



Trinity Academy Sowerby Bridge **SEND Information Report 2017-2018**

SEND Headlines

No data is available for Trinity Academy Sowerby Bridge as the school opened in September 2017 replacing the predecessor school (Sowerby Bridge High School) that closed in the previous academy year.

Here is the data for the predecessor school:

		2015	2016	2017
Attainment Measure ¹	SEN-K (Support)	50%	18%	11.1%
	SEN –E (EHC; formally statement)	6%	Na	Na
Progress ²	SEN-K (Support)	961.8	0.48	-1.27
	SEN –E (EHC; formally statement)	960.9	Na	Na

¹Basics: C / 4+ in English and Maths

²For 2105 this is value added based around 1,000 being the national average for all students / for 2016 onwards this is progress 8 based around 0 being the national average for all students

Our Aim

Trinity Academy Sowerby Bridge is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice this means we work hard to adapt the curriculum, provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes.

The academy is committed to providing an inclusive education that provides an ethos, environment and culture that is sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs or disability. In order to achieve a fully inclusive we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend Trinity Academy Sowerby Bridge.*
- *Highlight that all teachers at Trinity Academy Sowerby Bridge are teachers of students with special educational needs.*
- *Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs.*
- *Take into account the views of the child.*
- *Work in a partnership with parents/carers in promoting a culture of co-operation.*
- *Support the work of the Local Authority and external providers so that the child's full potential can be reached.*

What is the SEND Information Report?

The SEND Information Report details the provision that Trinity Academy Sowerby Bridge offers to students with special education needs and disabilities. To find out more about the new SEND code of practice, please refer to the '*SEND code of practice: 0 to 25*' years on the Department for Education website.

What is a special educational need or disability?

A child or young person has a SEND if they have learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2014)

SEND in Context at Trinity Academy Sowerby Bridge – Sep 2017

Criteria	Data (<i>National figure for state-funded secondary schools</i>)
Total number of students on roll in Years 7 to 11	639
% of students with statements / EHCPs	4.5%
% of students identified as SEND Support	18.5%
% of school population with SEND provision	23.0%

Please note that 2017-18 Year 7 data has been estimated as the same as Year 8, as it is not currently accurately available.

Impact of Support and Interventions - Outcomes and Progress

Measure	2016 (16 students)			2017 (20 students)		
	Non SEN	SEN	National Non SEN 2016	Non SEN	SEN	National Non SEN 2017
Basics	41.8%	18.8%	69	46.4%	10%	
Attainment 8	43.4	34.6	52.6	38.51	20.16	
Progress 8	0.00	0.4	n/a	-0.34	-1.196	
5 A*-C inc EM	39.6	18.8	n/a	43.6%	10%	
English P8 score	0.14	0.11	n/a	-0.495	-1.37	
Maths P8 score	0.00	0.47	n/a	-0.307	-1.155	
EBacc	0.29	0.76	28	-0.299	-0.907	
English Lang EP	81.8	80	75			
English Lang MTEP	39.4	40	n/a			
Maths EP	58.4	46.7	73			
Maths MTEP	17.6	6.7	n/a			

The Impact of SEN Funding and support on Attendance

	2015			2016			2017		
	SEN support	SEN Statement / EHC	Nat Non SEN	SEN support	SEN Statement / EHC	Nat Non SEN	SEN support	SEN Statement / EHC	Nat Non SEN
% Absence	9.9	8.2	4.8	9.1	5.2	4.6	11.8	8.0	

**All data is sourced from RAISE Online and therefore relates to attendance up to the end of the Spring term for each academic year. Please note that the methodology for calculating persistent absence changed in 2016, as well as the threshold (down from 15% in 2015 to 10% in 2016).*

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names Trinity Academy Sowerby Bridge as the appropriate school will be admitted before any other children.

How will the academy support my child or young person's learning?

Support for all students with special educational needs is overseen by the SENCo (who is a fully qualified SENCo) in liaison with the Deputy SENCo, SEN Administrator, Learning Assistants, Deputy Principal, Curriculum Leaders, Deputy Curriculum Leaders and teachers. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

SEND Expenditure 2017-2018

SEND funding in 2017-2018 will be allocated as stated below:

Type of support	Objective	Evidence Base	Expected Outcome
Quality First teaching	To ensure that all SEND students receive Quality First Teaching.	EEF (Education Endowment Foundation) - High impact, strong evidence base.	Limited intervention is needed due to consistent, high quality provision.
SENCO	To lead on all matters regarding the provision, support and tracking of students with special educational needs.		
Curriculum Leaders / Deputy Curriculum Leaders	To develop, implement and quality assure the TASB's literacy and Achieve interventions for all students, including those with special needs.	EEF - Mastery support programmes have a moderate impact on student outcomes.	Address literacy and subject concerns for identified students in Phase 1, in order that they have the opportunity to access the whole curriculum.
Learning Assistant Team	To support the teaching and learning of students with additional needs and to liaise with teaching staff in order to support the students personalised education plans.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
Learning Mentors x 3	To provide mentoring support for students who face barriers to learning, whether that be academic, social, emotional or medical and to plan and deliver mastery support programmes linked to literacy development.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
Pastoral staff, including House Managers and Form Tutors	The responsibility to manage and monitor behaviour, attendance and well-being of all students, including those with SEND needs, who are placed within their house.	National data on attendance and achievement. Impact of positive behaviour due to associating with a key person and having consistency in behaviour management and well-being procedures.	To maintain or improve 2016-17 SEN attendance and behaviour figures
Child Protection Officers	Responsible for managing safe guarding across the academy, including students with SEND.	Social and emotional strategy.	Ensure social, emotional and mental health needs of vulnerable students are met.

Trinity Academy Sowerby Bridge CPD Budget Breakdown for SEN

CPD focus area	Reason for CPD funding allocation	Total cost
SEND team	<ul style="list-style-type: none"> • Special Educational Needs • Support staff training • Team teaching and development • Data management • ASD training • Differentiation Training • Learning Assistants training • Pen Portraits Training 	£3478.75
Teaching staff and curriculum areas	<ul style="list-style-type: none"> • Teaching and learning • Special Educational Needs • Disability and equality 	£2500

Support available for children and young people with Special Educational Needs

Accessibility of the academy

The academy has state-of-the-art provisions available for students with physical and sensory needs. Where students require support with physical and mobility needs the academy has lift access to all floors, accessible classrooms and modified facilities for students. A number of classrooms and open space areas host a specially designed hearing loop system that can be utilised by most students who use hearing aids. The layout of the building allows students to navigate easily to specific curriculum areas and key staff will be aware of students' particular physical and sensory needs and be available to provide assistance when required.

Support provided by academy staff

When children or young people join the academy, information regarding their specific needs will be gathered and made available to key staff, individuals who will be interacting with that student, to plan appropriate provision and support. The SENCo will liaise with parents/carers, during the transition process, to ensure the support package will benefit the child and young person and ensure their academic progress. Staff receive targeted SEND training to equip them to effectively support students with additional needs. A number of staff have received specialist training and experience to help students manage certain specific conditions. Students check in daily with their VT tutors and will have House Managers and SEND staff as a point of contact, if they require assistance negotiating the academy day. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support. Parents or carers will always be advised of any interventions organised to take place at the academy.

Support with Curriculum

Teachers at the academy deliver outstanding quality lessons that are appropriately differentiated and personalised to match the students' needs and targets. For Year 7 students with the introduction of the Knowledge Organisers, teachers can ensure skills and knowledge are reinforced and the students can work through the "steps" until they feel confident and ready to move on to more challenging aspects. For other year groups the Achieve sessions support students with knowledge and skills catch up, when required. Based on the severity of the young person's needs (all year groups), they may receive additional classroom support, targeted small group tuition, placed on alternative support pathway through the Achieve programme and extra interventions to ensure they make the best progress they can. Students' progress is closely monitored and reported on a termly basis. The support the students receive will be tailored based on this data, to ensure they are progressing and continuing to achieve.

Parents/carers will receive termly reports and be asked to attend Parent Consultation Evenings to meet with VT tutors and class teachers. Appointments can be made with the SENCo and pastoral team to discuss any particular concerns regarding the students' progress or support requirements.

Support for children and young people's well being

The academy strives to maintain a supportive environment for students and understands that a priority is students' emotional wellbeing, whilst they continue their academic journey. Pastoral support is available for all students. During Year 6 transition, students will be assigned to a specific House and VT group where they will have Tutors and a House Manager. Students will see their VT tutors daily and have the opportunity to discuss any concerns or issues; these may be referred to House Managers or Safeguarding staff to be resolved. Attendance data is monitored by VT tutors and House Managers and if there are concerns regarding student's attendance, these will be directed to the academy's Education Welfare Officer and/or the Safeguarding team.

Students with additional educational needs will be able to meet with the SENCo or a member of the SEND team when they feel it is necessary. Depending on the student's specific requirements, support can be provided by assigning mentors or key workers. As a single point of contact for students and parents/carers, the mentor/key worker, will monitor the students' progress and requirements and feed back to the SENCo with any changes to provisions or circumstances, when necessary. Students may also work with the pastoral team or targeted support sessions in school. When necessary, students and parents/carers may be directed to additional services in the area.

Support of students with medical needs

If your child or young person has specific medical issues that may contribute to their educational needs, please contact the school where a member of staff can discuss specific provisions that may need to be implemented. If a student requires medication within the academy day, this can be administered by the First Aider or other trained personnel, once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.

Support for students who require help with subjects

The Achieve Programme focuses on students being able to independently demonstrate skills they are taught before moving onto the next "step," however, some students may require some additional assistance. Subject teachers will look at assigning additional provisions for students who they feel may benefit from additional tuition. This may include small group work with learning mentors and afterschool Achieve sessions, which provide targeted support sessions or an alternative support pathway, which will complement the main curriculum. Parents/Carers will be advised if students are required to attend afterschool interventions to ensure they are making progress.

Support outside of the classroom

The academy aims for all students to be able to participate in all the activities provided from extra-curricular afterschool sessions to school trips. If a student requires additional provisions for these activities, the academy will endeavour to provide support. Staff will consider any specific needs when planning and running these activities or organising school trips. The SENCo can provide information regarding the academy's clubs, which would benefit students with special education needs. If you have any concerns regarding your child or young person's medical needs in relation to extra-curricular activities, please contact the school to discuss with the designated teacher, House Manager, First Aider or SENCo.

Students moving to a new setting/school/college or continuing their academic journey

The academy provides a dynamic transition process where Year 6 students have numerous opportunities to visit the academy prior to their start date. The SENCo can arrange for additional visits for students with special educational needs, to help them adjust to the big change from Primary to Secondary school. If your child or young person has an Education, Health Care Plan or a Statement of Special Educational Needs, the SENCo may attend meetings with the previous school to gather all the necessary information on the student and attend EHC Planning or Annual Review meetings to ensure the students transition to the academy is as smooth as possible and suitable provisions are established ready for their arrival. When a student leaves Trinity Academy Sowerby Bridge to move to a new setting, the academy will forward on all relevant documentation and information regarding their needs. If required academy staff may accompany students on visits to the new setting and meet with appropriate staff.

Services available or can be accessed by the academy.

The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing Team, Educational Psychology Team and Specialist Inclusion teams to ensure students' needs are met. We also work closely with the Calderdale SEN team to review students with Statements of special Educational Needs or Educational Health and Care plans. Parents/ carers are encouraged to contact the academy if their child or young person's requirements change, so provisions can be adequately adapted quickly.

What can you or your child/young person do to support their learning?

It is essential that parents/carers are involved in their child's education. Parent/Carers are invited to attend transition events, Parents' evenings, SEN review meetings and other meetings the SENCo or yourself may feel are required to support the child's needs. The academy aims to promote a comfortable environment for students to feel confident to approach staff with comments regarding their education, this might be from homework queries or if they feel they need more support. Students will participate in review meetings where they will be able to contribute their opinions regarding provisions they feel might benefit them in order for them to achieve their goals.

What do I do if I think my child may have special educational needs?

In the first instance you should contact the Academy's Special Educational Needs Department - SENCO to discuss your concerns. This can be done by e-mail <https://sowerby.trinitymat.org/contact-us/> or by telephone on 01422 831011.

For additional information regarding Calderdale Council's local offer please see below

<http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html>

For additional information regarding SEN at Trinity Academy Sowerby Bridge, please feel free to contact us: <https://sowerby.trinitymat.org/contact-us/> or 01422 831011.

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