



**TRINITY COLLEGE**

**SPECIAL**

**EDUCATIONAL NEEDS**

**AND DISABILITY**

**POLICY**

**2019-2020**

**Date of issue:** September 2017

**Date reviewed:** September 2018 2019

**Frequency:** Annually

**Date of next review:** September 2020

# TRINITY COLLEGE

## SEND Policy/SEN Information Report

### Issued on SEPTEMBER 2017

This policy is written in line with the requirements of: -

Children and Families Act 2014

SEN Code of Practice 2015

Equality Act 2010

Schools Admissions Code, DfE 2014

This policy should be read in conjunction with the following school policies;

School Behaviour, Equalities Policy, Safeguarding Policy, Complaints Policy, Schools Health and Safety Policy. This policy was developed in collaboration with other SENCOs from Horizon-care schools and Senior Leadership Team within Trinity College. The SEN policy will be reviewed annually. This policy is to be distributed to all parents and carers to offer comments.

### Special Educational Needs and Disability Code of Practice: 0-25years 2015

The Code of Practice 2015 states:

**‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’.**

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEN Code of Practice (2015:16)

### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’**. This definition provides a relatively low threshold and includes more children than many realise: ‘**long-term**’ is defined as ‘**a year or more**’ and ‘**substantial**’ is defined as ‘**more than minor or trivial**’ SEN Code of Practice (2015:16) Normal ‘**day-to-day**’ means things that people do on a regular basis, for example mobility, dressing or cleaning (physical co-ordination), and having a conversation. Physical impairment includes sensory difficulties such as visual or hearing impairments and mental impairment includes learning difficulties, autism, dyslexia, speech and language difficulties, attention deficit hyperactivity disorder (ADHD).

### 1. The kinds of special educational need for which provision is made at Trinity College and Lower School

At Trinity College and Lower School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with Education, Health and Care plans with the following kinds of special educational need: Social, Emotional and Mental Health, Autism, including Attention Deficit (Hyperactivity) Disorder (ADHD/ADD), Specific learning difficulties such as Dyslexia, Obsessive Compulsive Disorder, Communication difficulties

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2. Trinity College and Lower School's policy for identification and assessment of pupils with SEN**

At Trinity College and Lower School, we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. We review progress at least every half term in terms of individual pupil's progress. Assessments used comprise of spelling, reading and writing tests, end-of topic/unit formal tests, all manners of formative and summative assessment to clarify progress and establish the next steps in their learning journeys in all subjects.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are numeracy and literacy interventions.

Some pupils may continue to not make expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Trinity College and Lower School, we are experienced in using the following assessment tools: effective questioning, specific learning objectives, success criteria, effective marking and feedback, linking oral and written feedback to specific objectives, self and peer-assessment.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil can make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

During the 2018-2019 academic year, Key stage 3 and 4 pupils achieved success in across a range of subjects and qualifications. The following was achieved:

100% of pupils in year 11 achieved a GCSE in Science  
100% of pupils in year 11 achieved a qualification in English  
100% of pupils in year 11 achieved a qualification in Mathematics  
50% of pupils in the main school (key stages 3 and 4) achieved a qualification in Mathematics.  
The accreditation included a GCSE, Functional skills level 1 and entry levels 1-3  
69% of pupils in the main school achieved a qualification in English. The accreditation included several Functional Skills level 1 and several Entry Level 1-3 qualifications.

Trinity staff commented, **“We congratulate our pupils on their success, and acknowledge their hard work and determination through their Key Stage 4 studies”**.

### **3. Information about Trinity College and Lower School’s policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

#### **3a. How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6:17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Head Teacher.

#### **3b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using the progress tracking several times per year enables the staff to see if pupils are increasing their level of skills in key areas and if not, provide timely and effective intervention strategies. If these assessments do not show that adequate progress is being made the SEN support plan will be reviewed and adjusted.

#### **3c. The school’s approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 SEN Code of Practice (2015, 6.37).

Trinity College employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching, use of ICT software learning packages.

**3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.**

At Trinity College and Lower School, we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

**3e. Additional support for learning that is available to pupils with special educational needs at the school.**

Funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map.

**3f. Support that is available for improving the emotional and social development of pupils with special educational needs**

At Trinity College and Lower School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching of British Values, PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day. (The hidden curriculum)

For some pupils with the most need for help in this area we also can provide 1:1 support, mentor time with a member of the senior leadership team or a named member of staff, time with the Pastoral – Assistant Head, external referral to CAHMs, time-out space for pupils to use when upset or agitated etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

**4. The name and contact details of the SEN Co-ordinator**

The SENCO at Trinity College and Lower School is Tracy Jenkins, who has a BA Honours Degree in Teaching and Learning and has a PG Cert Special Educational Needs Coordination qualification gained with Leeds Beckett University.

Tracy Jenkins is available on the telephone number 01509 218906 or email [address.tracy.jenkins@horizoncare.co.uk](mailto:address.tracy.jenkins@horizoncare.co.uk)

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

Trinity College and Lower School staff have a great deal of experience of working with students who have Social, Emotional and Mental Health issues, the school has successfully delivered full-time programmes to students who have been without school placements for significant periods of time.

All school staff complete a full induction programme when they commence employment at Trinity College and Lower School. They receive an in-depth behaviour management training programme once a year from the Sherwood Agency. Physical intervention is only ever used as a last resort, the emphasis is on therapeutic support and de-escalation techniques. When students are finding it difficult to regulate their emotions or behaviour in school, they are offered access to an alternative curriculum in a low arousal setting.

All teachers and teaching assistants have had the following awareness training:

Child Protection, Safeguarding, Data Protection, Equality and Diversity, Fire Safety, Food Hygiene and Safety, Health and safety, Bullying Awareness and the SEND code of practice. This training is updated annually.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are other Horizon care Schools, Autism Outreach, Educational Psychologist, Speech and language therapist, occupational therapists, dyslexia specialists, ADHD Solutions etc.

#### **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Trinity College has a Dining Hall which offers a variety of healthy breakfasts, break time snacks, lunches and drinks for the students, at no additional cost. There is an outdoor astro-turfed recreational area, which supports the school PE curriculum.

Additionally, we have offsite provisions at Brolay Care Farm, Youth Education Project, Trans4m, Melton Learning Hub, Loughborough Youth Development Project, Heart of England Training and Dogs Trust.

#### **7. Arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

Trinity College considers forming and maintaining positive relationships with parents and carers a priority.

All parents/carers of pupils at Trinity College and Lower School are invited to discuss the progress of their children on a number of occasions a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times.

Initial visits to school, home visits, parents/carers day, annual reviews, PEP meetings, pastoral support meetings, early help and conference. We are always happy to offer transport to parents/carers to initiate a meeting.

Phone calls home are made as required for positive and negative behaviour, however, every Friday tutors will ring parents/carers to discuss the pupil's week.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary

In addition to this, parents/carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents/carers.

#### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified to have special educational needs, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. This is a process of continual listening and learning, focusing on what is important to the pupil now and in their future, and acting on this.

All pupils at Trinity College and Lower School have personalized timetables. Some pupils have access to a bespoke 1:1 and sometimes a 2:1 bespoke educational program where appropriate.

All pupils have Individual Educational Plans and Individual Behavior Plans, which are reviewed termly. In mentoring sessions, pupils work with staff to review and create new targets.

The School Council meets regularly to discuss issues and or ideas that the pupils would like to suggest to the Senior Leadership Team.

Pupils are encouraged to participate fully in the writing of their Education, Health and Care Plan, Personal Education Plan and pastoral support meetings. School staff will support pupils as they complete the written views section of the review process.

### **9. Arrangements made by the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Trinity College and Lower School are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the class or subject teacher, SENCO, Pastoral Assistant Head, Deputy Head of Education or Head of Education to try to resolve the issue before making the complaint formal to Head Office.

If the complaint is not resolved after it has been considered by Head Office, it is a process of then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for pupils who have a Statement of SEN where there is a statutory right for parents/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **10. The contact details of support services for the parents of pupils with special educational needs. (Parent Partnership Services)**

Leicestershire Parent Partnership Service provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on:

Leicestershire Parent Partnership Service  
Abington House  
85 Station Road  
Wigston  
Leicestershire  
LE18 2DP

**Tel:** 0116 305 5614

**E-mail:** [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/east-midlands/leicestershire>

### **11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Trinity College and Lower School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For new starters, home visits and school visits are arranged then learners, parents and professionals are invited to look round Trinity College or Lower School. Taster days are arranged, and a slow transition timetable is drawn up with parents/carers, learners and all professionals involved.

Careers interviews are set up for KS3 and KS4 learners with Leicester Education Business Company, Prospects or Connexions. Additionally, Trinity College has strong links with many local FE colleges, visits are arranged to these colleges to discuss apprenticeships, traineeships, courses and the world of work. Learners also visit careers events that are arranged by the Local Authority.

We also contribute information to a pupils' onward destination by providing information to the next setting.

#### **Information on where the local authority's local offer is published.**

The local authority's local offer is published on [http://www.leics.gov.uk/leicestershire\\_county\\_council\\_local\\_offer.pdf](http://www.leics.gov.uk/leicestershire_county_council_local_offer.pdf) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.