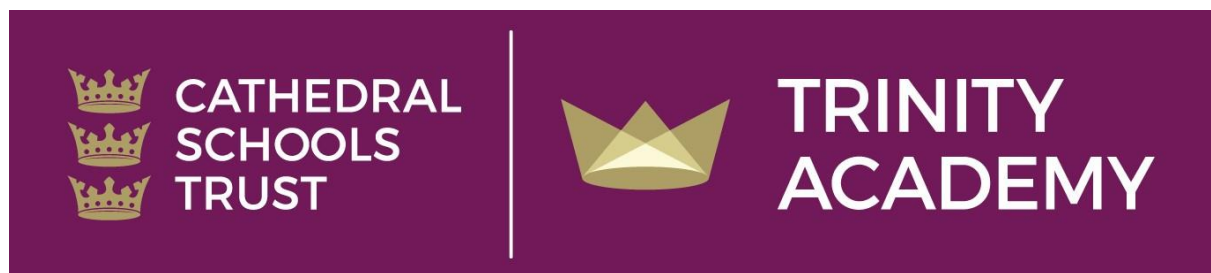


# Special Educational Needs (SEN) Information Report

**Trinity Academy Bristol**



**Last reviewed:** November 2022

**Next review due by:** November 2023

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please see the Cathedral Schools Trust SEND Policy. You can find it on our website [here](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate-severe learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example physical impairment and medical needs

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs and disabilities co-ordinator, or SENDCo

Our SENDCo is Hannah Deans.

Hannah is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2021.

Hannah also has a Masters in Educational Leadership and prior to joining Trinity Academy worked as Deputy SENDCo at school with a dedicated Communication and Interaction Resource Base.

### Deputy SENDCo

Our Deputy SENDCo is Creslyn Singh.

Creslyn is a qualified teacher and is currently working to achieve the National Award in Special Educational Needs Co-ordination.

Creslyn also has a Masters in Education and prior to joining Trinity Academy worked in a variety of special school settings, specialising in Cognition and Learning and SEMH provision.

### Teaching Staff

This year we appointed a specialist English Teacher, Katie McMatson. Katie has several years' experience as a Learning Support Assistant delivering nurture group English and phonics to students with Special Educational Needs. Katie is now a qualified English teacher and is working closely with the SENDCo and Head of English to deliver specialist English lessons to small groups of students with SEND.

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

You can find out more about the Trinity Team [here](#)

### Learning Support Team

We dedicated team of Learning Support Assistants who work alongside students in the classroom as well as provide specialist interventions. Included in the team are external professionals who work at Trinity Academy on a weekly basis.

Beth Stephens	Lead LSA for Communication and Interaction
Nicola Clapham	Lead LSA for Cognition and Learning
Ella Houston	Learning Support Assistant and qualified ELSA
Chere Relton	Learning Support Assistant
Joy Hunt	Learning Support Assistant
Esme Bird	Learning Support Assistant
Alice Treby	Learning Support Assistant
Shanice Howell	Learning Support Assistant
Ceinwen Birrell	Creative Arts Therapist (2 days a week)
Maggie Phillips	Speech and Language Assistant (1 day a week)

Our Learning Support Team is currently qualified to deliver the following interventions:

- ELSA (Emotional Literacy Support Assistant)
- Social Skills
- Lego Therapy
- Lexia (Dyslexia and Literacy Intervention)
- Creative Art Therapy

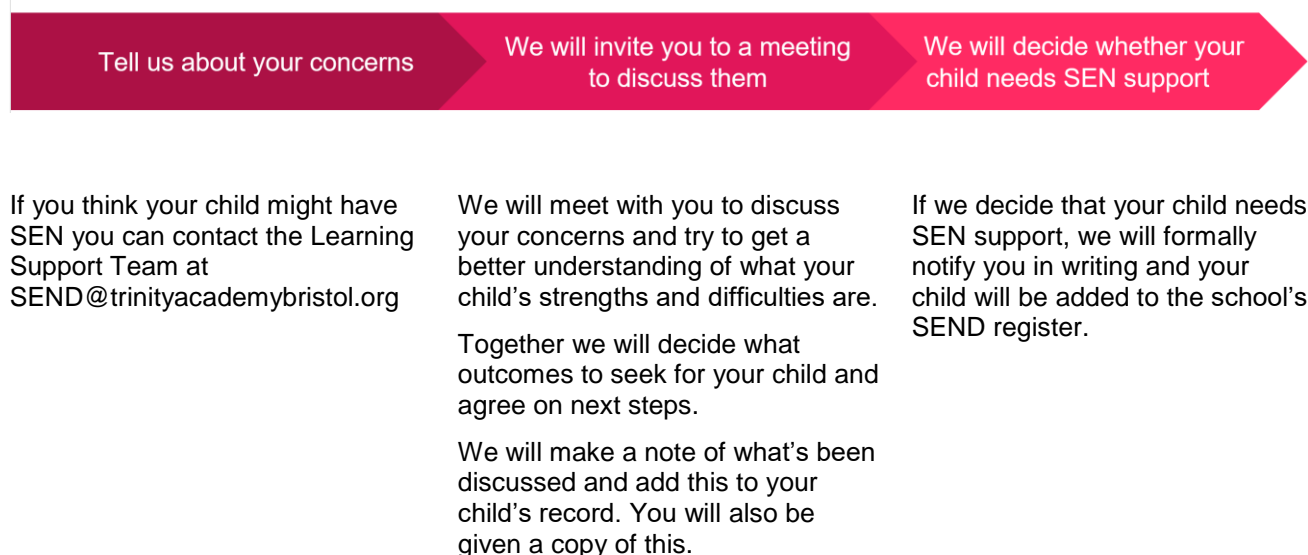
Our Learning Support Team also receive regular in-house and external training in all four broad areas of SEN need.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?



## 4. How will the school know if my child needs SEN support?

Before your child starts at Trinity, we will have gathered information from:

- Primary schools and end of KS2 SAT levels
- Your comments on the application form
- Any external agencies involved with your child
- Transfer meetings and induction events

Thereafter we use information from:

- Baseline assessments when your young person joins Trinity in September, including:
  - Cognitive Ability Tests (CATs)
  - Progress Tests in English, Maths and Science
  - New Group Reading and Spelling Tests
- Feedback from subject teachers
- Feedback and observations from members of the Learning Support Team
- Termly assessments from subject teachers
- Any parental or external agency concerns

If your child needs to be further assessed we may:

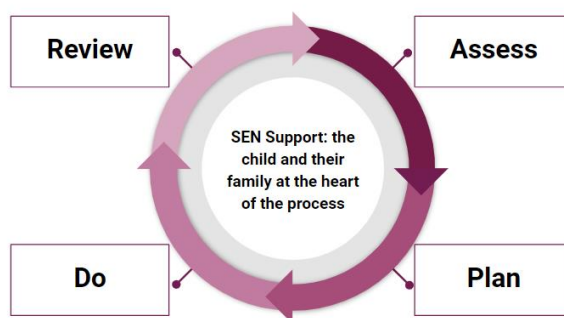
- Use a range of specialist screening or assessments to gather further information, depending on area of need
- Refer to an external agency, with your permission and involvement
- Offer family support

The SENDCo and Learning Support Team gathers and monitors this information about students throughout the year in order to build an accurate picture of students' needs and appropriate provisions.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



#### Assess

- Y6 SAT Scores
- GL Assessment Data
- 3x Assessment Weeks (Autumn, Spring, Summer)
- Teachers log SEND concerns in Learning Support Referral Form
- Teachers log Safeguarding concerns in CPOMS
- SENDCo and Deputy SENDCo monitor Learning Support Referral form and CPOMS in order to triage and assess need

#### Plan

- Learning Support Assistants write Pen Portraits with strategies to support students in consultation with families and students
- Learning Support Assistants write Trinity Support Plans with expected outcomes in consultation with teachers, families and students
- Pen Portraits, Trinity Support Plans and Provisions all recorded on Provision Map and accessed by teachers via Class Charts

#### Do

- Strategies and provisions implemented by class teachers, supported by Learning Support Assistants
- Subject teachers remain responsible for working with students on a daily basis and assessing impact of plans

#### Review

- Pen Portraits reviewed every Summer Term, and updated throughout the year as necessary
- Interventions and Provisions reviewed by Learning Support Department on Provision Map every 6-12 weeks
- Trinity Support Plan reviews led by Learning Support Assistants 3x a year – to include views of teachers, families and students

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

The school will keep you informed through:

- Termly reports on Head: academic progress, Heart: character development, Soul: engagement in the co-curricular life of the school.
- Parents' evenings
- Regular e-mail and telephone calls with form tutors and learning support assistants
- Appointments with individual teachers and members of the Learning Support team

If you have concerns that arise between these meetings, please contact your child's form tutor or the Learning Support Team.

## 7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

You can find out more about the 'Ordinarily Available Provision' recommended by Bristol Local Authority [here](#).

Our Universal, high quality teaching is the first 'wave' in our support for students. We recognise that some students require provision additional to that which is provided by the classroom teacher. We identify these as Wave 2 and Wave 3 provision:



Wave	What does this mean?
Wave 1: Universal	This is the expectation of High Quality teaching, which means that every pupil is included and their needs are taken into account by all teachers. To allow teachers to do this, all students on the SEN register will have a Pen Portrait which highlights their needs and specific strategies to support them in class.
Wave 2: Targeted	1:1 or small group intervention sessions are run by Learning Support Assistants or Teachers. Students are placed in these groups according to assessment data.
Wave 3: Specialist	This is usually where an external specialist may be asked to advise or provide more specialised support where a student has not responded to the strategies already in place in school.

# How are students with dyslexia supported at Trinity?

The level of support will depend on the level of need and falls into three waves.

Wave	What does this mean?	What might this mean for a student with <u>dyslexia</u> ?
Wave 1: Universal	This is the expectation of High Quality teaching, which means that every pupil is included and their needs are taken into account by all teachers. To allow teachers to do this, all students on the SEN register will have a key adult and a Pen Portrait which highlights specific strategies to support them in class.	<ul style="list-style-type: none"> <li>• Dyslexia friendly resources</li> <li>• Sitting close to the board</li> <li>• Reduced reading &amp; copying from the board, handouts are given instead</li> <li>• Extra time in assessments</li> </ul>
Wave 2: Targeted	1:1 or small group intervention sessions are run by Learning Support Assistants or Teachers. Students are placed in these groups according to assessment data.	<ul style="list-style-type: none"> <li>• Lexia - a computer-based intervention for students with literacy difficulties</li> <li>• Small group reading</li> <li>• Use of a laptop for extended writing in class and assessments</li> </ul>
Wave 3: Specialist	This is usually where an external specialist may be asked to advise or provide more specialised support where a student has not responded to the strategies already in place in school.	<ul style="list-style-type: none"> <li>• Parents and students may independently seek support from the Bristol Dyslexia Centre</li> </ul>

# How are students with autism supported at Trinity?

The level of support will depend on the level of need and falls into three waves.

Wave	What does this mean?	What might this mean for a student with <u>autism</u> ?
Wave 1: Universal	This is the expectation of High Quality teaching, which means that every pupil is included and their needs are taken into account by all teachers. To allow teachers to do this, all students on the SEN register will have a key adult and a Pen Portrait which highlights specific strategies to support them in class.	<ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Task checklists</li> <li>• Use of the 5 point scale</li> <li>• Break cards</li> </ul>
Wave 2: Targeted	1:1 or small group intervention sessions are run by Learning Support Assistants or Teachers. Students are placed in these groups according to assessment data.	<ul style="list-style-type: none"> <li>• Sensory breaks</li> <li>• Social Skills intervention</li> <li>• Break &amp; lunch club</li> </ul>
Wave 3: Specialist	This is usually where an external specialist may be asked to advise or provide more specialised support where a student has not responded to the strategies already in place in school.	<ul style="list-style-type: none"> <li>• Consultation with the Bristol Autism Team</li> <li>• Tailored support from Speech and Language Therapist</li> </ul>



## How are students with ADHD supported at Trinity?

The level of support will depend on the level of need and falls into three waves.

Wave	What does this mean?	What might this mean for a student with <b>ADHD</b> ?
Wave 1: Universal	This is the expectation of High Quality teaching, which means that every pupil is included and their needs are taken into account by all teachers. To allow teachers to do this, all students on the SEN register will have a key adult and a Pen Portrait which highlights specific strategies to support them in class.	<ul style="list-style-type: none"> <li>• Additional take-up time when given instructions</li> <li>• Sitting at the front of the class with minimal distractions</li> <li>• Checklists, chunking instructions</li> <li>• Use of a wobble cushion or fidget toy</li> <li>• Movement breaks</li> </ul>
Wave 2: Targeted	1:1 or small group intervention sessions are run by Learning Support Assistants or Teachers. Students are placed in these groups according to assessment data.	<ul style="list-style-type: none"> <li>• Intervention on understanding their diagnosis and self-regulation strategies</li> </ul>
Wave 3: Specialist	This is usually where an external specialist may be asked to advise or provide more specialised support where a student has not responded to the strategies already in place in school.	<ul style="list-style-type: none"> <li>• Referral to Occupational Therapist, Educational Psychologist or CAMHS</li> </ul>

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## How are students with social, emotional and mental health needs (SEMH) supported at Trinity?

The level of support will depend on the level of need and falls into three waves.

Wave	What does this mean?	What might this mean for a student with <b>SEMH</b> ?
Wave 1: Universal	This is the expectation of High Quality teaching, which means that every pupil is included and their needs are taken into account by all teachers. To allow teachers to do this, all students on the SEN register will have a key adult and a Pen Portrait which highlights specific strategies to support them in class.	<ul style="list-style-type: none"> <li>• Additional take-up time when given instructions</li> <li>• Break card</li> <li>• Fidget toy</li> <li>• Teaching of breathing exercises to use in class</li> <li>• Restorative conversations following the issuing of sanctions</li> </ul>
Wave 2: Targeted	1:1 or small group intervention sessions are run by Learning Support Assistants or Teachers. Students are placed in these groups according to assessment data.	<ul style="list-style-type: none"> <li>• ELSA - bespoke emotional literacy intervention</li> <li>• Social Skills intervention</li> </ul>
Wave 3: Specialist	This is usually where an external specialist may be asked to advise or provide more specialised support where a student has not responded to the strategies already in place in school.	<ul style="list-style-type: none"> <li>• Art Therapy</li> <li>• Consultation with Primary Mental Health</li> <li>• Referral to Creative Youth Network or Off the Record</li> <li>• Referral to CAMHS</li> </ul>

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## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions every 6-12 weeks
- Using pupil questionnaires

- Monitoring by the SENCO and Learning Support Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All students are required to take part in two after school clubs per week. Where this is not possible for students with additional needs, this requirement can be reviewed but we see this as a key part of the development of all our students. Day and residential trips are open to all students. Any specific/medical needs can be discussed prior to any planned trips or visits.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Pupils with SEND are admitted on an equal basis with others in accordance with our Admissions Policy which you can access [here](#)

If your child has an EHCP and you would like them to attend Trinity Acadmey the Local Authority will consult with us and we will have 15 days to respond to the request to name Trinity on the EHCP.

If your child has an EHCP we must offer them a place unless there is evidence that this placement is unsuitable.

## 13. What does Pastoral Support look like?

At Trinity, we take our pastoral responsibilities very seriously. There is a high level of support and guidance provided through:

- Our Tutor Group system
- Our Pastoral Team which includes Heads of Phases, Heads of Year and non-teaching Pastoral Support Leads
- Access to external agencies if necessary (e.g. Police, Youth Offending Team, CAMHS). For

further details see below.

- Aiming to always offer a safe and supervised area at break/lunch times for those who prefer a quieter time.

## **14. What support will be available for my child when they sit exams?**

Some students require Access Arrangements in order to access tasks in lessons and exams such as GCSEs and A Levels. Access arrangements are put in place to make it fair for all students and remove any disadvantages they may have. Access Arrangements must reflect the student's normal way of working in lessons.

There are a range of Access Arrangements which reflect the individual needs of students, these include

- Extra time granted for the completion of exams (typically 25%)
- Reader/Reader Pen
- Scribe
- Separate room or small group invigilation
- Supervised rest breaks
- Word-processor

The designated officer for St. Katherine's School is the SENDCo. Provided that the recommendations are applied in the classroom, the designated officer will make an application for access arrangements to be applied in formal examinations via the Joint Council for Qualifications (JCQ). These access arrangements have to be approved by the JCQ before they can be applied in external examinations.

The designated officer makes applications in Year 10 for students that require Access Arrangements. In order to make this application from Year 9 onwards information about individual students is collected and monitored by the designated officer in partnership with teachers and in class support staff.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

At Trinity Academy we understand that the transition between primary and secondary school can be a very stressful time for students and parents alike. We try our best to minimise the stress by promoting clear communication between the school, primary school and parents. Even before your child joins Trinity, we will have gathered a significant amount of information on your child. All students will be invited to attend an Induction day before they join in Year 7. The SENDCo, Head of Phase and Head of Year visit our feeder primary schools to meet with key staff and students. Information is collected on all students including those with special educational needs and medical conditions. The SENDCo will make additional visits for those students with SEND or other vulnerabilities to ensure that they make a smooth transition to Trinity Academy. The school will attend any review meetings with these students and will meet with external agencies as appropriate to plan transitional arrangements.

Equally, Trinity Academy believes that transition to further education is just as important. The Head of Year, SENDCo and Careers Lead work together to support students applying to further education. A student with SEND will have a specific transition plan that has been arranged with their new setting. This is linked within their EHC plan. Support from our independent careers service is available for students with SEND.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Kelsie Carter, the Designated Teacher, works with Hannah Deans, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy which you can read [here](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For details of these services see the Bristol Local Offer [here](#).

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bristol's Local Offer. publishes information about the local offer on their website:

<https://www.bristol.gov.uk/bristol-local-offer>

SEND and You is our local special educational needs and disabilities information advice and support service:

<https://www.sendandyou.org.uk/>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## 19. Glossary

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENDCo** – the special educational needs and disabilities co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages