

# Special Education Needs (SEN) Information Report and FAQ

This document describes how the school supports students with SEN. It is updated annually and is in the form of frequently asked questions so that you can navigate your way through the information.

## **What kinds of special educational needs does the school make provision for?**

Trinity Catholic School is a mainstream school. We celebrate the differences between all of our children and value the contribution which every member makes to the school community. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN and or disability and those with Education, Health and Care Plans and those without.

We provide for all kinds of SEN within the four main areas described in the Code

of Practice, June 2014. These are:

Communication and interaction

Cognition and learning

Social, mental and emotional health difficulties

Sensory and/or physical needs

## **How does the school/setting know if pupils need extra help and what should I do if I think my child may have special educational needs?**

All our teachers closely track and observe children's progress in both their learning and other developmental areas. If a child is off track with their learning, this will firstly be addressed with high quality teaching and differentiation. If the teacher has further or different concerns then the parents/ carers will be contacted to address those needs and look at ways forward. At all stages of the process we welcome a close working relationship with parents/ carers and pupils.

Should a child demonstrate needs in a particular area then school may contact outside support agencies, but this will only ever happen with consent from parents and carers.

If you are concerned that your child has special educational needs then your first point of call is to contact your child's Pastoral Co ordinator or the school SENCO or Deputy SENCO and a meeting will then be arranged to discuss this.

## **How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

The school continually evaluates its provision and practice. A yearly report is produced for governors looking at SEN provision and practice each term. The SENCO keeps track of how pupils are progressing and evaluates the impact of interventions the school provides. We also provide regular opportunities for feedback from parents and pupils about our practice and how we could improve.

## **How will both the school and I know how my child is doing and how will the school help me to support their learning?**

If your child has SEN and/or disabilities there will be opportunities for regular contact with school. Your child's progress is regularly tracked and analysed to see that they making the progress that they should be. If your child is off track academically, socially and or emotionally extra interventions will

be put in to support them. These may be part of the whole class teaching or may involve small group work and at times 1:1 support. You can contact the SENCO by email or phone at any time. If a longer appointment is required then this can be arranged. We strongly believe we need to work as a team to ensure the very best for your child.

### **What is the schools approach to teaching pupils with special educational needs?**

We believe that all children have the right to a high quality education that is tailored to their needs. We strive to support all our learners and work alongside both them and you as parents/ carers to ensure this happens.

All teachers are teachers of students with SEN and will differentiate for those with difficulties in their classes. Many students benefit from interventions that are part of their mainstream curriculum. Other interventions need to be delivered by withdrawing students from parts of their mainstream curriculum. These SEN interventions are more individualised and intensive and are usually needed longer term rather than for a short period of time.

Interventions that school provides, according to need, can include:

Foundation Numeracy lessons in Learning Support

Weekly Paired and Guided Reading

Positive Support

Supported Study

Social skills programmes

Foundation Literacy lessons in Learning Support

Mentoring

Homework support

### **How will the curriculum and learning be matched to my child's learning?**

If your child has particular learning needs, SEN and or disabilities this will be communicated through the SENCO to the class teachers and teaching assistants. We work hard alongside you to ensure that we make our curriculum and learning accessible to all children. If your child needs extra support or resources in certain subjects we will aim to adjust the curriculum to fit their needs.

### **How are decisions made about the type and amount of support my child/young person will receive?**

Decisions are made according to each individual child's needs. The management team, SENCO and class teachers look at the children who needs support within school and ensure that their needs are being met. Sometimes this means making adjustments in the classroom, such as seating arrangements, coloured overlays, use of ICT etc. At other times this could mean small group or 1:1 interventions. The support from one child to another can vary greatly and working alongside you as the parent/ carer and any outside agencies that are involved we can find the best solution to ensure your child can progress and flourish.

### **How will my child be included in activities outside the classroom including school trips?**

We include all our children in activities outside the classroom. We will work alongside you as the parent/ carer to find the best possible solution to allow your child full access to both the curriculum inside and outside of the classroom. This is a valuable part of your child's education and life experiences and we want them to participate fully. Trinity aims to include students with SEN in all school activities, provided that reasonable adjustments can be made to allow this. Such adjustments include:

liaison with outside venues re facilities for access;

modified or alternative activities on curriculum trips;

special transport;

additional adult support, individualised when appropriate.

### **What support will there be for my child's overall wellbeing?**

At Trinity Catholic School we value the whole child. It is extremely important to us that all our children feel happy, safe and achieve their full potential. We will work closely alongside you to look at any areas you and your child are concerned about be this, educational, social, emotional or health wise. We will then look at how to put plans into place to help your child grow and be a full member of our school and religious community.

All students have access to pastoral care through the Form Tutor/Pastoral Co ordinator/Head of Key Stage structure in school. School recognises that some students, especially those with SEN, may need additional help in developing their social and emotional confidence. A variety of experiences are offered to students, according to their individual needs. These may include:

In-class support from teacher or teaching assistant

Positive Support

Individual or group mentoring

A Key Worker

In-school Faith in Families counselling

Referral to appropriate outside specialist agencies such as the school nurse, Child and Adolescent Mental Health Service, Educational Psychologist.

School recognises that bullying can happen and all staff are aware that students with SEN may be more vulnerable. All students learn about the dangers and consequences of physical, verbal and online bullying, and how to deal with it, through the school's Personal, Social and Health Education programme plus assemblies and national campaigns. They are also encouraged to specifically look out for any instances of more vulnerable students being targeted in any unkind way. A parent/carer who suspects that their child is being bullied should contact the Form Tutor, Pastoral Co ordinator or a senior member of staff. Alternatively, the student can report it when in school to any member of staff that they feel comfortable to talk to.

### **Who is the school Special Educational Needs Coordinator (SENCO) and what are their contact details?**

The SENCO is Mrs E Aitchison and her contact details are [senco@trinity.nottingham.sch.uk](mailto:senco@trinity.nottingham.sch.uk).

The Deputy SENCO is Paula Latimer.

**What training have staff supporting special educational needs had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school offers the following training programmes:

Staff training takes place in staff meetings or on INSET days

The SENCO attends the annual SEN conference organised by the Nottingham City Local Authority

The SENCO attends regular SENCO network meetings open to SENCOs from all city schools and hosted frequently at Trinity

New teachers and student teachers are provided with special induction training around SEND at Trinity School

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for