

**Trinity Academy Sowerby Bridge**  
**SEND Information Report 2018-2019**

Trinity Academy Sowerby Bridge SENCO: **Miss J. Hamer**

SEND Governor Link: **Mr J White**

SEND Senior Leader Link: **Ms N. Clarke**

### **SEND Headlines**

#### **2018**

1. TASB SEN students achieved a Progress 8 score of 0.24 in 2017/18. This is 0.18 better than the national average progress 8 score for their non-SEN peers.
2. TASB SEN P8 is significantly better than national SEN which stands at -0.55.
3. SEN attendance is tracked each week by the pastoral team and by the SENCO each half term.
4. Of the students who participated in our principal literacy interventions last year, they made good progress. Please note that the average reading age increase for students participating in 'Nurture' tends to be lower as the students who follow this course have been identified as those struggling the most with reading in their year group.

<b>PLATINUM</b>	<b>Average progress made in months during the year</b>
<b>Yr 7</b>	13.5 months
<b>Yr 8</b>	15 months

<b>NURTURE</b>	<b>Average progress made in months during the year</b>
<b>Yr 7</b>	9.1 months
<b>Yr 8</b>	5.6 months

### **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.*
- *Highlight that all teachers at Trinity Academy 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 'Per Year Group' at Trinity Academy Sowerby Bridge – Sep 2018**

<b>SEN student numbers per year group 2018-2019</b>			
<b>Year</b>	<b>SEN K</b>	<b>SEN E</b>	<b>Overall</b>
<b>7</b>	<b>31</b>	<b>5</b>	36
<b>8</b>	29	5	34
<b>9</b>	37	4	41
<b>10</b>	16	4	20
<b>11</b>	13	9	21
<b>Current overall</b>	126	27	152

## Impact of Support and Interventions

### A data overview of the impact of SEN provision in 2017-18

#### Outcomes and Progress 2017-18

Progress 8 (TASB vs National)			
	<b>National (all)</b>	<b>TASB Overall</b>	<b>TASB SEN</b>
Overall P8	-0.03	0.440	0.239
English P8	-0.03	0.354	0.012
Maths P8	-0.03	-0.063	-0.055
EBacc P8	-0.03	0.103	-0.046
Open P8	-0.04	1.169	0.871

#### The Impact of SEN Funding and support on Attendance 2017-18

SEN Absence (TASB vs. National)			
Whole School	TASB	SEN K	SEN E or S
TASB 2017-2018	TBC	TBC	TBC
TASB SEN students better than national by ...	TBC	TBC	TBC

\*This will be confirmed in July 2019

## 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?

The SENco, the Vice Principal, Subject Leaders and teachers with specific responsibilities for intervention, oversee support for all students with special educational needs. **The first and most important stage of intervention is quality first teaching that is appropriately differentiated.**

## SEND Expenditure 2018-2019

SEND funding in 2018-2019 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 support and overview of SEND provision	To lead on all matters regarding the provision, support and tracking of students with special educational needs.	As stated in the SENCO roles and responsibilities for the Academy.	<p><u>What we expect from the 'graduated approach' we follow for all SEN K an SEN E students</u></p> <p><b>How do we follow the 'graduated approach'?</b></p> <p>An SEND parents' evening takes place once a term. It is at this point that the Calderdale endorsed 'my support plan' is completed with parents/carers. The 'graduated approach' refers to the assess, plan, do, review cycle that we follow for all SEN students in accordance with the SEN Code of Practice. The 'my support plan' allows us to speak to parents/carers and carry out the assess, plan, do, review cycle of support.</p>

			<p><b>What happens if the parents/carers are unable to attend the SEND parents' evening?</b></p> <p>If a parent is unable to attend the parents' evening and complete the first 2 stages of the assess, plan, do, review cycle, a letter is sent home containing their child's my support plan for them to complete as well as their child's pen portrait so that they know what support is currently in place.</p> <p><b>What happens if we do not have parental/carer engagement?</b></p> <p>All students (SEND or non SEND) will be assessed at the end of each term and a report will be sent home. If parents/carers do not fill in the 'my support plan', we make it clear that their child will be supported in school but that we will not be able to complete the assess, plan, do, review cycle fully (parental engagement is a crucial part of the graduated approach).</p>
Learning Assistant team	To support the teaching and learning of students with additional needs and liaise with teaching staff as to the personalised education plans of the SEND students in their care.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
5 x Teaching and Learning Assistants; 3 x Educational Interpreters; 1 x SEN trainee teacher	As above. Please note that the 3 educational interpreters work with our small cohort of students who are hearing impaired.	EEF – Mentoring; 1:1 support	Address barriers to learning including raising attainment, attendance and improving organisation.
Pastoral Staff (House Manager Team)	The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in their college.	National data on attendance and achievement. Impact of positive	To maintain or better 2017-2018 SEN attendance and behaviour figures.

		behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.	
Learning Mentor in Maths	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
The SEN Base	To provide a break out space at break times and lunch times for a specific group of phase 1 and phase 2 students who are on the SEND register and have been identified as needing support, a quiet and calm room or a more restricted group of students with which to socialise.	National Autistic Society – 'try and create autism friendly spaces that also benefit students with other SEN conditions'.	To aid students who find unstructured times of the day challenging and would benefit from adult support.
Specialist service advice and support	There are a wide variety of specialist services we may work throughout the academic year to support our SEN students such as:  Educational Psychologist support Speech and Language support Occupational Therapy The ASD outreach team Expert behaviour support from a local SEND provision CAMHS The Dyslexia assessment service Alternative providers  Please note that the list above is not exhaustive.	As recommended in the	Students in need of support from external agencies (to aid teaching staff and the SEN team to support their learning in school) benefit from the advice of experts.

### Meeting the guidelines set out by the SEN Code of Practice 2015

The SEN Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEN report each year. The table below provides the information that we are instructed to include. If you have any further questions or require further help for your child with SEN, please do not hesitate to contact the school SENCo whose details are provided in the table.

What kinds of SEN do we provide for at Trinity Academy Sowerby Bridge?	Trinity Academy Sowerby Bridge provides for all types of SEN. Reasonable adjustments are made for SEN when the school is notified of them.
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	<p>SEN students at the school have support for and adjustments to assist them with:</p> <ul style="list-style-type: none"> <li>➤ areas of need with regard to communication and interaction such as Autistic Spectrum Disorder/Condition.</li> <li>➤ areas of need with regard to cognition and learning such as Dyslexia, Dyspraxia.</li> <li>➤ social, emotional and mental health difficulties such as anxiety and depression.</li> <li>➤ sensory and other physical needs such as issues with sight, hearing, or physical issues such as hypermobile joints.</li> <li>➤ We have 27 students with an EHCP in academic year 2018-19.</li> </ul>
<p>What are our policies for identifying children and young people with SEN and assessing their needs?</p>	<p>Whether we are aware of a child's SEN when the student becomes a member of the academy, or whether the child's SEN becomes apparent at a later stage, all staff work with the SENCO (whose name is at the of this information report) who carries out a clear analysis of the student's needs.</p> <p>Need could be identified by:</p> <ul style="list-style-type: none"> <li>➤ individual teachers</li> <li>➤ parents</li> <li>➤ school's learning support department</li> <li>➤ external agency</li> </ul> <p>This can lead to the assessment of teachers' and parents' views and the advice from relevant external services.</p> <p>The SEN assessment is reviewed regularly, seeking the views of student and parents by inviting them in for a meeting to discuss progress. In addition, updates and review will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome.</p> <p>As a parent/carer, should you feel that your child could have a special educational need, please contact the Academy's Special Educational Needs Coordinator, Miss Hamer to discuss your concerns. This can be done by e-mail <a href="mailto:info@sowerby.mat.org">info@sowerby.mat.org</a> or by telephone on 01422 831 011.</p>
<p>What arrangements are in place for consulting with parents of children with SEN and involving them in their child's education?</p>	<p>Parents of all pupils with an identified SEN are contacted regularly and invited to a meeting three times a year in order to gain their views on their child's attainment and progress and to contribute to their child's 'my support plan' and to make changes/amendments to their child's pen portrait.</p> <p><b>SEND Parents' Evenings in 2018-19:</b>  December 2018  March 2019  July 2019</p>
<p>What arrangements are in place at the academy for consulting</p>	<p>Pupils with SEN are fully involved in developing and reviewing their pen portraits and 'my support plans'.</p>

<p>young people with SEN and involving them in their education?</p>	<p>There are regular meetings with SENCO/a member of the SEN team and the student to gather the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies.</p> <p>Pupils are also invited to attend the thrice-yearly SEND parents' evenings.</p>
<p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>The cycle of assessment and review are scheduled termly (please see the SEND parents' evening dates above). This involves the review of progress towards expected outcomes from progress data inputted by teaching staff (available on the termly student report sheet) and any other additional information. Further relevant and appropriate intervention is put in place to support SEN students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.</p>
<p>What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>	<p>Making adjustments to identify and support students who may find transition from primary school to secondary school difficult are put in place on a needs basis. This could include:</p> <ul style="list-style-type: none"> <li>➤ arranging visits to the school prior to entry to support orientation</li> <li>➤ meetings with primary school teachers to gather information</li> <li>➤ meetings with parents to reassure and discuss specific needs</li> <li>➤ meeting new teachers in advance</li> <li>➤ providing an agreed buddy</li> <li>➤ making clear and relevant information and guidance available to all teaching staff</li> </ul> <p>Whilst preparing for option choices at GCSE students are provided with individual careers information and guidance in order to make the best and appropriate choices. The SENCO involves parents so that everyone is informed. Individual needs for GCSE exam revision and access arrangements are investigated at the earliest convenience.</p>
<p>What is our approach to teaching children and young people with SEN?</p>	<p><b>Support with the curriculum:</b>  Teachers at the academy deliver outstanding quality lessons appropriately differentiated and personalised to match the students' needs and targets. Based on the severity of the children or young person's needs they may receive additional classroom support, targeted small group tuition, placed on alternative support pathway that compliments their curriculum and extra interventions to ensure they make the best progress they can. Students' progress is closely monitored and reported on a termly basis, support the students receive will be tailored based on this data to</p>

	<p>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.</p>
How do we support students with medical needs?	<p>If your child or young person has specific medical factors contributing 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 School First Aider 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.</p>
How do all academy staff help students with SEN to achieve their best?	<p><b>Support provided by academy staff:</b>  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 specialist training and experience to help students manage certain specific conditions. Students check in daily with their VT tutors and will have College 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 however parents or carers will always be advised of any interventions organised to take place at the academy.</p>
How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	<p><b>Accessibility of the academy:</b>  Where students require support with physical and mobility needs the academy will ensure that the student has access to accessible classrooms and modified facilities. Key staff will be aware of students' particular physical and sensory needs and on hand to provide assistance when required.</p>
Information regarding the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.	<p>Staff are regularly updated with information so that awareness of SEN student issues and how they can have a detrimental impact on emotional well-being, as well as progress, is high on teaching and support staff agendas. Time is provided for whole staff training to raise staff awareness of practical ways to</p>

	<p>improve support for SEN pupils facing barriers to learning. Key learning needs at Trinity Academy Sowerby Bridge include; Attention Deficit Disorder, Autistic Spectrum Condition and Dyslexia.</p>
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>The school's evaluation of SEN provision takes into account parental views, levels of expected progress made by SEN pupils in comparison to non-SEN students. This identifies any gaps in performance that will lead to further analysis and interventions.</p> <p>Please see the SEN outcomes table for the last set of GCSE results (2017-18). We are always incredibly proud of the SEN results we achieve.</p>
<p>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<p>The school provides this through:</p> <ul style="list-style-type: none"> <li>➤ the assessment of need and reasonable adjustments being made</li> <li>➤ allowing additional time for work/assessments</li> <li>➤ adjustments to materials for example; colour of paper, font size</li> <li>➤ a variety of differentiation strategies</li> <li>➤ availability of lifts for wheelchair access and other disabilities</li> </ul> <p>This is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson materials and targets, students can access all activities, albeit in a differentiated manner. SEN students are encouraged to participate in extra-curricular activities.</p>
<p>What support is in place for improving emotional and social development?</p>	<p>The SEN team works with pastoral staff (the College Manager team) to ensure that the pupil's emotional and social development is monitored closely. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. We work with our Teaching and Learning Assistant team to review (three times a year) the reasonable adjustments for each of the students named on the 'SEN reasonable adjustments for emotional and social development' document.</p> <p>Measures to prevent bullying, boost self-esteem and help to manage anxiety are promoted and where an issue is identified more one to one input is provided. Form tutors work to support the specific emotional and social development of any SEN students in their tutor group. Extra support is usually provided by the SENCO or Learning Support staff, mindful of working to include rather than exclude the pupil concerned within the school day and culture.</p>
<p>How do we involve other bodies, including health and social care bodies, local authority support</p>	<p><b>Services available or can be accessed by the academy:</b></p>

<p>services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing 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.</p>
<p>What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	<p><b>If you still have concerns about your child's SEN support after consultation with the SENCO:</b>  Young people and parents with concerns about SEN provision should contact Mrs N Clarke (Vice Principal) if initial concerns raised with the school's SENco remain.</p> <p>Depending on the key areas of concern, complaints from parents are dealt with using the School's complaints procedure or through referral to the Local Authority.</p>
<p>Where can the LA's local offer be found?</p>	<p>For additional information regarding Calderdale Council's local offer please see below  <a href="http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html">http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html</a></p>

For additional information regarding SEN at Trinity Academy Sowerby Bridge please feel free to contact at: [info@sowerby.mat.org](mailto:info@sowerby.mat.org) or by telephone on 01422 831 011.

**Review Date:** March 2019