

SPECIAL EDUCATIONAL NEEDS POLICY

Introduction:

The Catholic ethos of Trinity Catholic High School Science College places central importance on the value of every individual pupil as part of the community. The aim of this document is to show how Trinity makes provision for any pupil who has Special Educational Needs (which may be long or short-term.)

1.1 The principles underlying SEN provision at Trinity are as follows:

- The needs of all pupils who may have special needs either throughout, or at anytime during, their time at Trinity, must be addressed.
- Pupils with special needs share a common entitlement to a broad and balanced curriculum and a relevant education with their peers.
- To foster self-esteem and an enjoyment of learning, by recognising and praising success, whilst offering support in areas of weakness.
- To ensure that every child has an equal opportunity.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils with special educational needs and disabilities should be educated alongside their peers.
- The views, knowledge and experience of parents are vital and there should be the greatest possible degree of partnership between parents, pupils, the LEA, other agencies and Trinity Catholic High School Science and Sports College.

1.2 Policy and practice at Trinity reflects the principles outlined in the the Special Educational Needs and Disability (SEND) Code of Practice 0–25 (July 2014) which came into force from 1st September 2014.

1.3 In line with the 2014 Code of Practice on Special Educational Needs and disabilities, here at Trinity Catholic High School **we define special educational needs as follows:**

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 or disability if he or she:

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.*

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

1.4 At Trinity we believe that **every child has entitlements as follows:**

- Every child is entitled to as smooth a transition as possible from primary to secondary school via liaison between their primary school and the pastoral team at Trinity. Where a pupil has already been identified as having SEN, appropriate special educational provision will be made.
- Every child is entitled to encouragement and praise, as a lack of these is a proven barrier to effective learning.
- Every child is entitled to an accurate assessment of possible special needs and that such assessment may include referral to external support agencies.
- If learning needs are identified, every child is entitled to have these needs met via in-class support and/or an individual programme of work; also, where appropriate, from external support agencies.
- Every child is entitled, if learning needs are identified, to have such needs discussed on a regular basis with his/her parents and to have his/her views regarding these matters taken into account.
- Every child is entitled to regular monitoring of the effectiveness of SEN provision.

- Every child is entitled, where a Statement of SEN or an Education, Health Care Plan (EHC Plan) is given, to an annual review of their educational needs.
- Every child is entitled to high quality support that will ensure that all needs are met and thus enabling them to experience success.
- Every child is entitled to have his/her individual needs recognised and addressed through Quality First Teaching and effective additional support.

1.5 The objectives underpinning SEN provision at Trinity are as follows:

- Trinity undertakes to provide a programme of appropriate screening and assessment that will enable the school to identify, at the earliest possible opportunity, all children with SEN.
- To ensure that appropriate resources are available to support in the identification, assessment, implementation and monitoring of special educational needs are available.
- To ensure that all pupils with SEN are integrated as fully as possible into the life of the school and to ensure that such pupils are treated no less favourably than other pupils are.
- To ensure that full use is made of supporting agencies outside the school.
- To support and guide staff on issues relating to the implementation of the Individual Educational Plans for all pupils with SEN.
- To ensure that liaison between special educational needs and all departments is ongoing and that staff are aware of the needs of pupils with SEN.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

Roles & Responsibilities:

At Trinity we recognise that provision for pupils with special educational needs is the responsibility of the whole school and that all teachers are teachers of pupils with special educational needs.

2.1 The Role of the Governing Body:

[Mr. Malcolm Weston]

The role of the school's governing body is:

- To ensure that the necessary provision is made for any pupil who has special educational needs.
- To ensure that pupils' needs are made known to all who are likely to teach them.
- To ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- To ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- To review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting.
- To appoint a member of the Governing Body to have special responsibility for SEN within the school who will meet regularly with the SENCO and conduct visits to the school on a planned programme.

2.2 The Role of the SENCO:

[Mrs. Christine Lowther]

The role of the SEN co-ordinator is to:

- To work in collaboration with the Headmaster, school governors and staff to develop a clear strategic direction for SEN at Trinity.
- To oversee the day-to-day operation of the school's SEN policy and monitor its effectiveness.
- To coordinate and develop high quality provision to meet the needs of pupils with SEN.
- To work in partnership with parents/carers of pupils with SEN to develop and review effective support for their child.

- To work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEN.
- To liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- To liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented.
- To liaise with other schools to ensure that pupils make smooth transitions between school placements.
- To work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements.
- To promote the inclusion of pupils with SEN in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities.
- To ensure that the records of pupils with SEN are maintained and kept up to date.
- To support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs.
- To coordinate the effective deployment learning support assistants, providing support and training as needed.
- To contribute to the in-service professional development of staff in relation to SEN.
- To maintain a special needs register and oversee the records on all pupils with special needs and ensure that staff are aware of pupils who have been identified as having special needs.

2.3 *The Role of the Class Teacher:*

- To provide Quality First Teaching for all the pupils in their class.
- To provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate.
- To be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers.
- To work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEN.

2.4 *The Role of the Teaching Assistant:*

- To support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies.
- To develop the independence of the pupils with whom they work.
- To provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review.

Admission Arrangements:

- 3.1** 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.
- 3.2** Where there is a proposal that Trinity will be named on a pupil's statement of special needs / Education Health Care Plan the local authority will consult with the headmaster during Y6 regarding the suitability of our school to make the required provision for secondary education. The headmaster will consider all available data (educational needs, statement objectives, provision & resources and at least 1 annual review report) when forming a view and making a recommendation on the suitability of our school to meet the educational needs of a pupil with a statement of special needs / Education Health Care Plans.
- 3.3** At the Open Evening for prospective parents held at the start of each academic year parents of children with special needs can meet with Trinity's SENCO to discuss ways in which we may be able to meet the needs of their child. There is a further opportunity here to see Trinity's full school facilities & the SEN resources. Where appropriate, further planning meetings can be implemented to help the parents of Y5 & Y6 pupils plan the transition to secondary school.

Identification & Assessment of SEN:

- 4.1 Trinity's SENCO has established excellent links with the feeder primary schools to Y7 and therefore the identification and assessment of pupils with SEN can begin as early as Year 5. 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. Where a pupil has already been identified as having special educational needs appropriate SEN provision will be maintained.
- 4.2 The liaison procedures between primary schools and Trinity include visits by the Head of Year 7 to the largest of the feeder primary schools. Trinity takes pupils from a large number of primary schools and visits to each one would not be feasible. However, schools not visited (which may be sending only one or two pupils) are telephoned. Information regarding individual pupils is gathered via these visits or telephone calls and relevant information about pupils with SEN is passed on to the SENCO.
- 4.3 Parents are consulted for information 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 at Trinity. This feedback from parents, together with the information from primary school and advice from the local authority will facilitate a seamless transition to secondary school for pupils with additional learning needs.
- 4.4 Where available, Key Stage 2 test data is gathered from primary schools and this is analysed to support the identification of children with SEN.
- 4.5 At the start of Y7 the English department assess 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. Pupils achieving low scores on these tests, plus any other pupils about whom concern have been expressed (by the primary liaison process or by Trinity staff, or by parents) are then further assessed for reading, writing or spelling difficulties by the SENCO.
- 4.6 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.
- 4.7 During the autumn term, Trinity's SENCO draws together all of the "identification and assessment data" above into a single report. Where there are possible concerns the SENCO will meet with parents to discuss the available information and to agree the support provision that will be made at school. Parents are consulted on all aspects of this process.
- 4.8 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. Close liaison is maintained between the SENCO and each Head of Year on the academic achievement of all pupils in each year group.
- 4.9 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.
- 4.10 We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs. Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEN. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps
- 4.11 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.

4.12 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.

4.13 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. As part of the monitoring and reviewing process pupils may move from one stage to another or be identified as ceasing to have special educational needs so that the register is subject to regular updating.

4.14 At Trinity **SEN 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 should be planned for. The purpose of categorization 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. 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.

4.15 All students at Trinity that require SEN Support (including students with an EHC Plan) will 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 student's school file. The SEN IEP is also sent home for the parent/carer and student.

4.16 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.

4.17 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.

Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan. These children will continue to have a Statement until the Local Authority completes its transition from Statements to EHC Plans.

4.18 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:

- Dyslexia – see section 9 of this SEN Policy and also the separate full-school Dyslexia Policy
- ADHD / ADD / ODD
- Autistic Spectrum Disorders (including Aspergers)
- Dyscalculia

- Dyspraxia
- Hearing Impairment
- Visual Impairment
- Downs Syndrome

4.19 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.

4.20 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.

SEN Support:

5.1 The National Curriculum document "A Curriculum for All" states that pupils with special educational needs share a common entitlement to a broad and balanced curriculum with their peers. At Trinity pupils with special needs are taught alongside their peers in largely mixed ability settings. Trinity does not withdraw pupils with special educational needs from the National Curriculum.

5.2 All pupils with special educational needs have access to a **differentiated curriculum**. Differentiation means teaching a pupil in ways and at levels which match their ways of learning. At Trinity we recognise that all pupils make progress at different rates and not all pupils learn in the same way. All pupils will receive help through differentiation and this in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. "Mixed ability teaching implies that all abilities must be catered for when planning a lesson".

5.3 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, book checks, planner checks...etc) to help ensure that all pupils (including those with special needs) are accessing the curriculum and making progress.

5.4 Support for pupils with special educational needs may also be offered via **in-class support** and where appropriate, SEN Teaching Assistants will work with identified pupils in the class setting. The nature of the support is agreed between the Teaching Assistant and the class teacher and will be linked to the needs of the pupil. In this way, the Teaching Assistant's role is to take part in the planning and to contribute to the teaching of pupils with special needs.

5.5 Pupils that have been identified with learning difficulties will get the help that they need in order to make progress with their learning. However, learning difficulties are variable and therefore teaching and support approaches need to be flexible. Trinity's learning support department coordinates a range of **Literacy Support Programmes** (Spelling Rules/Strategies, Reading Comprehension & Vocabulary, Handwriting, Maths...etc) throughout each year group to help support the identified educational needs of pupils that have learning difficulties. The specific initiatives that each pupil partakes in are tailored for their needs and an IEP articulates this to ensure that targets are set and met.

5.6 The **Flaubert Initiative** is a lower-site reading support programme for pupils that have been identified as having poor or below average reading skills. This initiative provides a structured programme of weekly support for pupils in year 7, 8 & 9 and it aims to promote a love of reading in the pupils.

5.7 Here at Trinity we welcome the voluntary help and support of parents in many aspects of our work. One of the most successful areas for this support is the **Parent Reading Scheme**, where volunteers offer up to one hour each week to hear and encourage pupils in their reading, comprehension and vocabulary. Other support includes spelling & writing programmes as well as mentoring and in-class support. We will conduct an enhanced check (DBS) on all volunteers coming into school.

5.8 Trinity's Special Needs Department makes extensive use of the Sixth Form Duty System to support pupils in class and with individual reading programmes. In particular, the **Guardian Angel Scheme** is a very successful element of Trinity's peer education programme and it is

widely welcome by staff as an effective means for supporting SEN pupils in the classroom. Through this scheme, pupils in the Sixth Form provide one period each week to work with a specific younger pupil in one of their lessons so that the pupil can be motivated, encouraged, guided, praised and kept on task during that lesson. In effect, the sixth form pupil (the Guardian Angel) is dedicated exclusively to a young pupil to help them become fully engaged in their learning.

- 5.9 The Code of Practice considers that children with **Social, Emotional and Mental Health Difficulties** (EBD) 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 bad 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.
- 5.10 At KS4, pupils with special needs can, with parental approval, take the option of **additional English & Maths support lessons** in lieu of a GCSE course of study. Through this option, pupils will have access to 2 weekly timetabled booster lessons in Maths and English which will help secure high grades in these essential core curriculum areas.
- 5.11 Some students 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. Students will be taught examination skills in order that they will make best use of any **special access arrangements** which have been agreed for examinations.

Allocation of Resources:

- 6.1 Special Needs teaching staff at Trinity currently includes one full-time Co-ordinator, and 1 Higher Level Teaching Assistant, whose timetable is allocated to cross curricular support or one-to-one work with SEN pupils.
- 6.2 From September 2017 Trinity will have five Teaching Assistants (TAs) who provide support to SEN pupils as directed by the SENCO. Statemented pupils and those with Education, Health and Care Plans are prioritised for this support.
- 6.3 The SEN department is very well equipped with the most up-to-date learning support materials and teaching resources that enable them to implement a range of initiatives throughout each year group to help support the identified educational needs of pupils that have learning difficulties. The specific initiatives that each pupil partakes in are tailored for their needs and an IEP articulates this to ensure that targets are set and met. The literacy support programmes provided through Trinity's SEN include:
- Spelling & Literacy Skills,
 - Cursive Handwriting,
 - Reading and Writing Skills,
 - Phonics
 - Reading Comprehension and Vocabulary programmes.
- 6.4 Extra-curricular support is provided for pupils with Special Educational Needs on the Upper and Lower-sites via the HOY homework clubs and a twice weekly SEN after school workshop.
- 6.5 Clerical assistant time is allocated to help with administrative matters concerning SEN pupils.
- 6.6 Special Needs Department capitation is allocated to the purchase of books, materials (including assessment materials), structured spelling programmes, I.T. resources and to administration costs. An office on each site provides rooming for Special Needs. These are used for administrative purposes and also for the teaching of individual/small groups of special needs pupils where required by Individual Education Plans.

Dyslexia:

- 7.1 Aligned with the LBR Education Psychology Service's Dyslexia Policy Trinity sees dyslexia as a significant educational difficulty, described as a failure to read and spell fluently and accurately

at the word level, despite appropriate educational interventions. This definition is based on the description recommended by the British Psychological Society in their report entitled "Dyslexia, Literacy and Psychological Assessment" as a result of their evaluation of current research and practice. The full definition of the report is as follows:

***Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.
(British Psychological Society)***

- 7.2** The focus of Trinity's Dyslexia Policy is to promote equality of access, to enrich inclusion and to ensure the removal of barriers to learning. Here at Trinity we recognise that:
- a) Dyslexia can occur in students of all abilities.
 - b) Dyslexia is a type of specific learning difficulty and other difficulties may occur in conjunction with dyslexia or as a consequence of dyslexic difficulties.
 - c) Dyslexia may affect learning and the acquisition literacy, numeracy and language skills. Accompanying issues may be identified in areas of organisation, speed of processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills.
 - d) Students with dyslexia find it harder to learn to read, write and spell than other children.
 - e) Students with dyslexia have an equal entitlement to effective literacy support, tailored to their needs.
 - f) Research evidence continues to present fresh or conflicting ideas in relation to literacy difficulties and dyslexia. Trinity's dyslexia Policy attempts to reflect the most recent evidence and debates.
 - g) There are links between dyslexia, low self-esteem and the development of emotional and behavioural difficulties in some children.
 - h) Dyslexia is a disability as described in the Disability Discrimination Act 2003. Students that have a confirmed diagnosis of dyslexia will be placed on Trinity's whole school Disability Register.
 - i) Students with dyslexia will have access to a broad and balanced curriculum and they will receive the necessary and appropriate support from within the schools delegated resources.
- 7.3** Assessment and support for students with dyslexia will be in line with the guidance of the Code of Practice for Special Educational Needs. Although we aim to identify and support students who have learning difficulties as early as possible the process of assessment is conducted over time through an ongoing programme of testing, intervention and review. The purpose of assessment is to help develop appropriate intervention and support strategies rather than confirming a diagnosis of dyslexia.
- 7.4** The majority of students with dyslexia can have their needs met within the mainstream classroom without the need for a Statement of Special Educational Needs. The provision for the majority of students will be made from the school's own resources with advice and support made available from the SEN Department, the Local Education Authority (LEA) and Educational Psychology Service (EPS) as appropriate.
- 7.5** Students with dyslexic difficulties will be provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs; this will include materials and tasks tailored to suit their particular learning profile. All teachers will deploy a range of strategies & resources designed to ensure that the curriculum content is appropriate to the student's level of understanding and interest.
- 7.6** Apart from Maths, all lessons here at Trinity are delivered in a mixed ability learning environment. We believe that dyslexia can be addressed in this mixed ability setting through appropriate differentiation supported by tailored additional support.
- 7.7** Each dyslexic student should access a teaching environment that is dyslexia friendly and which is informed by current & best practice for students with dyslexia. Teaching staff aim to be knowledgeable of the unique nature of each dyslexic student's specific learning needs and they target to employ the diverse pedagogical competencies associated with the effective management of the educational needs of dyslexic students.
(Linked Document: Dyslexia Policy)

Evaluating the success of the School's SEN Policy:

- 8.1** 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 midyear and end-of-year performance data across all curriculum areas to help ensure that SEN pupils are making progress in all subject areas.
- 8.2** 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 invited to forward "Parental Views" on the provision for SEN children
- 8.3** The efficiency of in-class support is evaluated through the use of lesson Record Sheets from staff involved. These are monitored and reviewed at regular intervals.
- 8.4** A process of reporting regularly to the Governing Body is in place and an annual report from the Special Needs Department on the effectiveness of the policy is prepared. The Special Needs Department undertakes to review its Special Needs Policy annually.
- 8.5** 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.

Arrangements for considering complaints about SEN provision within the school:

- 9.1** Where parents have a query or anxiety with regard to SEN provision within the school they can contact the SENCO, the Director of Site, the School Manager or the Headmaster as appropriate.
- 9.2** The school acknowledges all complaints immediately and undertakes to address the concerns as quickly as circumstances permit.
- 9.3** There are currently systems in place to provide parents and pupils an opportunity to raise concerns regarding Trinity's special educational needs provision. These include: twice annual formal SEN review meetings, full school parent meetings and the use of parental view forms which are regularly forwarded to the parents of children on Trinity's special educational needs register.

SEN In-service training:

- 10.1** Staff training on special educational needs issues is an ongoing and annual process which is addressed both in each Department's Development Plan and the Full School Development Plan.
- 10.2** The SEN Department team undertakes to keep abreast of the latest developments in the field of Special Needs.
- 10.3** A programme of training for the school's Special Needs Assistants is an ongoing part of the school's training in Special Educational Needs.
- 10.4** In line with current school priorities, related aspects such as ADHD, differentiation, classroom management and teaching / learning styles will also form the focus of Special Educational Needs INSET for staff.

Teachers and Facilities from outside the School:

- 11.1** 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. Ann Marie 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.

11.2 Other agencies and outreach services that the school works with include:

- Hatton/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
- Occupational therapy service
- Physiotherapy service
- Newbridge Outreach
- SERC (special Education Resource Centre)
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services
- Education Welfare Service

11.3 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.

11.4 Links are maintained as necessary with Redbridge and neighbouring boroughs' social services departments as part of the review process of special educational needs pupils.

11.5 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.

11.6 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.

Partnership with Parents and Pupils:

12.1 At Trinity we recognise the importance of working in partnership with parents as they hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

12.2 We will always tell parents when their child is receiving help for their special educational needs and we will involve them fully in planning and reviewing any SEN provision.

12.3 Parents of SEN pupils are encouraged to be very closely involved at every stage of assessment, identification and review of SEN. Parents are encouraged to attend the twice annual review meetings and are invited to contact the school at any time to voice concerns and raise issues concerning any aspect of SEN at our school.

12.4 Parents of any pupil identified with SEN may contact the Parents in Partnership Service of Redbridge for independent support and advice.

12.5 Children and young people with SEN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. At Trinity all pupils with SEN will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEN pupils to express their views.

12.6 Further information on Trinity's arrangements for supporting pupils with SEN can be found in the school's 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 is also available on this site and provides information for parents/carers on SEN services available within Redbridge and neighbouring boroughs

Key reference documents:

- Educational Needs and Disability Code of Practice: 0 to 25 years 2014/2015
- Children and Families Act 2014, Part 3
- Ofsted Section 5 Inspection Framework July 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Education Act 2011
- Equality Act 2010
- Improving parental confidence in the special educational needs system: An implementation plan (2010)
- SEN Coordinators Regulations 2008
- The Disability Discrimination Act 1995 and the Disability Equality Duty 2005

Abbreviations:

BPS	–	British Psychological Society
DCSF	–	Department for Children, Schools and Families
DDA	–	Disability Discrimination Act
EAL	–	English as an Additional Language
EHCP	-	Education Health Care Plan
EPS	–	Education Psychology Service
GCSE	–	General Certificate of Secondary Education
IEP	–	Individual Education Plan
LBR	–	London Borough of Redbridge
LEA	–	Local Education Authority
OfSTED	–	Office for Standards in Education
QCA	–	Qualifications and Curriculum Authority
SEND	–	Special Educational Needs & Disabilities
SENCO	–	Special Educational Needs Co-Ordinator
TA	–	Teaching Assistant