


The Trinity Catholic school

"To the Glory of God, we build our school on faith, love and respect."



Special Educational Needs & Disabilities Information Report February 2024



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Contents:

Introduction – SEND at The Trinity Catholic School

Section 1 – Different areas of SEND

Section 2 – Identification and assessment of SEND

Section 3 – Trinity SEND Provision

Section 4 – Core Offer(s)

Section 5 – Staff responsibility for SEND

Section 6 – SEND structure at The Trinity Catholic School

Section 7 – SEND Funding

Section 8 – SEND Training

Section 9 – Evaluation

Section 10 – The arrangements for the admission of disabled pupils

Section 11 – Communicating the views of Parents/Carers of pupils with SEND

Section 12 – Communicating the views of pupils with SEND – Pupil Voice

Section 13 – Raising concerns about SEND provision

Section 14 – Transition for pupils with SEND

Section 15 – Local Offer and other useful links

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Introduction – SEND at The Trinity Catholic School

Welcome to The Trinity Catholic SEN Information Report which is shared as part of our statutory duty within the Special Educational Needs & Disabilities Regulations (2014).

The SEND Information Report contains information on how The Trinity Catholic School implements policy with regard to pupils with Special Educational Needs and Disabilities (SEND). This is published online to meet governing body requirements, set out in the SEN Code of Practice (2015).

The information in this report is for the benefit of pupils with SEND and their families. The report advises on our graduated response to SEND as well as advice on how to access local information and support services. Our overall aim is to enable pupils with SEND the opportunities to develop the skills and strategies needed, to support their specific needs, and thus enabling them to reach their potential, both academically and socially.

The Trinity Catholic School follows the SEND Policy set out by the Our Lady of Lourdes Multi-Academy Trust. This can be found by clicking on the link below:

<https://www.trinity.nottingham.sch.uk/handbook/special-education-needs-policy/>

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Document details:

Date issued	February 2024
SEND Governor	Mr C. Francis
Nominated Lead Member of Staff	Mrs P. Latimer-Newnham & Mr M. Griffin
Review Cycle	Statutory - annually
Next Statutory Review Date	February 2025
Author	Mrs P. Latimer-Newnham

Section 1 – Different areas of SEND

The Trinity Catholic School provides an inclusive learning environment to pupils with a diverse range of needs. The Trinity Catholic School provides provision for pupils with a range of SEND shown below:

Cognition & Learning

- Moderate Learning Difficulties
- Specific Learning Difficulties, e.g. Dyslexia, Dyscalculia & Dyspraxia (DCD)

Communication & Interaction

- Autism Spectrum Disorder (ASD)
- Speech, Language & Communication Needs

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Physical & Sensory Needs

- Hearing Impairment
- Physical Disability
- Visual Impairment

Social, Emotional & Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Tourette’s Syndrome
- Anxiety

Census data for 2023 shows nationally 13.0% of pupils receive SEN support (K). This is up from 12.6% in 2022.

Nationally 4.3% of pupils have an EHC plan. This is up from 4.0% in 2022.

The national SEND statistics are due to be updated in June 2024.

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2023>

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The Trinity Catholic School currently has 87 pupils on the SEND register. Of those 9 pupils have an EHCP. Current enrolment is at 1183.

SEND Status	Number	% of roll at Trinity
Pupils with an EHC plan (EHCP)	9	0.76*
Pupils identified as SEND support (K)	78	6.6*
Pupil population with SEND provision	87	7.3*
Pupils who are monitored for SEND (M)	71	6.0*

*Correct at time of report publication

The SEND is an active list, pupils can be added and removed from the list throughout the school year. Pupils with SEND who have their needs met through the Core Offer(s) and Quality First Teaching are monitored through the academic year and are recorded as Monitoring (M). Currently there are 71 pupils on Monitoring.

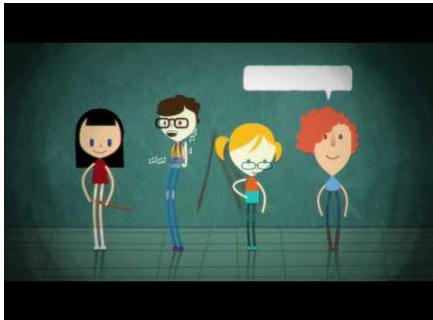
The main areas of need at Trinity are:

SEND	Number of pupils
ADD/ADHD	24
ASD	63
DCD	6
Dyslexia	30
Dyscalculia	1
Slow Processing	10
Tics/Tourette Syndrome	4

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VI/HI	4
SEMH	38
Please not pupils can have more than one diagnosis	



Section 2 - Identification and assessment of SEND

We will assess each pupil's current skills and levels of attainment on entry. Pupils will sit The Cognitive Abilities Test (CAT4). The Cognitive Abilities Test (CAT4) is an assessment of developed abilities in areas known to make a difference to learning and achieving - namely verbal, non-verbal, quantitative and spatial reasoning – CAT4 provides accurate analysis of potential pupil achievement.

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We also build on information from previous settings and Key Stages. Our Lead TA liaises with all settings that have pupils joining us for both the new Year 7 intake and in year admissions.

Class teachers are at the forefront of our process for identifying pupils with SEND. If a pupil is not making expected progress in the classroom, the class teacher **may** choose to provide some form of intervention within that subject. The SENDCo may be consulted during the intervention stage to discuss possible approaches to intervention for pupils with SEND.

For each year group, progress is measured on a termly basis as part of our assessment cycle. Our school data manager then produces a report which will identify those pupils who are not making the expected progress in each subject area. The SENDCo uses this reporting data in Go4Schools to monitor academic progress and review those pupils on the SEND Code of Practice Register and are receiving SEN Support (K), those who are being monitored (M), or have an EHC Plan (E). This process will also highlight pupils not already identified as E, K and M. Steps will then be considered to support any pupil who is not making expected progress across a range of subject areas.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

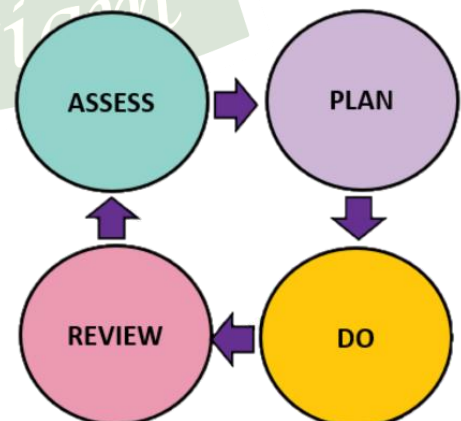
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We may also identify a possible SEND need through aspects other than attainment, for example, social needs/interactions, through specific assessments for identifying need, observations of pupils and through staff feedback, through parents and pupils themselves raising a concern and through external professional assessments.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, pupil voice and the views and the wishes of the parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our Core Offer(s), or whether something different or additional is needed. Those pupils who's needs are met by the Core Offer(s) will be registered on the Monitoring List. Those pupils who's needs require additional intervention which is above the Core Offer(s) will be registered on the SEND register. The Core Offer(s) are met by teaching staff within the classroom. Above the Core Offer(s) is specific support that is in addition to the support received in the classroom. This can involve TA support, 1:1 interventions and external specialist interventions. Please see the website for the Core Offer(s).

Pupils on the SEND register are offered a termly review which follows the assess, plan, do and review cycle.



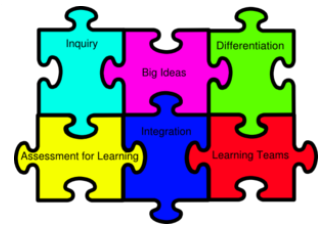
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Section 3 – Trinity SEND Provision

Following the SEND Code of Practice, we support the idea that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers adapt their planning to enable all pupils to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups.

Where appropriate we make the following adaptations to ensure all pupils’ needs are met:

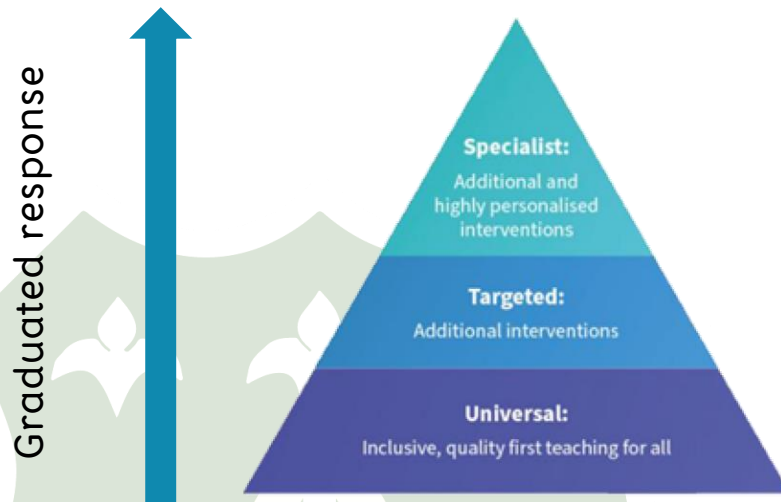


- ☪ Adapting our resources and staffing (with external professional input where appropriate)
- ☪ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, specialist dyslexia friendly font – Aravis, or clearer fonts such as Arial and Calibri
- ☪ Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ☪ Laptop use with voice recognition and read aloud function (Windows Speech or Dragon)
- ☪ Noise reducing earbuds to reduce sensory overload
- ☪ Passes to facilitate sensory and emotional needs
- ☪ Core Offer(s)

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Occasionally it is appropriate to offer separate group or one to one intervention(s) away from the classroom.









TA staff are trained to enable the SEND Department to deliver the following interventions, where appropriate:

- 🏰 AIMs Awards qualifications (for identified pupils unable to access the GCSE curriculum)
- 🏰 Hybrid timetables/provision between GCSEs and interventions
- 🏰 ReadWriteInc phonics
- 🏰 White Rose mathematics
- 🏰 Check-ins
- 🏰 Precision teaching – Dyslexia and Mathematics
- 🏰 Key workers sessions – targeted at academic and social & emotional needs
- 🏰 Life Skills
- 🏰 Zones of regulation
- 🏰 Mentoring
- 🏰 5-point scale

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-  Lego Therapy
-  Sensory activities
-  SaLT sessions
-  Quiet safe space at break and lunch times
-  ASD Framework
-  Thinking Reading
-  SEMH interventions in Elim

The Emmaus Centre is a bungalow, located between the Beechdale and Kingsbury buildings. This is where our SEND Team are mainly located. There is also SEND support room in the Kingsbury site. Pupils are welcome to access staff in the Emmaus Centre – arrangements can also be made to meet pupils elsewhere on site for specific support. The EAL Department is also located in the Emmaus Centre which allows for collaborative work if a pupil has both EAL and SEND.

Section 4 – Core Offer(s)

The Core Offer(s) are what Trinity School provides all pupils within the classroom. The SENDCo, Line Manager for SEND and Lead TA, in conjunction with teaching staff, have developed a structured approach to SEND. The Core Offer(s) sets out the reasonable adjustments that classroom teachers can make for all pupils to support their participation and progress across the curriculum. This particularly focuses on



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pupils who are diagnosed with specific conditions or who are identified as having a specific learning need.

The SENDCo also shares additional resources to support the inclusion of students with more specific SEND needs within the classroom.

(Please see the SEND section of the school website for the Core Offer(s)).

Section 5 – Staff responsibility for SEND

Mrs P. Latimer-Newnham - Special Educational Needs & Disabilities Co-ordinator (SENDCo)



Miss R. Crisp – Lead TA/Assistant to the SENDCo

Mr C. Francis - SEND Governor

Mr M. Griffin – Deputy Head (Line Manager of SEND)

Mr M. Shenton – Head Teacher

Mrs P. Latimer-Newnham, is the Special Educational Needs Co-ordinator (SENDCo) and responsible for the day to day implementation of the SEND Policy. This includes:

-  Working with the Deputy Head, Head Teacher and SEN governor to determine the strategic direction and development of SEND policy and provision in the school to ensure the school meets its responsibilities towards the Equality Act (2010) in providing reasonable adjustments and access arrangements.
-  The provision of professional guidance to colleagues on matters of SEND.

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- ☩ Working closely with colleagues, parent/carers and external professionals.
- ☩ Having an awareness of the Local Offer.
- ☩ Advise and develop the graduated approach to SEND to ensure that pupils with SEND receive high quality teaching.
- ☩ Advise and develop the graduated approach to SEND to ensure that pupils requiring SEND Support receive high quality provision.

Mr M. Griffin, as Deputy Head teacher, will:

- ☩ Work with the SENDCo and SEND governor to determine the strategic direction and development of SEND policy and provision in the school.
- ☩ Liaise with the Senior Leadership Team and the OLOL regarding matters to do with SEND.

Mr M. Shenton as Head Teacher, will:

- ☩ Have overall responsibility for the provision and progress of learners with SEND.

Mr C. Francis, as The Trinity School SEND Governor, has specific oversight of arrangements for SEND. He will:

- ☩ Help to raise awareness of SEND issues at governing board meetings.
- ☩ Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

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- ☩ Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Section 6 – SEND structure at The Trinity Catholic School

At Trinity there are 12 teaching assistants (TAs), full and part time, who are trained to deliver interventions as above. TAs will support pupils on a 1:1 basis when this is identified within their Provision Map, Pupil Profile, EHC Plan, included in HLN funding and we feel that providing a 1:1 will be beneficial to the individual.

TAs will support pupils in small groups when there has been an identified need through either data analysis (including attendance data), pupil voice, behavioural patterns or external recommendation.

We work with the following agencies to provide support for pupils with SEND:

- ☩ SaLT – Speech and Language Therapy
- ☩ CAMHS – Child and Adult Mental Health Services
- ☩ OT - Occupational Therapy
- ☩ EP - Educational Psychology – Dr. Sarah Godwin
- ☩ BEMHS – Behavioural and Emotional Mental Health Services
- ☩ LA IES Autism Advisory Team – Sarah Golding
- ☩ LA IES Cognition and Learning Team – Julie Wright
- ☩ Medical professionals
- ☩ Mental Health Support Team (MHST)

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Section 7 – SEND Funding

The school receives an amount of money for pupils with Special Educational Needs. This amount is **not** for named pupils, but **may** fund up to £6,500 of additional support to meet a pupil’s needs. The funding from Nottingham City (£6500) is formula based.

The following are some of the ways the school may allocate this funding:

- ☪ Extra resources
- ☪ Specialist equipment
- ☪ To provide small group support
- ☪ To purchase a specialist programme
- ☪ To enable your child to share a teaching assistant with a small group
- ☪ To provide some individual support from a teaching assistant (1:1)
- ☪ To provide time for staff to make/create work or interventions for your child

Depending on the needs of your child and the context of the school there may be other ways in which the funding is spent.

The impact of the support and interventions your child receives will be reviewed on an agreed date and you will be involved in this process. Support may be changed depending on the progress your child is making.

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In exceptional cases, where the school is putting in support which costs more than the funding they have available in school, they can apply to the Local Authority for extra funding called “High Level Needs (HLN)” funding.

To apply for HLN funding the school with your permission, will submit information about your child’s needs and the provision that the school is making to meet those needs.

HLN funding may be provided for children who are on SEND support, they do not need an Education Health & Care (EHC) plan to access this funding.

<https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/special-educational-needs-provision-and-funding-processes/>

Section 8 – SEND Training

All staff in school have access to training from a variety of sources including the OLOL Multi-Academy Trust, the local authority and health and social care services.

All staff at Trinity have access to The National College to access training courses for SEND.

Teaching staff also access specialist training via CPD sessions run by external professionals.

TAs and the SENDCo access specialist training via external professionals.

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Training course	Provider	Staff involved	Date:
Adaptive teaching	Julie Wright IES	Trainee teachers	30.11.2023
Social stories	Sarah Golding ASD Team	SEND Team	31.01.2024
Kicking Off	Sarah Golding ASD Team	SEND Team	06.03.2024
Extreme Demand Avoidance	Sarah Golding ASD Team	SEND Team	17.04.2024
Understanding Autism	Sarah Golding ASD Team	All teaching staff who haven't completed the course	Due summer term 2024
Understanding ADHD	Sarah Stockley BST	All teaching staff	Due summer term 2024

Section 9 – Evaluation

At Trinity we evaluate our practice as an on-going process throughout the academic year. We annually review the SEND department, with an external professional, recognising good practice and highlighting areas to develop. From our last external review (Jan 2023) we have improved our Pupil Profiles and reviewing cycles.

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Each term we carry out a curriculum SEND Review which includes in-class observations and pupil voice. During this process Pupil Profiles and adaptations are monitored.

The Lead TA and SENDCo review and feedback on TA practice.

Section 10 – The arrangements for the admission of disabled pupils.

The Trinity Catholic School is a split site setting that is mainly housed in buildings from the 1960s. Between the 2 main campuses there is a main road.

Pupils with disabilities are supported on an individual basis depending on their need.

For pupils with physical disabilities they are again supported on an individual basis according to need. The site is a physically challenging site to manage for wheelchair users. To support access to the curriculum for pupils using a wheelchair, pupils may need to transition between lessons early with staff support. Teaching rooms may also be re-roomed to allow access to the teaching groups on the ground floors. In the new block there is lift access to the upper floor. A risk assessment and evacuation plan are put in place for pupils using a wheelchair when they access the upper floor in the new block.

Please see website for Access Audit.

The SENDCo works closely with all pastoral and curriculum leaders, attending both Pastoral and Curriculum Board Meetings to ensure SEND is always included in decision making and practice.

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The SENDCo and Lead TA work closely with staff to support individual pupil needs – this includes specialist work and strategies from outside medical professionals.

The SENDCo and Lead TA liaise with staff running trips and extra-curricular activities to ensure inclusivity of pupils with SEND. Staff are supported with the adaptations that may be needed.

The SENDCo and Lead TA will provide sessions for form groups and teaching groups, where appropriate, so the wider pupil body can understand how best to support a peer with a specific SEND need. This builds on the SEND PSHE programme delivered.

Section 11 – Communicating the views of Parents/Carers of pupils with SEND

The opinions of parents/carers are essential to the development of appropriate provision and successful outcomes for pupils with SEND. The Trinity School intends to gather these opinions in the following ways:

Contact with teachers:

Parents/Carers have opportunity to contact their Child’s teacher or form tutor via email, phone call and through parents evening.

SEND Reviews:

If your Child is on the SEND register (K), there will be three opportunities per academic year, to review their provision. Your opinions will be gathered during or before the meeting to ensure you can

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contribute to discussions and are involved in any decisions made. Pupils are included in the review to enable their Pupil Voice.

Online Survey:

There is a Parent/Carer SEND form that can be accessed on the school website. This can be downloaded, completed and returned to the SENDCo.

The SENDCo can be contacted at:

p.latimer@trinity.nottingham.sch.uk

or

senco@trinity.nottingham.sch.uk

At Parents' Evenings:

The SENDCo or Lead TA attend all parents' evenings to enable parents to raise and discuss needs.

Section 12 – Communicating the views of pupils with SEND – Pupil Voice

The views of our pupils are also an important influence on how we develop our SEND provision and achieve successful outcomes for pupils accessing it. Pupils at The Trinity School have opportunity to share their views in the following ways:

During form tutor time:

All pupils are assigned to a tutor group which they attend at the start of every morning. During this, pupils will participate in acts of collective worship and share their views on range of topics. Pupils are encouraged

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to share concerns with tutors at the start of the day so that any issues might be addressed.

In the classroom:

Pupils are encouraged to contribute their views on topics and respond to verbal and written feedback within lessons.

Pupil voice:

Pupils are consulted when their Pupil Profile is produced. They will have the opportunity to say what they feel will help their learning and progress. In addition, they can raise issues that may have a negative impact on them. Pupil Profiles will be uploaded to Arbor. Pupils will meet with a member of the SEND team to review these 3 times a year (once each term).

Pupils can access the SENDCo directly via attending the Emmaus Centre or emailing. Pupils can also ask their form tutor to raise issues on their behalf. If a pupil has a Key Worker (KW) they can ask their KW to liaise with the SENDCo. Pupils can access the pupil voice on the website – this can be download and emailed to the SENDCo.

Parent/Carer Voice:

Parents are welcome to contact the SENDCO directly. This can be done via phone, email or by making an in-person appointment. Feedback can be given via the SEND feedback form. Parents are able to speak with the SENDCo or lead TA at parents' evenings.

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Section 13 – Raising concerns about SEND provision

The SENDCo can be contacted at p.latimer@trinity.nottingham.sch.uk
Concerns or questions can also be raised via the ‘SEND - Parent/Carer Comment and Feedback Form’ found on the school website, the Form Tutor or Head of Year. Parents/Carers are welcome to arrange meetings to discuss any concerns.

If you do not feel that the issues have been resolved to your satisfaction, please consult the school’s **Complaints Policy** which is available to read via the school website. The Headteacher and/or Chair of Governors may be involved should you wish to raise a complaint.

If your concern is regarding admissions to school or a statutory assessment for an EHCP, please contact Nottingham City Council.

<https://www.nottinghamcity.gov.uk/schooladmissions>

<https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/>

Section 14 – Transition for pupils with SEND

Before pupils join Trinity School, both the Lead TA and the teacher with responsibility for Primary Liaison visit primary schools to ascertain the needs of the pupils who will be attending. This may include classroom observations to see the children working in the classroom. A number of pupils are then identified for extra transition and these pupils are invited to attend additional transition sessions to get to know more about the

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school, meet key staff and to feel confident in the routines and expectations of the school. This also helps the SEND Team to get to know the pupils better.

Additional visits to the school for Year 6 pupils can be organised should they be required. Parent/carers are welcome to tour the school with the SENDCo and to meet with her prior to applications or when the application has been approved.

When pupils' transition between Key Stage 3, 4 and 5 support with GCSE/A-Level Options is given via careers lessons and meetings with his/her Key Worker to discuss the different pathways available and help the pupil make informed decisions about future studies. The SENDCo is available at the Year 9 Options and Parents'/Carers' Evenings to speak to pupils and their parents.

Section 15 – Local Offer and other useful links

All information about the Local Offer and contacts that may be useful to parents/carers are available on the following link:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>



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<https://www.healthforteens.co.uk/?location=Nottinghamshire>

<https://www.nottinghamshirehealthcare.nhs.uk/healthy-families-chathealth>

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

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

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

<https://www.nhs.uk/conditions/autism/support/>

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

<https://www.dyslexia.uk.net/>

<https://www.nhs.uk/conditions/dyslexia/>

<https://www.bdadyslexia.org.uk/dyscalculia>

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

<https://adhduk.co.uk/>



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