

The Trinity Catholic school

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



# Special Educational Needs & Disabilities Information Report January 2024



*Ad Dei Gloriam*

# The Trinity Catholic school

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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	January 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	January 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 &

### 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 Trinity Catholic School currently has 87 pupils on the SEND register. Of those 9 pupils have an EHCP. Current enrolment is at 1185.

Of those 87 pupils, 9 have an EHCP – 0.8% lower than the national average. 78 pupils are recorded as receiving SEND support (K) – 6.6%\*.

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 and Quality First Teaching are monitored through

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the academic year and are recorded as M. Currently there are 72 pupils on Monitoring.

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>

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

\*Correct at time of report publication



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## 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 achievement – namely verbal, non-verbal, quantitative and spatial reasoning – CAT4 provides accurate analysis of potential pupil achievement. 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.

The SENDCo uses 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). Steps will then be considered to support any student who is not making expected progress across a range of subject areas. We identify those whose progress:

- ☛ Is significantly slower than that of their peers starting from the same baseline

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-  Fails to match or better the pupil's previous rate of progress
-  Fails to close the attainment gap between the child and their peers
-  Widens the attainment gap

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

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.

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, or whether something different or additional is needed. Those pupils who's needs are met by the Core Offer will be registered on the Monitoring List. Those pupils who's needs require additional intervention which is above the Core Offer will be registered on the SEND register. The Core Offer is met by teaching staff within the classroom. Above the Core Offer 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.

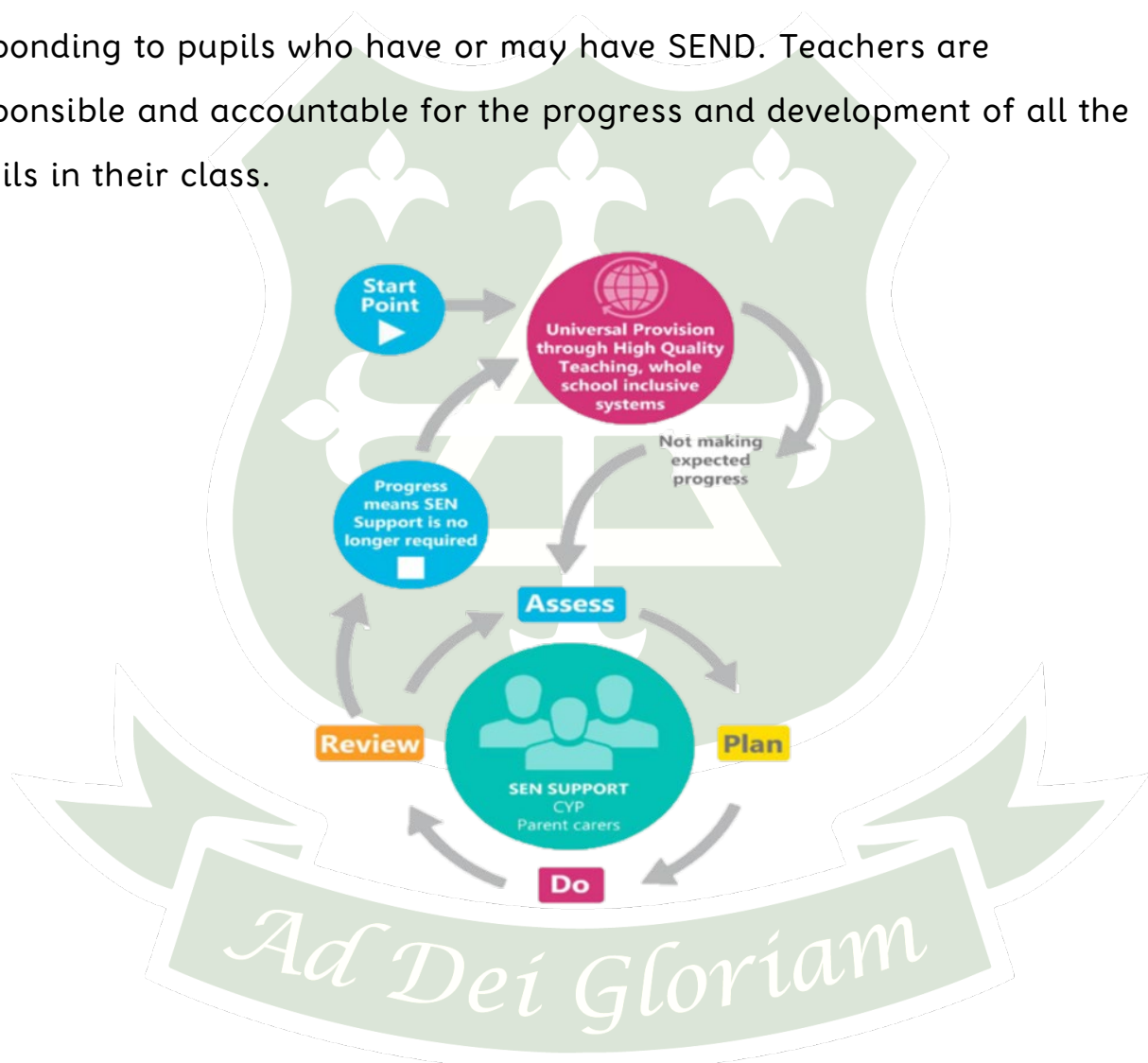


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## Section 3 – The Trinity Catholic SEND Provision

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.



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

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that subject. The SENDCo may be consulted during the intervention stage to discuss possible approaches to intervention for pupils with SEND.

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.

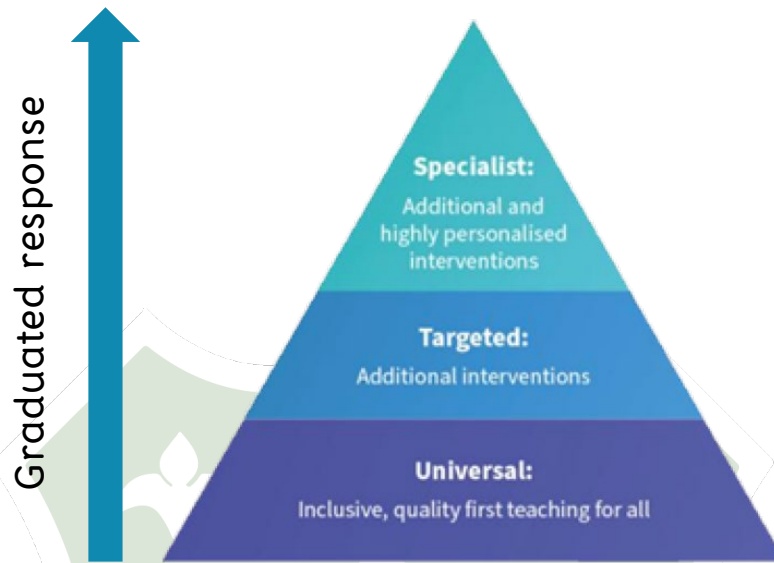
Where appropriate we make the following adaptations to ensure all pupils' needs are met:

-  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 Offers

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

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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
- 🏰 Lego Therapy

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-  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 – 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

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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.
- ✚ 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.

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

### Section 5 – 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.

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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)

## Section 6 – 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



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☪ 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.

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/>



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## Section 7 – 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 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](mailto:p.latimer@trinity.nottingham.sch.uk)

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or

[senco@trinity.nottingahm.sch.uk](mailto:senco@trinity.nottingahm.sch.uk)

## Section 8 – 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 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).

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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.

### Section 9 – Raising concerns about SEND provision

The SENDCo can be contacted at [p.latimer@trinity.nottingham.sch.uk](mailto: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>

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

## Section 10 – 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 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 11 – Local Offer and other useful links

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

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



<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/>

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

