aware of students' particular physical and sensory needs and on hand to provide assistance when required.

Support provided by academy staff.

When children or young people join the academy information regarding their specific needs will be gathered and made available to key staff, individuals who will be interacting with that student, to plan appropriate provision and support. The SENCo will liaise with parents/carers, during the transition process, to ensure the support package will benefit the child and young person and ensure their academic progress. Staff receive targeted SEND training to equip them to effectively support students with additional needs, a number of staff have specialist training and experience to help students manage certain specific conditions. Students check in daily with their VT tutors and will have College Managers and SEND staff as a point of contact if they require assistance negotiating the academy day. When necessary students may work with outside agencies, specific to their requirements, to receive additional support however parents or carers will always be advised of any interventions organised to take place at the academy.

Support with Curriculum

Teachers at the academy deliver outstanding quality lessons appropriately differentiated and personalised to match the students' needs and targets. With the introduction of the Mastery Pathway, teacher can ensure skills and knowledge are reinforced and the students can work through the "steps" until they feel confident and ready to move on to more challenging aspects. Based on the severity of the children or young person's needs they may receive additional classroom support, targeted small group tuition, placed on alternative support pathway that compliments the Mastery Pathway and extra interventions to ensure they make the best progress they can. Students' progress is closely monitored and reported on a termly basis, support the students receive will be tailored based on this data to ensure they are progressing and continuing to achieve. Parents/carers will receive termly reports and be asked to attend Parent Consultation Evenings to meet with VT tutors and class teachers. Appointments can be made with the SENCo and pastoral team to discuss any particular concerns regarding the students' progress or support requirements.

Support for children and young people's well being

The academy strives to maintain a supportive environment for students and understands that a priority is students emotional well being whilst they continue their academic journey. Pastoral support is available for all students, at transition they will be assigned to a specific college and VT group where they will have tutors for their group and a college manager. Students will check in daily with their VT tutors and have the opportunity to discuss any concerns or issues; these may be referred to College Managers or another member of the Pastoral support team to be resolved. Attendance data is monitored by VT tutors and College Managers, if there are concerns regarding students attendance these will be directed to the academy's Education Welfare Officer. Students with additional educational needs they will be able to check in with the SENCo or a member of the SEND team when they feel it is necessary. Depending on the students specific requirements support can be provided by assigning mentors or key workers, a single point of contact for student and parents/carers who will monitor the students' progress and requirements and feed back to the SENCo with any changes to provisions or circumstances. Students may also work with the pastoral team or targeted support sessions in school. When necessary, students and parents/carers may be directed to additional services in the area.

Support of students with medical needs

If your child or young person has specific medical factors contributing to their educational needs please contact the school where a member of staff can discuss specific provisions that may need to be implemented. If a student requires medication within the academy day, this can be administered by the Medical Welfare Officer once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.

Support for students who require help with literacy and numeracy

The Mastery Pathway focuses on students being able to independently demonstrate skills they are taught before moving onto the next "step" however some students may require some additional assistance. Subject teachers will look at assigning additional provisions for students who they feel may benefit from additional tuition, this may include small group work with learning mentors, and afterschool targeted support sessions or an alternative support pathway which will complement the main curriculum. Parents/Carers will be advised if students are being placed on alternative pathways or are required to attend afterschool interventions to ensure they are making progress.

Support outside of the classroom

The academy aims for all students to be able to participate in all the activities provided from extra-curricular afterschool sessions to school trips. If a student requires additional provisions for these activities the academy will endeavour to provide support. Staff will consider students specific needs when planning and running these activities or organising school trips. The SENCo can provide information regarding clubs that would benefit students with special education needs provided at the academy. If you have any concerns regarding your child or young person's medical needs in relation to extra-curricular activities please contact the school to discuss with the Medical Welfare Officer or SENCo.

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

The academy provides a dynamic transition process where Y6 students have numerous opportunities to visit the academy prior to their start date. The SENCo can arrange for additional visits for students with special educational needs to help them adjust to the big change from Primary to Secondary school. If your child or young person has an Education, Health Care Plan or a Statement of Special Educational Needs, the SENCo may attend meetings with the previous school to gather all the necessary information on the student and attend EHC Planning or Annual Review meetings to ensure the students transition to the academy is as smooth as possible and suitable provisions are established ready for their arrival. When a student leaves Trinity to move to a new setting, the academy will forward on all relevant documentation and information regarding their needs. If required academy staff may accompany students on visits to the new setting and meet with appropriate staff.

Services available or can be accessed by the academy.

The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing Team and Specialist Inclusion teams to ensure students' needs are met. We also work closely with the Calderdale SEN team to review students with Statements of special Educational Needs or Educational Health and Care plans. Parents/ carers are encouraged to contact the academy if their child or young person's requirements change so provisions can be adequately adapted quickly.

What can you or your child/young person do to support their learning?

It is essential that parents/carers are involved in their child's education. Parent/Carers are invited to attend transition events, Parents' evenings, SEN review meetings and other meetings the SENCo or yourself may feel are required to support the child's needs. Termly 'SENCo Surgeries' are held where parents/carers have the opportunity to discuss their child's progress outside of the normal parents' evenings. As mentioned the academy tries to promote a comfortable environment for students to feel confident to approach staff with comments regarding their education, this might be from homework queries or if they feel they need more support. Students will participate in review meetings where they will be able to contribute their opinions regarding provisions they feel might benefit them to achieving their goals.

What do I do if I think my child may have special educational needs?

In the first instance you should contact the Academy's Special Educational Needs and Disability Specialist, Director of Inclusion (SENCo), Sally Lloyd to discuss your concerns. This can be done by e-mail info@trinityacademyhalifax.org or by telephone on 01422 244890.

For additional information regarding Calderdale Council's local offer please see below

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

For additional information regarding SEN at Trinity Academy Halifax please feel free to contact at:

info@trinityacademyhalifax.org or 01422 244890