

Trinity Catholic High School – SEN Information Report

1: What kinds of SEN do we make provision for at Trinity?

SEN Policy and practice at Trinity Catholic High School reflects the principles outlined in the Code of Practice (2014/15) on Special Educational Needs and Disabilities. During 2016–2017 there are 106 pupils on Trinity's SEN Register and there are a range of other pupils who receive additional support through the SEN department in recognition of their physical, medical or specific learning needs. Aligned with the advice set out in the Code of Practice SEN at Trinity is categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that is planned for. The purpose of categorisation is not to 'label' a child, but instead to plan out what action the school needs to take. A detailed assessment of each individual child's need ensures that the full range of needs is identified, not simply the primary need (which is identified above). The support provided to a child with SEN is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary making appropriate use of specialist staffing and specialist equipment or software. Here at Trinity we recognise a broad spectrum of Special Educational Needs. The kinds of special educational needs and disabilities for which provision is currently made at Trinity include:

- Moderate Learning Difficulties
- ADHD / ADD
- ODD
- Autistic Spectrum Disorders
- Downs Syndrome
- Dyscalculia
- Dyslexia
- Dyspraxia
- Hearing Impairment
- Visual Impairment

Data on the levels and types of SEN at Trinity was updated on SIMs prior to the school census dates thus ensuring that school statistics relating to SEND are available to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN.

2: Policies relating to the assessment, identification and review of pupils that may have SEN?

Admission to Trinity is not based on ability but on the parents' wish for a Catholic comprehensive education for their child. Children with SEN are admitted to the school equally as any other child. At Trinity, we will use our best endeavour to ensure that provision is made for all pupils who have SEN and we constantly strive to improve the accessibility of our school and curriculum for all learners. We will make reasonable adjustments to ensure that disabled children are not disadvantaged compared with their peers. The identification and assessment of pupils with SEN include the following:

- If a pupil has already been identified as having SEN, appropriate provision will be maintained. Parents and primary SENCOs are regularly invited to conduct visits to see Trinity's facilities & SEN resources and thus inform planning for the transition to secondary education.
- For pupils already identified as having SEN, the school provides for these needs by regularly consulting with External Agencies, who are already involved in the support of these pupils.
- Parents are consulted regarding the needs of SEN pupils through a "SEN Information" document that is circulated during Y6 to the parents of all pupils that have been offered a place in Y7 at Trinity. Similarly, a "SEN Information" document is also circulated to the families of all pupils that are offered a place in Trinity's Sixth Form thus ensuring that new needs in Y12/Y13 are identified and supported from the outset of a pupil being offered a place in the Sixth Form.
- At the start of Y7 the English department assesses the current attainment levels of all pupils in reading, writing, spelling & handwriting. The SENCO works closely with the English department in helping to

implement the tests and to analyse the results.

- Where available, Key Stage 2 test data is gathered from primary schools and this is analysed alongside the school's own intake assessment data to support the identification of children with SEN.
- At the end of the first half term all staff at Trinity are surveyed regarding the progress of all Y7 pupils. This information helps to ensure that all pupils with SEN have settled into secondary school life and it also helps to inform the identification of new or emerging needs in Y7.
- The cycle of planning, action and review is informed by classroom based assessments and monitoring arrangements. The ongoing reviewing process is supported via the assessment of mid-year reports, end-of-year reports, Key Stage 3 test results, Key Stage 4 test results and feedback through the pastoral systems. The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:
 - 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 the child and their peers.
 - Widens the attainment gap.

Where there are possible concerns the SENCO will meet with parents to discuss the school's concerns and to agree the support that will be made at school. Parents are consulted on all aspects of provision.

- When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – this is called SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.
- The names of all children that require SEN Support are kept on the school's SEN Register. This document is always available for all staff to access through the school's intranet. Close liaison is maintained between the SENCO and each Year Leader to ensure close monitoring of SEN students.
- All pupils at Trinity that require SEN Support (including pupils with an EHC Plan) have an Individual Educational Plan (IEP) that will provide the following information:
 - Stage and category of Special Educational Needs.
 - Summary of the child's learning needs.
 - Clearly articulated SMART targets.
 - Summary of the additional support made available through the school.
 - A list of proposed classroom strategies that will support progress towards the stated targets.A copy of the IEP is available to all staff through the school's intranet and a copy of the IEP will be placed on the pupil's school file. The SEN IEP is also sent home for the parent/carer and pupil.
- At Trinity we adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.
- A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.
- The progress of all pupils on Trinity's SEN register is formally reviewed twice yearly. Subject staff, pastoral staff, parents and the pupils themselves are involved in the review process. Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's SEN register. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.
- All statutory policies can be viewed on Trinity's website (<http://fc.tchs.uk.net/>). Particular Policies relating to SEND can be viewed as follows:
 - [Click here](#) to view the Special Educational Needs Policy
 - [Click here](#) to view the Dyslexia Policy
 - [Click here](#) to view the Differentiation Policy

[Click here](#) to view the Access for Children with Medical Needs Policy

[Click here](#) to see the Disability Access Plan

3a: Information about provision for pupils with SEN:

At Trinity, all teachers are teachers of special needs - pupils with SEN are taught alongside their peers in largely mixed ability settings and this implies that all abilities will be catered for in all lessons. We do not withdraw pupils with SEN from the National Curriculum. We also recognise that all pupils make progress at different rates and not all pupils learn in the same way and therefore pupils with SEN have access to a differentiated curriculum which means that we will teach pupils in ways and at levels which match their ways of learning. At Trinity, lessons will show flexible planning, careful assessment and the provision of a variety of approaches to teaching and learning.

- The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.
- Provision for SEN is a cross-curricular aspect of teaching and learning and the SEN Department works closely with other departments to ensure that there are appropriate and diverse teaching & learning opportunities for pupils with special needs in all curriculum areas. Schemes of work are checked to ensure that there is planning and differentiation according to the needs of all pupils with special needs. The SENCO along with Heads of department (HODS) triggers robust quality assurance systems (lesson observations, learning walks, book checks, planner checks...etc) to help ensure that all pupils (including those with special needs) are accessing a curriculum that is matched with their needs.
- The SEN department has an experienced team of 5 SEN Teaching Assistants, 1 HLTA and a Special Educational Needs Coordinator (SENCO) that all work together with the whole school teaching staff to provide support that is cross curricular and can be whole class, small group or individual.
- The SEN Teaching Assistants (TAs) provide in-class support for pupils that have statements of SEN/ EHC Plans. The nature of this support is agreed between the TA and the class teacher and will be linked to the needs of the pupil. In this way, the TAs role is to take part in the planning and to contribute to the teaching of pupils with special needs. The SEN TA also helps implement access arrangement entitlements by acting as a scribe, amanuensis or reader during examinations.
- Trinity places great emphasis on the early assessment, the early identification and the early provision of support for any pupils who may have SEN. The rapid identification and deployment of support is a very successful element of Trinity's support strategy. In recognition of this the SEN Department implements a highly-coordinated cycle of assessment, identification, implementation and monitoring of learning needs through which a host of learning support interventions are available to help raise academic achievement and to help move all pupils forward in their learning. These support programmes are additional / different to the usual curriculum and the specific initiatives that each pupil partakes in are tailored for their needs. The SEN Interventions coordinated by the SEN Team include:
 - The Flaubert Reading Initiative
 - The Cursive Handwriting Programme
 - The Spelling & Literacy Skills programme
 - The 1:1 Volunteer Reading Scheme
 - The Volunteer In-Class support scheme
 - The Book Bag Scheme
 - The Guardian Angel Scheme
 - The Accelerated Reader Programme
 - The Phonics Intervention Programme
 - The SEN Homestudy Support Club
 - The KS3 Games Club
 - The Booster English : Reading and Writing Programme
 - The KS4 Booster Maths provision
 - The KS4 Booster English provision
- The Code of Practice considers that children with Social, Emotional and Mental Health Difficulties may also have learning difficulties. In some instances, such children may be making satisfactory progress through the National Curriculum but their behaviour will hinder them from having access to the school's normal educational provision. These children will need differentiation of the curriculum where necessary and factors such as teaching approaches, grouping within the classroom, praise and

encouragement to reward good behaviour/work, less explicit attention to poor behaviour and so on may need to be considered by subject staff. This will be in line with the procedures outlined in Trinity's pastoral systems and, if necessary, with external specialists.

- SEN pupils at KS4 have the option to access timetabled support lessons in English & Maths in lieu of a GCSE course of study. The Booster English & Maths lessons (exclusive to SEN pupils) which cover 4 periods weekly across Y10 & Y11 provide SEN pupils with targeted English and Maths support delivered by subject specialist staff and supported by TAs.
- Some pupils with special needs may require special arrangements in order to access public examinations such as GCSEs and these will be requested & facilitated by the school as long as the candidate meets the criteria for all of the arrangements requested. The criteria for all Access Arrangements, Reasonable Adjustments and Special Considerations for general and vocational qualifications are stipulated in the Joint Council for Qualifications (JCQ) annual publication relating to Access Arrangements. Pupils will be taught examination skills in order that they will make best use of any special access arrangements which have been agreed for examinations.
- The SEN department conducts annual screening tests (Spelling, Reading & Writing) on all SEN pupils and this data is used to identify pupil progress and also the effectiveness of SEN interventions. The SEN department also closely monitors mid-year and end-of-year performance data across all curriculum areas to help ensure that SEN pupils are making progress in all subject areas.
- Rigorous quality assurance systems are triggered across all curriculum areas to help inform systems for raising standards, teacher training, continuing professional development, induction and department improvements. Through this process, all SEN programmes are subject to regular monitoring and there are clear systems for reviewing the progress of all SEN pupils and also the effectiveness of support programmes. Curriculum departments produce regular reports that help monitor the progress of pupils in the curriculum and which inform the whole school systems for monitoring the progress of all pupils with special educational needs.

3b. How do we evaluate the effectiveness of our SEN provision?

The monitoring and evaluation of the effectiveness of our provision is carried out through:

- Classroom observations of subject teachers and TAs by the SENCO, other relevant co-ordinators and senior leaders
- Observations of interventions
- Assessment of progress made by intervention groups
- Monitoring and evaluation of the progress made by intervention groups
- Regular book checks and sampling of pupil work
- Teacher interviews with the relevant key stage co-ordinator
- Monitoring of pupil progress using assessment data
- Regular review meetings with pupils and parents to help inform pupil support
- Regular feedback from teaching staff and TAs
- SEN reports to the governing body

3c: How do we enable pupils with SEN to engage in activities with pupils who do not have SEN?

Trinity has an Accessibility Plan to ensure that all pupils with SEN and Disability can take part in all aspects of school life. The plan can be found on the school's website. We endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. All teachers address the learning needs of all pupils in the classroom. Teachers receive regular training and support to ensure that they are skilled in differentiating the curriculum – this is quality assured through monitoring of planning, lessons and progress data by senior leaders. Pupils are regularly encouraged to review their own learning and reflect on their learning styles. They are given the opportunity and the support to develop self-help strategies to ensure their full access to the curriculum and to help them develop as independent learners. A wide range of pupils are encouraged to attend the nurture groups – such as Games Club, War Gaming. This provides an opportunity for all pupils to mix widely both within their peer groups and across other key stages. Additional planning and risk assessments are carried out to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

3d: How do we support pupils with SEN to improve their emotional and social development?

Our school has an AntiBullying Policy, which is published on the School's website. Our school encourages pupils to discuss concerns with key adults and we provide opportunities for pupils to talk with teachers and

key pastoral staff in a safe environment where they can share any information that may be concerning them. Our school completes regular Student Voice Surveys with pupils and also has a confidential email address that pupils can use to raise any concerns. Additional emotional support for pupils is provided through nurture groups – such as Games Club and War Gaming Club. For pupils with more complex special educational needs, advice is sought from outside agencies as required. Pupils who are looked after and have SEN are directly supported by the school's Designated Teacher and SENCO.

4: The name and contact details of the SEN co-ordinator.

SENCO:

Mrs. Christine Lowther

- email: christine_lowther@fc.tchs.uk.net
- Tel: 020 8504 8946
- Post: Trinity Catholic High School (Lower Site), Sydney Road, Woodford Green, Essex, IG8 0TB

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

- All teachers at Trinity are teachers of children with SEND and all have Qualified Teacher status (QTS).
- Our SENCO has an additional qualification in Special Educational Needs.
- Across the school, every endeavour is made to ensure that pupils with SEN will have access to trained / qualified staff in the area of learning support and therefore CPD is an ongoing priority for HODs and teaching teams within all departments. The SEN Department contributes every year to CPD by organising Inset and Training opportunities for teaching staff and the SEN Teaching Assistants.
- Through this structured programme of training, the SEN TA has become an enriched resource and a valued asset for staff and pupils in the classroom. All TAs are provided training prior to running an intervention group and the SENCO monitors the quality of provision.
- Every year extensive use is made of the Specialist Outreach Support Services that are available to our school to provide training and CPD opportunities for learning support & teaching staff at Trinity. It is already planned that all of Trinity's outreach workers will deliver SEN training for class teachers on the management of SEN matters during the course of the next year.

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

The school has a notional SEN Budget which is used to provide school wide initiatives to ensure the best outcomes for all students. Pupils with Special Educational Needs, may require provision that is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school. Pupils with a SEN Statement/EHC Plan may receive additional High Needs Funding to ensure that their underlying special educational need is being addressed. This funding helps to resource additional TA support for these pupils, where appropriate. Trinity's SEN Department is well resourced and there is an raft of tailored materials available for supporting pupils with a wide range of learning difficulties. Funding has enabled the SEN department to write and develop their own literacy support programmes for reading, writing and spelling and the highly successful Literacy & Spelling Programme and the Reading Comprehension Programme used at KS3 is unique to our school. The Department has recently invested in a new Support Programme aimed at supporting pupils to develop the skills that they need for their GCSE English. Staffing for SEN support programmes at Trinity is very generous and there are timetabled lessons with specialist teaching staff throughout KS4 that facilitate additional support for English & Maths for pupils with SEN at KS4.

7: Arrangements for consulting parents of pupils with SEN and involving them in, their education.

At Trinity we promote a partnership with our parents to ensure that all pupils enjoy, achieve and continually make progress. Working in partnership with the parents of children with SEN can be through:

- Parents and class teachers can communicate with one another daily through the pupils' journal.
- Parents can make appointments to see subject teachers, form tutors, Year Leaders, the Directors of Site and the SENCO if they wish to discuss matters relating to their child's progress and learning.
- Parents are provided with subject progress reports at the end of the autumn term and also at the end of the summer term. Parents have an opportunity to meet with each pupil's class teachers to discuss their child's progress at the parent / teacher evenings which are conducted in the spring term and with the pastoral staff during the pastoral evening which is conducted in the summer term.

- The SENCO coordinates a programme of mid-year and end-of year reviews with the parents of SEN pupils to help gather family/pupil views and to agree and plan out all support.
- Parents are made aware of the Parent Partnership services available as part of the Local Offer.
- Parents are invited every year to forward “Parental Views” on the provision for SEN children.
- The SEN Team conducts SEN Annual Review (AR) meetings with the parents of pupils that have SEN Statements / EHC Plans.

8: Arrangements for consulting pupils with SEN and involving them in, their education.

We encourage all pupils, including those with SEN, to be involved in making decisions about their education. All pupils are involved in monitoring and reviewing their own learning success and discuss their needs with their teachers. Pupils have further opportunity to discuss their learning and progress in the following ways:

- Pupils can discuss their learning and needs at the twice annual formal SEN Review meetings.
- Pupils are expected to attend the subject open evenings with their parents.
- Pupils are invited to complete a detailed “Pupil Voice Survey” at the end of the spring term.
- Pupils partake in SEN Intervention Surveys at the end of the year
- Pupils have opportunity to partake in pupil/teacher interviews to discuss their learning and progress.
- Pupils have regular opportunity to provide feedback on bullying surveys.
- Pupils with SEN statements / EHC Plans partake in a Pupil Centred Planning Meeting (PCP Meetings) which forms part of the annual review of their Special Educational Needs.
- Pupils and their parents are invited to forward their own Pupils’ Views as part of the SEN Annual Review meetings with the parents of pupils with SEN Statements/EHC Plans.

9: Arrangements relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.

- Where parents have a query or anxiety with regard to SEN provision within the school they should contact the SENCO in the first instance (email: christine_lowther@fc.tchs.uk.net or Tel: 020 8504 8946). The school acknowledges all complaints immediately and undertakes to address the concerns as quickly as circumstances permit.
- There are currently systems in place to provide parents and pupils an opportunity to raise concerns regarding Trinity's SEN provision. These include:
 - Twice annual formal SEN Review meetings.
 - Full school parent meetings.
 - Parental View Forms (forwarded to the parents of children on Trinity's SEN register).
 - Pupil Voice Survey.
 - SEN Intervention Surveys.
 - Pupil interviews and bullying surveys.
 - Pupils Centred Planning Meetings (PCP Meetings) for pupils with SEN Statements/EHC Plans.
 - SEN Annual Review meetings with the parents of pupils with SEN Statements/EHC Plans.
- If a solution cannot be reached then parents should seek the advice of the SEND Governor and if pupil has an EHC Plan, the Local Authority. Parents may also be signposted to the local Parent Partnership Service.

10: How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN.

- External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The chief of these is the Redbridge Educational Psychology Service – currently Dr. AnnMarie Cryan provides our school with forty hours of annual support for consultation regarding pupil progress, direct 1:1 support for pupils and she can additionally provide staff training on matters relating to SEN & Disability awareness. Other agencies and outreach services that the school works with include:
 - Little Heath Outreach
 - New Rush Hall School Outreach Services
 - Joseph Clark Service for the Visually Impaired
 - Redbridge Service for Deaf and Hearing Impaired Children
 - Speech and Language Therapy Service
 - Redbridge Tuition Service
 - Occupational Therapy Service
 - Newbridge Outreach Provision

- SERC (Special Education Resource Centre)
- CAF Team
- CAMHS (Child and Adolescent Mental Health Service)
- Virtual School for Children Looked After
- Social Care services
- Local NHS Services
- Education Welfare and Support Service (EWASS)
- Parent Partnership Service
- Local Authority Safeguarding Services
- The school maintains strong links with the School Nurse Team who are directly involved in preparing medical advice for pupils that require Medical Management Plans in school. The School Nurse also provides support for the annual staff medical training programme.
- The Redbridge Careers Service (Connexions) is involved in the annual reviews of statemented pupils of fourteen or more years of age, that is, those pupils who require a Transition Plan to be produced which will consider their long term needs beyond the period of statutory schooling. The Careers Service is also involved at times with non-statemented Upper Site pupils with special educational needs who may require extra support in their career choice.
- In accordance with the Code of Practice we invite all relevant agencies to Annual Review Meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. We have a clear point of contact within the school who coordinates the support from outside agencies. This will often be a member of the SEN Team.

11: The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

SENCO:

Mrs. Christine Lowther

- email: christine_lowther@fc.tchs.uk.net

- Tel: 020 8504 8946

- Post: Trinity Catholic High School (Lower Site), Sydney Road, Woodford Green, Essex, IG8 0TB

Governor for SEN:

Mr. Malcolm Weston (c/o info@fc.tchs.uk.net)

SEN Team:

Mrs. Norma Stevenson	-	HLTA
Mrs. Loulla Karamanlis	-	Clerical Assistant
Mrs. Pat Richardson	-	SEN TA
Mrs. Roshni Gohil	-	SEN TA
Mrs. Rosemary Willson	-	SEN TA
Mrs Mags Mudie	-	SEN TA
Mrs. Gloria Martin	-	SEN TA
Mrs. Anita Walsh	-	SEN TA

Redbridge Education Psychology Service:

School Contacts: Dr. Ann-Marie Cryan (Tel – 020 8708 5605)

Special Education Resource Centre (SERC):

Head of Service: Clair Warner (Tel – 0208 503 8773)

Little Heath Outreach:

Head of Service: Michelle Thornton (Tel – 020 8599 4864)

School Contacts: Bridget Cunningham

New Rush Hall School's Outreach Services:

Head of Service: John DAbbro (Tel – 020 8501 3951)

School Contact: Jane Davidson

Joseph Clark Service for the Visually Impaired:

Head of Service: Ann Webster (Tel – 020 8531 8361)

School Contact: Shirley Rooney

Speech and Language Therapy Service:

School Contact: Clare Barker (Tel – 020 8822 4116/7)

Redbridge Service for Deaf and Hearing Impaired Children:

Head of Service: C O'Rourke (Tel – 020 8505 7939)

School Contact: Jane Igielman and Carolyn Wood

Redbridge Tuition Service:

Head of Service: Sam Walters (Tel – 020 8501 6080)

Newbridge Outreach Provision:

Head of Service: Clair Warner (Tel – 0208 503 8773)

School Contact: Janet Kogan

12: Arrangements for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living.***Primary / Secondary Transfer:***

- It is important that the transition from Primary to Secondary school is as successful as possible and therefore regular liaison with primary schools is maintained so that, as early as Year 4, the needs of any potential pupils with SEN may be discussed with the Primary Schools and with parents. Trinity's SENCO conducts transition meetings with the parents and teachers of our feeder schools and a school representative from Trinity will attend transition review meetings for pupils in Y5 and Y6 as appropriate.
- The SEN Team at Trinity participates in planned transition activities within the Local Authority and we organise transition activities with our feeder schools.
- Prospective parents have an opportunity to meet with Trinity's SEN team during the Open Evening for prospective Parents which is usually conducted at the end of September.
- Where there is a proposal that Trinity will be named on a pupil's Education Health Care Plan the local authority will consult with the Headmaster during Year 6 regarding the suitability of our school to make the required provision for secondary education. The Headmaster will consider the data made available when forming a view and making recommendations on the suitability of our school to meet the educational needs of a pupil with an Education Health Care Plan. Once Trinity has been named on a pupil's Education Health Care Plan then the pupil will take part in an enhanced school transition process – staff from Trinity will attend the Annual Review and/or the Transition Review, the pupils will have opportunity to visit Trinity as often as is needed, the SENCO will meet with parents/pupil prior to transition and information regarding the needs of pupils with EHC Plans is circulated to all teaching staff prior to the commencement of the pupils at school.

Y9 Transition:

- All pupils with a statement of SEN / EHC Plan will have a Transition Review during Y9. This forms part of the annual review of the statement / EHC Plan. After this review a Transition Plan is completed which identifies some of the support that a young person needs as they move into adulthood, this may involve several different organisations. Connexions services in Redbridge may also support young people through the transition to adulthood. They will be involved with young people in school from Y9, and will complete a section 139a assessment for those moving on to further education, in their final year of school. The section 139a assessment identifies the support that a young person will need when they enter further education.

Transition to another school / Further Education:

- Close links are maintained with Special Needs Departments of local further education colleges to support the smooth transition to further education for children at Trinity with Special Educational Needs. Whenever a pupil moves to another school or further education we will pass on our school records to the new school and provide the next setting with up-to-date SEND information and assessment records.
- The Children with Disabilities Team works with young people with more complex needs, and when a young person is known to the Children with Disabilities Team the team will be involved throughout the transition process. They will attend annual review meetings and when a young person is 16 or 17 they will complete a Person-Centred Transition Plan. This plan details what the young person wants to do, and the support that they will need to do it.

13: Information on where the local authority's local offer is published.

Further information on arrangements for supporting pupils with SEN in Redbridge can be found in the Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer which provides information for parents/carers on the wider SEN services available within Redbridge and neighbouring boroughs.