

Trinity Academy Halifax
SEND Information Report 2018-2019

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

SEND Senior Leader Link: **Mrs K. Wilson**

SEND Headlines

2016	2017	2018												
<p>1. 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.</p> <p>2. 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%.</p>	<p>1. TAH SEN students achieved a Progress 8 score of 0.76 in 2016/17. This is 1.31 higher than their SEN peers nationally.</p> <p>2. SEN students at Trinity Halifax outperformed their non SEN peers nationally by 0.70.</p> <p>3. TAH SEN P8 has been better than national SEN and non SEN for 2 yrs.</p> <p>4. SEN S/E and K below national average for absence for 2 yrs.</p> <p>5. 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).</p>	<p>1. TAH SEN students achieved a Progress 8 score of 0.60 in 2017/18. This is 0.52 better than the national average progress 8 score for their non-SEN peers.</p> <p>2. TAH SEN students achieved a marginally higher Progress 8 score than their non-SEN peers at the Academy.</p> <p>3. TAH SEN P8 has been better than national SEN and non-SEN for 3 years.</p> <p>4. SEN attendance is tracked each week and absence figures are below national average.</p> <p>5. Of the students who participated in our principal literacy interventions this year, they made significant progress.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">PLATINUM</th> <th style="text-align: center;">Average progress made in months during the year</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yr 7</td> <td style="text-align: center;">14.1 months</td> </tr> <tr> <td style="text-align: center;">Yr 8</td> <td style="text-align: center;">10.8 months</td> </tr> </tbody> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">NURTURE</th> <th style="text-align: center;">Average progress made in months during the year</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yr 7</td> <td style="text-align: center;">10 months</td> </tr> <tr> <td style="text-align: center;">Yr 8</td> <td style="text-align: center;">20.3 months</td> </tr> </tbody> </table>	PLATINUM	Average progress made in months during the year	Yr 7	14.1 months	Yr 8	10.8 months	NURTURE	Average progress made in months during the year	Yr 7	10 months	Yr 8	20.3 months
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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 'Overall' at Trinity Academy Halifax – Sep 2018

Criteria	Data (National figure for state-funded secondary schools)
Total number of students on roll in Years 7 to 11	1507
% of students with statements / EHCPs	1.7%
% of students identified as SEND Support	11%
% of school population with SEND provision	12.8%

SEND 'Per Year Group' at Trinity Academy Halifax – Sep 2018

SEN student numbers per year group 2018-2019			
Year	SEN K	SEN E	Overall
7	38	7	307
8	45	4	305
9	35	7	306

10	24	4	300
11	25	4	289
Current overall	167	26	1507

Impact of Support and Interventions

A data overview of the impact of SEN provision in 2017-18

Outcomes and Progress 2017-18

SEN Progress 8 (TAH vs National)		
Year	2017	2018
National Non SEN	0.06	0.08
TAH Non SEN	0.68	0.59
TAH better than national by ...	+0.62	+0.51
National SEN	-0.55	-0.60
TAH SEN	0.76	0.60
TAH SEN better than national SEN by ...	+1.31	1.20
TAH SEN better than national non SEN by ...	+0.70	0.52
Non SEN vs SEN in school gap	+0.08	+0.01

The Impact of SEN Funding and support on Attendance 2017-18

SEN Absence (TAH vs. National)			
Whole School	TAH	SEN K	SEN E or S
National Non-SEN Average 2016-2017	5.0	5.0	5.0
TAH 2016-2017	4.4	4.8	3.3
TAH SEN students better than national Non-SEN by ...	0.6	0.2	1.7
TAH 2017-2018	4.5	5.0	3.8
TAH SEN students better than national Non-SEN by ...	0.5	0.0	1.2

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 Intervention and Inclusion, 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 2018-2019

SEND funding in 2018-2019 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 support and overview of SEND provision	To lead on all matters regarding the provision, support and tracking of students with special educational needs.	As stated in the SENCO roles and responsibilities for the Academy.	What we expect from the <u>'graduated approach' we follow for all SEN K an SEN E students</u> How do we follow the 'graduated approach'? An SEND parents' evening takes place once a term. It is at this point that the Calderdale endorsed 'my support plan' is completed with parents/carers. The 'graduated approach' refers to the assess, plan, do, review cycle that we follow for all SEN students in accordance with the SEN Code of Practice. The 'my support plan' allows us to speak to parents/carers

			<p>and carry out the assess, plan, do, review cycle of support.</p> <p>What happens if the parents/carers are unable to attend the SEND parents' evening?</p> <p>If a parent is unable to attend the parents' evening and complete the first 2 stages of the assess, plan, do, review cycle, a letter is sent home containing their child's my support plan for them to complete as well as their child's pen portrait so that they know what support is currently in place.</p> <p>What happens if we do not have parental/carer engagement?</p> <p>All students (SEND or non SEND) will be assessed at the end of each term and a report will be sent home. If parents/carers do not fill in the 'my support plan', we make it clear that their child will be supported in school but that we will not be able to complete the assess, plan, do, review cycle fully (parental engagement is a crucial part of the graduated approach).</p>
<p>Catch up coordinator + Senior Leadership SEND link</p>	<p>To develop, implement and quality assure the TAH's literacy and numeracy intervention package for all students, including those with additional needs.</p>	<p>EEF – Mastery support programmes have a moderate impact on student outcomes.</p>	<p>Address literacy and numeracy concerns for identified students in phase 1 so that they can access the whole curriculum.</p> <p>Additional time has been spent over the past 6 months on aiding the transition of SEN students from year 6 to year 7. All year 7 students have completed a literacy and numeracy</p>

			summer project which focuses on the areas of the year 6 SPAG and year 6 maths SAT tests that were deemed most challenging to pupils by our feeder partner school SENCOs and literacy coordinators.
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.
1 x Higher Learning Assistant	As above but with the additional responsibility of being the academy's ASD lead and phase 2 SEN English and Maths mentor.	EEF – Mentoring; 1:1 support	Address barriers to learning including raising attainment, attendance and improving organisation.
Pastoral Staff (College and Deputy College Managers)	<p>The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in their college.</p> <p>Following a meeting with the Head of SEN Calderdale in October 2017, the Academy has discussed and made reasonable adjustments to the behaviour policy for our SEN students who require an additional level of behaviour support and guidance. The SEND team liaises with curriculum staff and pastoral staff each term to provide advice for staff regarding the specific groups of SEND students who have been identified as requiring reasonable adjustments as regards the behaviour policy. We mould our support to each individual student and provide as much support for parents as we can.</p>	National data on attendance and achievement. Impact of positive behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.	To maintain or better 2017-2018 SEN attendance and behaviour 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.
The Green Room	To provide a break out space at break times and lunch times for a specific group of phase 1 (year 7 and 8) students who are on the SEND register and have been identified as needing support, a quiet and calm room or a more restricted group of students with which to socialise.	National Autistic Society – 'try and create autism friendly spaces that also benefit students with	To aid students who find unstructured times of the day challenging and would benefit from adult support.

		other SEN conditions’.	
Calderdale Healthy Minds – school partnership for September 2018-September 2019	To support our SEND students with any challenges they face as regards their mental health. Our internal data over the past year has indicated that counselling and guidance services are more in demand than in previous years. We are using school funds to form an official partnership with Calderdale Healthy Minds this year. Every Wednesday at 11:50-1:20 there will be 9 ‘no worries’ drop in sessions for students to attend.	Children with special educational needs may experience a range of social, emotional and mental health problems, which can create a barrier to learning. We want to overcome these barriers by providing the Teaching and Learning assistants with CAMHS and Healthy Mind training opportunities.	To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place.
The Archbishop of York Award for students on the ‘Enrich Pathway’	A new ‘Enrich Pathway’ curriculum has been developed by the SENCO and the lead SEND teacher of literacy so that there is a robust, well planned and suitably challenging course in place for the students we have in our care who are unable to complete a full complement of GCSE examinations. The Archbishop of York Award is followed by our ‘enrich pathway’ students in years 9 and 10.		The Archbishop of York Award will enable students to follow a unique active citizenship programme which empowers young people to make a difference in their local community whilst growing in key leadership skills at the same time.
Specialist service advice and support	There are a wide variety of specialist services we may work throughout the academic year to support our SEN students such as: Educational Psychologist support Speech and Language support Occupational Therapy The ASD outreach team Expert behaviour support from a local SEND provision CAMHS The Dyslexia assessment service Alternative providers Please note that the list above is not exhaustive.	As recommended by Calderdale SEN team and in the SEN Code of Practice.	Students in need of support from external agencies (to aid teaching staff and the SEN team to support their learning in school) benefit from the advice of experts.

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

Meeting the guidelines set out by the SEN Code of Practice 2015

The SEN Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEN report each year. The table below provides the information that we are instructed to include. If you have any further questions or require further help for your child with SEN, please do not hesitate to contact the school SENCo whose details are provided in the table.

What kinds of SEN do we provide for at Trinity Academy Halifax?	Trinity Academy Halifax provides for all types of SEN. Reasonable adjustments are made for SEN when the school is notified of them. SEN students at the school have support for and adjustments to assist them with: <ul style="list-style-type: none"> ➤ areas of need with regard to communication and interaction such as Autistic Spectrum Disorder/Condition. ➤ areas of need with regard to cognition and learning such as Dyslexia, Dyspraxia. ➤ social, emotional and mental health difficulties such as anxiety and depression. ➤ sensory and other physical needs such as issues with sight, hearing, or physical issues ➤ such as hypermobile joints. ➤ We have 26 students with an EHCP in academic year 2018-19.
What are our policies for identifying children and young people with SEN and assessing their needs?	Whether we are aware of a child's SEN when the student becomes a member of the academy, or whether the child's SEN becomes apparent at a later stage, all staff work with the SENCO (whose name is at the of this information report) who carries out a clear analysis of the student's needs. Need could be identified by: <ul style="list-style-type: none"> ➤ individual teachers ➤ parents ➤ school's learning support department

	<p>➤ external agency</p> <p>This can lead to the assessment of teachers' and parents' views and the advice from relevant external services.</p> <p>The SEN assessment is reviewed regularly, seeking the views of student and parents by inviting them in for a meeting to discuss progress. In addition, updates and review will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome.</p> <p>As a parent/carer, should you feel that your child could have a special educational need, please contact the Academy's Special Educational Needs and Disability Specialist, Director of Inclusion, Sally Lloyd to discuss your concerns. This can be done by e-mail info@trinityacademyhalifax.org or by telephone on 01422 244890.</p>
<p>What arrangements are in place for consulting with parents of children with SEN and involving them in their child's education?</p>	<p>Parents of all pupils with an identified SEN are contacted regularly and invited to a meeting three times a year in order to gain their views on their child's attainment and progress and to contribute to their child's 'my support plan' and to make changes/amendments to their child's pen portrait.</p> <p>SEND Parents' Evenings in 2018-19: October 2018 March 2019 July 2019</p>
<p>What arrangements are in place at the academy for consulting young people with SEN and involving them in their education?</p>	<p>Pupils with SEN are fully involved in developing and reviewing their pen portraits and 'my support plans'. There are regular meetings with SENCO/a member of the SEN team and the student to gather the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies.</p> <p>Pupils are also invited to attend the thrice yearly SEND parents' evenings.</p>
<p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>The cycle of assessment and review are scheduled termly (please see the SEND parents' evening dates above). This involves the review of progress towards expected outcomes from progress data inputted by teaching staff (available on the termly student report sheet) and any other additional information. Further relevant and appropriate intervention is put in place to support SEN students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.</p>
<p>What arrangements are in place for supporting children and young people in moving between</p>	<p>Making adjustments to identify and support students who may find transition from primary school to secondary school difficult are put in place on a needs basis. This could include:</p>

<p>phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>	<ul style="list-style-type: none"> ➤ arranging visits to the school prior to entry to support orientation ➤ meetings with primary school teachers to gather information ➤ meetings with parents to reassure and discuss specific needs ➤ early viewing of timetables ➤ meeting new teachers in advance ➤ taking pictures of school ➤ discussing timetable issues where the student may feel anxious ➤ adjusting groups to ensure friendships can be maintained ➤ providing an agreed buddy ➤ making clear and relevant information and guidance available to all teaching staff <p>Whilst preparing for option choices at GCSE and A Level students are provided with individual careers information and guidance in order to make the best and appropriate choices.</p> <p>The SENCO involves parents so that everyone is informed.</p> <p>Individual needs for GCSE and A Level exam revision and exam period are discussed prior to these periods in order to provide appropriate levels of support and exam access arrangements.</p>
<p>What is our approach to teaching children and young people with SEN?</p>	<p>Support with the curriculum:</p> <p>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.</p>
<p>How do we support students with medical needs?</p>	<p>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</p>

	<p>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.</p>
<p>How do all academy staff help students with SEN to achieve their best?</p>	<p>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.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>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.</p>
<p>Information regarding the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.</p>	<p>Staff are regularly updated with information so that awareness of SEN student issues and how they can have a detrimental impact on emotional well-being, as well as progress, is high on teaching and support staff agendas. Time is provided for whole staff training to raise staff awareness of practical ways to improve support for SEN pupils facing barriers to learning. Key learning needs at Trinity Academy Halifax include; Attention Deficit Disorder, Autistic Spectrum Condition and Dyslexia.</p>

<p>How do we evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>The school's evaluation of SEN provision takes into account parental views, levels of expected progress made by SEN pupils in comparison to non-SEN students. This identifies any gaps in performance that will lead to further analysis and interventions.</p> <p>Please see the SEN outcomes table for the last set of GCSE results (2017-18). We are always incredibly proud of the SEN results we achieve.</p>
<p>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<p>The school provides this through:</p> <ul style="list-style-type: none"> ➤ the assessment of need and reasonable adjustments being made ➤ allowing additional time for work/assessments ➤ adjustments to materials for example; colour of paper, font size ➤ a variety of differentiation strategies ➤ availability of lifts for wheelchair access and other disabilities <p>This is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson materials and targets, students can access all activities, albeit in a differentiated manner. SEN students are encouraged to participate in extra-curricular activities (such as Involve clubs at phase 1 and homework club for years 7-11) alongside non SEN students.</p>
<p>What support is in place for improving emotional and social development?</p>	<p>The SEN team works with pastoral staff (the College Manager team) to ensure that the pupil's emotional and social development is monitored closely. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. We work with our Teaching and Learning Assistant team to review (three times a year) the reasonable adjustments for each of the students named on the 'SEN reasonable adjustments for emotional and social development' document.</p> <p>Measures to prevent bullying, boost self-esteem and help to manage anxiety are promoted and where an issue is identified more one to one input is provided. Form tutors work to support the specific emotional and social development of any SEN students in their tutor group. Extra support is usually provided by the SENCO or Learning Support staff, mindful of working to include rather than exclude the pupil concerned within the school day and culture.</p>
<p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children</p>	<p>Services available or can be accessed by the academy:</p> <p>The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School</p>

<p>and young people's SEN and supporting their families?</p>	<p>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.</p>
<p>What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	<p>If you still have concerns about your child's SEN support after consultation with the SENCO: Young people and parents with concerns about SEN provision should contact Mrs K Wilson (Assistant Principal) if initial concerns raised with the school's SENCO remain.</p> <p>Depending on the key areas of concern, complaints from parents are dealt with using the School's complaints procedure or through referral to the Local Authority.</p>
<p>Where can the LA's local offer be found?</p>	<p>For additional information regarding Calderdale Council's local offer please see below http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html</p>

For additional information regarding SEN at Trinity Academy Halifax please feel free to contact at:
info@trinityacademyhalifax.org or 01422 244890

Review Date: March 2019