

Name of School: *Trinity Academy*

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).*

*Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.*

**Brief description of the school**

Trinity Academy is part of the Emmanuel Schools Foundation and also a part of the Academies Programme. It is a Christian faith Secondary Academy for students aged 11 to 18. Situated in Thorne, Doncaster and currently with 1265 students on roll.

Trinity Academy is a 'character-first' foundation that strives to raise expectations and support high levels of performance. We believe that every child is made in the image of God and therefore believe each human being's outstanding potential, creativity and capacity for good. We also acknowledge that we all need instruction, motivation and practice if we are to nurture the virtues underpinning good character. Our Core Values of Honourable Purpose, humility, compassion, integrity, accountability, courage and determination support with our education of character underpinned by our Christian ethos.

The mission of Trinity Academy is to raise standards across the curriculum and forge strong character. We will do this by building a community in which every child is seen as *infinitely precious, gifted for a purpose and morally responsible*.

**How we identify if your child may need additional help and/or has special educational needs (SEN)**

The SEND code of practise recognises 4 broad categories of need:

- **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

- **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing
- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

These four broad areas give an overview of the range of needs that are planned for, some children and young people have needs which fit in to more than one area. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Trinity Academy aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

**Transition:** Many of the students arriving at Trinity Academy are previously identified as SEND at KS1/KS2. SENCO’s from feeder primary schools (5 in total) meet 3 times per year to discuss particular needs and year 6 transition. The SENCO, Learning Mentor, LSA Transition Lead and the Pastoral Lead for the future Year 7 cohort will visit feeder primary schools to liaise with the Teaching staff, SEN staff and meet the students prior to their transition. This takes place multiple times throughout the academic year. The SENCO is involved in the annual review meetings for those anticipated to be transitioning to Trinity Academy from Year 6.

**Data:** During Year 6, students take part in various assessments to ensure that data is collected prior to the start Year 7. These tests include: Reading; Spelling; CAT. Additional baseline data may be collected during Year 6 Induction Week if necessary. In addition, student data is monitored throughout the year via progress data. Teacher feedback is valuable and therefore any referrals made to the SEND department by teaching staff is investigated using:

- Cross-curricula teacher feedback (this could be academic issues or social/communication issues)
- Academic progress
- Reading and Spelling ages

**Parent Voice:** Parents concerned about their child potentially having a Special Educational Need or Disability are encouraged to contact the SENCO. During this discussion, parents can outline what key areas they feel as though their child is struggling with. This may be an issue that could be resolved through communication with teaching staff and implemented in the classroom via Quality First Teaching. If further investigation is needed, this is explored in the following sequence:

1. Cross-curricula teacher feedback from student teachers. This is to examine whether the concern is across all subjects or in a specific area
2. Academic progress
3. Progress from Element One interventions. This is to ensure that the student has accessed all school-based intervention prior to support that is ‘additional to and different from’ (SEND CoP, 2015) that normally available to students of the same age.

If there is a significant concern across the curriculum that cannot be supported through Quality First Teaching or Element One interventions, then the student will be placed on the SEND register if the parent supports this. The level of support for a student is monitored on a case by case basis.

Trinity Academy also recognise other areas which are not SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

**How we involve parents and carers in meeting the needs of their child and in whole school developments**

Trinity Academy aims to work in partnership with parents/carers in the assessment and support of students with special educational needs and or disability. We believe that the only way a child identified as having a Special Educational Need will achieve their full potential is with parents/carers alongside the school. The SEND Code of Practice (2015), describes how this effective participation will lead to a ‘better fit between families’ needs and the services provided’. Trinity Academy:

- works effectively with other agencies and the Local Authority supporting students and their parents/carers;
- gives parent/carers opportunities to play an active and valued role in their child’s education;
- believes it is vital that parents/carers feel able to express their views;
- focuses on the student’s strengths as well as areas of additional need;
- allows parents/carers opportunities to discuss ways in which they and the Academy can help their child. We can provide advice, work together and create individualised packages of support for your child;
- involves parents/carers in the support plan process including creating targets and monitoring progress against these targets;

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
Early Invite to view timetable	SEND staff, parents and pupils whom require early information about timetables.	Annually.
Parents Evening	As Above	Annually for each year group
Reviewing support plans	SEND students/ parents/ staff/ agencies	Termly
Coffee morning/Drop in sessions	Parents	At least annually but usually termly
Allocation of a ‘Key Worker’ for each student identified as SEND	SEND Department/SEND Students/ Parents	Contact every 3 weeks via telephone or e-mail
Induction/ Option Evenings	SENDCO and Assistant SENDCO	Annually for Year 6 into 7 and 11 into 12
Attendance to Year 6 coffee mornings, reviews and additional visits in the	SENDCO/ Assistant SENDCO/P.A. to Pastoral team/ students/ parents/ Primary feeder schools	Throughout academic Year

### How we will involve your child in the planning and review of their support

Trinity Academy uses a robust system of managing students' needs whilst they are on the SEN register. We recognise that Provision Maps/ Support Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame.

At every step we believe students must be involved in discussions around needs.

Specifically, these processes include:

- A provision map which is updated weekly/daily as needed – with student consultation
- SEN support plans which are updated at least 3 times a year in conjunction with parents/students
- Students attending reviews to share their views

The level of provision decided for a student is taken on a case by case basis to ensure a thoroughly personalise provision package.

### How we match the curriculum, teaching and learning approaches if your child has SEN

- A primary focus on Quality First Teaching and the role of the class teacher/subject specialist teacher in providing for all pupils. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (SEND CoP Pg. 88 Section 6.37 onwards).
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Trinity Academy strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching.
- Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable

We also recognise that all students have unique talents and want to ensure these are unlocked within both our curricular and extra-curricular provision. This will sometime mean that adaptations are made to ensure the highest level of provision. These include the following types of provision:

- Auxiliary aids
- Visual aids [Coloured overlays, enlarged equipment and targeted resources]
- Access to Level 1 qualifications – KS4
- Additional Literacy lessons – KS3
- The Lexia program
- 1:1 support in PE lessons, wet room provision and physiotherapy
- Mental Health Awareness week

We encourage students with SEND to participate in extra-curricular activities. Student who require additional provision are supported by the SEND team on a case-by-case basis. This provision has included, but is not limited to:

- Homework club
- Activities week [including overnight stays, toileting and hygiene]
- Hosting the regional 'Boccia' Games in conjunction with local special schools

### **How we provide additional support if your child has *learning needs***

If an area of delayed progress is identified, the SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes a triangulation of progress data, reading/spelling ages and pastoral data. For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including ASCETS / HI Team / VI Team / CAMHS / Educational Psychologist.

When the decision has been made to place a student on the SEN register we begin an ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students (agencies where necessary) we set robust outcomes-based targets which are shared with teaching staff.

Within the classroom, Quality First Teaching ensures inclusive practise for every student with additional Learning Needs. This provision could include, but is not limited to:

- Scaffolding (including writing frames/sentence starters)
- Visual reminders
- Effective use of questioning
- Checklists
- Accessible vocabulary
- Opportunities to respond to feedback

For students that need additional intervention outside of the classroom to support with reducing areas of difficulty within learning, our interventions include, but are not limited to:

- Lexia
- Decoding
- Additional Literacy lessons in place of a second language

### **How we provide additional support if your child has *social and communication needs***

For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including ASD/HI/VI/CAMHS/EP  
When the decision has been made to place a student on the SEN register we begin an ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students (agencies where necessary) we set robust outcomes-based targets which are shared with teaching staff.

Trinity Academy provide various interventions for students identified as SEND that draw upon developing identified areas of weakness in communication. All staff involved in this program have been trained on how to deliver Social Stories and have experience working with students with Social and Communication needs.

Trinity Academy also offer a Communication Club for students identified as having Social and Communication needs in which a programme recommended by ASCETS is carried out on a weekly basis.

Referrals to the Communication Pathway are carried out by the SENCO when the identified need is consistent across both school and at home. This involves a student initially identified as SEND undergoing at least 2 APDR cycles in school prior to the application for the General Development Assessment.

### **How we provide additional support if your child has *physical, sensory and/or medical needs***

For higher levels of physical, sensory and/or medical need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including Occupational Therapy/ Physiotherapy/ Heatherwood School Outreach services/ Hearing Impaired Team/ Visual Impaired Team within the LA/ School Nurse/ Specialist Consultants.

When the decision has been made to place a student on the SEN register we begin an ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students (agencies where necessary) we set robust outcomes-based targets which are shared with teaching staff.

As a purpose build Academy, we are in the privileged position as our building was created with the needs of all student in mind.

Some of the facilities we have include:

- Adapted alarms to alert students with visual/hearing impairment;
- Adapted carpets to support students with visual impairments;
- Multiple lift access on each floor;
- Multiple wet rooms;
- Evacuation chairs and trained staff.
- Wet Room and Changing Room adapted for wheelchair use and assistance with changing. All of these activities are carried out by specific qualified members of staff with experience of working with students

### **How we provide help to support your child's *emotional health and well being***

For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including CAMHS/ Educational Psychologist/ Early Help and our own Learning Mentors.

When the decision has been made to place a student on the SEN register we begin an ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students (agencies where necessary) we set robust outcomes-based targets which are shared with teaching staff.

Within school, the strong Pastoral department for each year group consists of a Head of Year and Assistant Head of Year who are on hand to support with the well-being of students in their year group. In addition, Trinity Academy has it's Learning Mentor department for students in need of any extra day to management of their emotional well-being.

Trinity Academy now have trained Mental Health First-Aiders within the staff and student body in order to on-hand to support a student in need of Mental Health support.

The SEND department provide additional resources and strategies that are addressed on a case by case basis for each student that may require extra support with their emotional health and well-being. These include, but are not limited to:

- 5-point scale
- Time-Out Pass
- One Page Profiles
- Meet and Greet

### **How we promote *developing independence***

At Trinity Academy we have an embedded high expectation of all learners. We aim to support students to gradually become independent learners and (where applicable) gradually reduce support as the student meets their outcomes and progresses through school.

All SEN students begin work on transitioning from our school in Year 9, this focuses around on-going careers interviews, meeting with local colleges and visits to university. Parents are encouraged to join students when attending careers meetings where possible.

Students who need additional support with accessing public transport, money and general life skills are offered bespoke packages to increase skills and independence. Trinity Academy now offer an Employability course at Level 2 following Year 11 for those students who feel as though they are not quite ready to enter the work place, begin an apprenticeship or enter Sixth Form/College.

Trinity Academy support independence in the classroom. This also applies to when an LSA is present in the classroom. Trinity Academy does not encourage one-to-one support as not only does it reduce a students' developing independence, it is not best practise for preparing them for life outside of the Academy. Students are therefore supported and encouraged to develop the skills that will allow them to manage their SEND once they have left the Education system.

### **How we measure and review your child's progress against their targets and longer term outcomes**

Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If an area of delayed progress is identified, the SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes a triangulation of progress data, reading/spelling ages and pastoral data.

### **How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND**

Care and consideration is taken to the needs of all students. Adaptations are taken when necessary to ensure our facilities are safe and welcoming for all students.

These adaptations include, not exclusively, consideration of:

- Lighting and Noise in specific areas
- Colour coded areas
- SEN base and 'safe area'
- Separate social areas – if required
- Adapted chairs, stools and equipment
- Seating arrangements within the classroom
- Staff aware of student needs

## How we include children with SEND in the life of our school

The mission of Trinity Academy is to raise standards across the curriculum and forge strong character. We will do this by building a community in which every child is seen as *infinitely precious, gifted for a purpose and morally responsible*.

At Trinity Academy we believe in a whole school approach to the teaching of students with SEND. Every teacher is a teacher of students with SEND. We believe that all young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All teachers are responsible for every child in their care, including those with special educational needs.

Quality-first teaching and additional interventions are determined through annual dialogue across the school, and contribute to our management of provision. Provision maps help us regularly to review and record what we offer each child or young person in our care and what we offer additionally. Data is collected on a half termly basis for any intervention the student is receiving. Progress dialogues are opened and the impact of interventions analysed. Discussions serve to embed our high expectations among staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

## How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

Both the SENDCo and the Assistant Vice Principal in Senior Academy have completed the Post-Graduate National SENDCo qualification (NASENCO).

We are committed to developing the ongoing expertise of our staff. We currently have staff in school with additional training in a range of areas including:

- Braille – Level One
- Boxall Profiling
- Autistic Spectrum Condition
- Team Teach
- Phonics
- Dyspraxia
- Moving and Handling
- Functional Analysis
- Emergency Evacuation Chair procedures
- Mental Health First Aid
- BOSS

Trinity Academy also has allocated workers within the SEND team who regularly liaise and access any training opportunities in the following areas:

- Speech and Language
- Transition
- ASD
- Hearing Impairment
- Visual Impairment

### External support and expertise we can call upon to help us to meet children's needs

For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including but not limited to:

- Autism and Social Communication Education and Training Service (ASCETS)
- Behaviour Outreach Support Service (BOSS)
- Educational Psychology Service (EPS)
- Service for Children with a Hearing Impairment
- Service for Children with a Visual Impairment

### How we prepare children to join our school

We recognise that SEND students may require additional support when transferring between different phases of their education. These include the following situations:

**Transition from KS2 to KS3:** The SEND team and SENDCo's from feeder primary schools (5 in total) meet 3 times per year to discuss SEND and Vulnerable students. In addition to our Year 6 transition week, further transition days are provided for students identified as SEND and/or Vulnerable prior to the rest of the Year 6 into 7 cohorts. The SENDCO is involved in the Annual Review meetings for those anticipated to be transitioning to Trinity Academy from Autumn Term Year 6.

### How we prepare children to move on from our school

**Enrolment from KS4 to KS5:** Where a student is remaining at the school or transferring from an alternative educational setting, Post-16 provision involves planning and preparation to ensure a high-quality study program. Within this, we encourage the student to voice their preferred aspirations and consult with both careers' guidance and the Sixth Form Admissions team. All SEND Support Plans are maintained within the school. Where a student has an Education, Health and Care Plan, annual reviews will take place within Autumn Term to determine appropriate provision for the student and where consultations are to be sent.

**Careers guidance:** As part of a student's Education, Health and Care Plan, careers guidance is available from Year 9 as standard. Trinity Academy also provides careers guidance to SEND Support students on a case by case basis from Year 9 to 11.

### How we deploy our resources to meet the needs of children with SEND

In order to ensure that the needs of SEND students are met, we deploy the following resources throughout the school. Each one of these resources are allocated on a case by case basis and addressed for their effectiveness using the Asses-Plan-Do-Review cycle:

- Allocation of Support staff
- Commissioning of external services
- Additional teaching resources

- Training for teaching staff and support staff
- Smaller class sizes
- Additional Literacy Lessons
- Specialist on-site provision within Cornerstone facility
- Auxiliary aids
- Visual aids [Coloured text books/overlays, enlarged equipment and targeted resources]
- Access to Level 1 qualifications – KS4
- Lexia program
- 1:1 support in PE lessons, wet room provision and physiotherapy
- Homework Club
- Communication Club
- Spelling Intervention
- Reading Intervention
- Touch Typing Intervention
- Time-Out Pass
- Sensory Breaks

### Contacts for more information

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Website: [www.trinity-academy.org.uk](http://www.trinity-academy.org.uk)

SENCO: Miss Cheryl Tindale

Please include a direct web link to the following:

- SEND Policy – [https://www.trinity-academy.org.uk/docs/policies/Special\\_Educational\\_Needs\\_and\\_Disabilities\\_SEND\\_Policy.pdf](https://www.trinity-academy.org.uk/docs/policies/Special_Educational_Needs_and_Disabilities_SEND_Policy.pdf)
- SEN Information Report – [https://www.trinity-academy.org.uk/docs/policies/Special\\_Educational\\_Needs\\_and\\_Disabilities\\_SEND\\_Report.pdf](https://www.trinity-academy.org.uk/docs/policies/Special_Educational_Needs_and_Disabilities_SEND_Report.pdf)
- Accessibility Plan - <https://www.trinity-academy.org.uk/docs/policies/Accessibility-Plan.pdf>