



Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

SEN STATEMENT

Reviewed:	Sept 2017
Adopted by Governing Body:	5 Dec 2017
Review Date:	Sept 2018
SEN Governor:	Mrs D Andrews
Statement Responsibility:	Mr G Stewart



TRINITY HIGH SCHOOL, REDDITCH: SEN OFFER

Trinity works closely with the Local Authority and other schools in the local area to ensure that all students, regardless of their specific needs, make the best possible progress in school. We are as inclusive as possible, with the needs of students being met in a mainstream setting wherever possible, where families want this to happen.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

SCHOOL BASED INFORMATION	STAFF	SUMMARY OF RESPONSIBILITIES
<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)?</p>	<ul style="list-style-type: none"> • SENCO (Mrs Andrews) (contact details 01527 585859 andrewsw@trinityhigh.net) • Deputy Headteacher (Mr Stewart) 	<p>Responsible for:</p> <ul style="list-style-type: none"> • Ensuring provision is compliant with Worcestershire County Council's Local offer http://www.worcestershire.gov.uk/info/20107/special_educational_needs/1192/what_help_is_available_in_worcestershire • Co-ordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

	<ul style="list-style-type: none"> • Heads of Year, Heads of Faculty, Achievement Co-ordinators; Form Tutors 	<p>Responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know, as appropriate. • Ensuring that all members of staff working with your child in school are supported to deliver the planned work, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work or resources. • Ensuring that the school’s policies on areas including inclusion, behaviour and teaching and learning are followed both inside and outside the classroom.
	<ul style="list-style-type: none"> • Headteacher (Mr Ward) 	<p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for children with SEN and the allocation of resources. • He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met. • He must ensure that the Governing Body is kept up to date about any issues in the school relating to SEN.
	<ul style="list-style-type: none"> • SEN Governor (Mrs D Andrews) 	<p>Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN.

HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from Local Authority central services
- Staff who visit from outside agencies

	TYPES OF SUPPORT PROVIDED	WHAT WOULD THIS MEAN FOR YOUR CHILD?	WHO CAN GET THIS KIND OF SUPPORT?
<p>What are the different types of support available for children with SEN in this school?</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all students in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>All children in school should be getting this as a part of outstanding classroom practice to ensure they make expected levels of progress.</p>
	<p>Specific group work within a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Progress Assistant/teacher or outside professional may run sessions either in a small group or within the classroom setting. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning will be considered for additional support.</p>

	<p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p> <p>AND/OR Individual support</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/ SENCO/Head of Year (or you will have raised your concerns) as needing more specialist input in addition to high quality classroom teaching and intervention groups. • You will be involved in the planning of possible ways forward and informed of the outcomes of further action. • You will be asked to give your permission for the school to refer your child to a specialist professional, eg. a Speech and Language Therapist or Educational Psychologist. This will help the school and 	<p>Children with specific barriers to learning that cannot be overcome through high quality classroom teaching and intervention groups.</p>
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		<p>yourself understand your child’s particular needs better and be able to support them effectively in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class eg. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. You may be asked to support school by encouraging your child to do a planned activity at home e.g. handwriting exercises. 	
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	<p>Specified Individual support for your child of more than 20 hours in school.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Worcestershire Local Offer. • After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at “student support” level • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health & Care Plan. If this is not the case, they will ask the school to continue with the support at “student support” and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school <p><i>This will be provided by an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need</p>
		<ul style="list-style-type: none"> • The Statement (existing students) or Educational Health & Care Plan (newly assessed students or those transferring settings) may outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including those for your child. 	<p>specialist support in school from a professional outside the school.</p>

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher, form tutor or Head of Year initially. Many parents do this prior to their child arriving at Trinity and anticipate that additional support may be required to facilitate a smooth transition. The SENCO liaises closely with the SENCOs at our feeder schools and an enhanced transition will be put in place for more vulnerable students. An informal coffee morning is held in the summer term prior to transition where parents can meet the SEN team and begin to build a close home/school partnership. • The concerns may need referring, if your child is still not making progress, to the SENCO. • If you continue to feel that your child is still not making progress you should speak to the Deputy Headteacher with responsibility for inclusion, as appropriate.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO • At Trinity, there are regular reviews and fortnightly meetings between Heads of Year and the SENCO to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. This meeting's aims will be: <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget includes money for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Assistant Headteacher with responsibility for learning support and the SENCO discuss all the information they have about SEN in the school, including: <ul style="list-style-type: none"> • the children getting extra support already ○ the children needing extra support • the children who have been identified as not making as much progress as would be expected
	<ul style="list-style-type: none"> • the outcome of this discussion will be to decide what resources, training and support are needed. All resources, training and support are reviewed regularly and changes made as appropriate.

Who are the other people providing services to children with an SEN in this school?	Directly funded by the school	<ul style="list-style-type: none"> • SENCO • Progress assistants • Access Arrangements Co-ordinator • Careers, Advice & Guidance
	Commissioned by the school	<ul style="list-style-type: none"> • Chadsgrove Teaching School • Hearing Impaired Service • Educational Psychologist (Trinity contracts support) • Occupational Therapy Support
	Provided and paid for by the NHS but delivered in school	<input type="checkbox"/> Speech, Language & Communication Needs Specialist
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as ASD and dyslexia • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. from Chadsgrove Teaching School 	
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. This could involve assistive technology, coloured overlays, pre-teaching vocabulary etc. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Subject staff can seek advice from your child's Student Profile or their Lead Progress Assistant 	

<p>How will we measure the progress of your child in school?</p>	<p>Trinity uses prior attainment information from feeder schools and Cognitive Ability Tests (CATS) data as a starting point. All students who transfer to Trinity will be monitored closely during the first half term to make a judgement whether current recommended provisions are still appropriate. Due to the vigilance of staff, parental concerns and possible student self-referral children may be placed on the register as interventions are introduced. Your child's progress is continually monitored by his/her teachers, form tutors and Heads of Year. In addition to this, all students who have Special Educational Needs are tracked and monitored by the SENCO and Assistant Headteacher with responsibility for SEN. Most children on the SEN register have a lead Progress Assistant who is their first port of call and will liaise with teaching staff on your child's behalf and monitor progress.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Your child's progress is reviewed formally every term and a level/grade is given in each subject- these are tracked and monitored by those mentioned above. <input type="checkbox"/> Where a child is not making sufficient progress then interventions will be put in place and their impact closely monitored. This may involve catch up sessions, adaptations to the curriculum, examination access arrangements or referral to outside agencies. <input type="checkbox"/> The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. <input type="checkbox"/> The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. <input type="checkbox"/> Students are very much involved in decision making and the success of interventions will, in most cases, be dependent on their compliance. Parents will be informed if their child chooses to reject an intervention. Students can, and often do, self – refer when they feel they would like additional support. <input type="checkbox"/> Effectiveness of provision is closely monitored by the lead Progress Assistant and the Senco. Reports will be produced by outside agencies containing assessment data and recommendations. These will be sent to parents and the SENCO will be available by telephone in the first instance if parents seek further clarification. Advice to teaching staff will be disseminated by the SENCO via the Student Profiles which are accessible to all staff electronically and updated regularly as needs and provision changes. It is the responsibility of the class teacher to act on the advice in the Student Profile.
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We would like you to talk to your child's teachers, form tutor and Head of Year regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

	<ul style="list-style-type: none"> <input type="checkbox"/> The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have. A letter is sent out during the first half term of each academic year to all parents of children on the SEN register with a list of the opportunities to meet with the SENCO. Additional mutually convenient appointments can be made if and when needs arise. <input type="checkbox"/> All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. <input type="checkbox"/> Homework will be adjusted as appropriate to your child’s individual needs.
<p>How have we made Trinity accessible to children with SEN (including after school clubs etc)?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We ensure that equipment used is accessible to all children regardless of their needs. Specialist equipment may be used by SEN students to meet their specific needs either in the short term or long term depending upon individual circumstances. <input type="checkbox"/> We provide support with homework clubs and access to the library at break, and before and after school. <input type="checkbox"/> Key words and other literacy resources are used across the school to support learning. <input type="checkbox"/> Reasonable adjustments are made to the physical environment of the classroom and wider school. <input type="checkbox"/> Access Arrangements may be put in place for internal and external examinations to help your child achieve their potential.
<p>How will we support your child when they are leaving this school or moving to another year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. • In Year 11 <ul style="list-style-type: none"> ○ If your child has a statement or EHC, clear provision is made to create a plan for their Post 16 education. ○ If your child does not have a statement or EHC the plan will be created with parents and the pastoral team/SEN staff. ○ The careers advisor will support your child in finding a new school/college. ○ If necessary, the careers advisor will arrange visits to new schools/colleges for your child.

HOW CAN I MAKE A SEN SPECIFIC COMPLAINT ABOUT THE LEVEL OF SUPPORT MY CHILD IS RECEIVING?

If you have approached the school for additional support for your child and you are not satisfied with the outcome then you can register a formal complaint using the School's Complaints Policy which is available upon request or on the school website; www.trinity.worcs.sch.uk.