

Trinity Academy Halifax

SEND Information Report 2020-2021

Trinity Academy Halifax SENCO: **Mrs S Lloyd**

SEND Governor Links: **Ms E Hanlon and Mr R Glascodine**

SEND Senior Leader Link: **Mrs K Wilson**

SEND Headlines

2018-2019		2019-2020	
<p>1. TAH SEN students achieved a Progress 8 score of 0.25 in 2018/19. This is 0.17 better than the national average Progress 8 score for their non-SEN peers.</p> <p>2. TAH SEN P8 has been better than national SEN and non-SEN for over 3 years.</p> <p>3. SEN E students made progress in every Progress 8 basket since the previous academic year.</p> <p>4. SEN attendance is tracked each week and absence figures are below national average.</p> <p>5. Of the students who participated in our principal literacy interventions this year, they made significant progress.</p>		<p>1. TAH SEN students achieved a Progress 8 score of 1.04 in 2019/20. This is 0.96 better than the national average Progress 8 score for their non-SEN peers in 2019 (as no comparable national data will be published in 2020).</p> <p>2. TAH SEN P8 has been better than national SEN and non-SEN for over 3 years.</p> <p>3. SEN E students made progress in every Progress 8 basket since the previous academic year.</p> <p>4. SEN attendance is tracked each week and absence figures are below national average.</p> <p>5. Of the students who participated in our principal literacy interventions this year, they made good progress despite national lockdown.</p>	
YR.	IMPACT OF INTERVENTIONS	YR.	IMPACT OF INTERVENTIONS
Yr 7 SEN	<p><u>On reading age</u> Nurture: 2 month increase Platinum: 6 month increase</p> <p><u>On English outcomes</u> 16/24 students = on target in English 8/24 students not on target in English (staff aware of actions to take)</p>	Yr 7 SEN	<p><u>On reading age</u> Nurture: 17 month increase Platinum: 3 month increase</p> <p><u>On English outcomes</u> 18/26 students = on target in English 8/26 students not on target in English (staff aware of actions to take)</p>
Yr 7 PP	<p><u>On reading age</u> Nurture: 2 month increase Platinum: 6 month increase</p> <p><u>On English outcomes</u> 16/29 students = on/above target in English 13/29 students not on target in English (staff aware of actions to take)</p>	Yr 7 PP	<p><u>On reading age</u> Nurture: 11 month increase Platinum: 3 month increase</p> <p><u>On English outcomes</u> 8/14 students = on/above target in English 6/14 students not on target in English (staff aware of actions to take)</p>
Yr 7 Bungee	<p>5/9 PP students made progress in SPAG 3/4 non PP students made progress in SPAG</p>	Yr 7 Bungee	<p>6/7 PP students made progress in SPAG 5/5 non students made progress in SPAG</p>
Yr 8 SEN	<p><u>On reading age</u> Nurture: 4 month drop (specific students affected this) Platinum: 4 month increase</p> <p><u>On English outcomes</u> 11/23 students = SEN on target in English 14/23 SEN students not on target in English (actions to take)</p>	Yr 8 SEN	<p><u>On reading age</u> Nurture: 7 month increase Platinum: 3 month increase</p> <p><u>On English outcomes</u> 10/15 students = SEN on target in English 5/15 SEN students not on target in English (staff aware of actions to take)</p>

Yr 8 PP	On reading age Nurture: 4 month drop (specific students affected this) Platinum: 4 month increase On English outcomes 9/18 students = PP on target in English 9/18 PP students not on target in English (staff aware of actions to take)	Yr 8 PP	On reading age Nurture: 9 month increase Platinum: 3 month increase On English outcomes 8/16 students = PP on target in English 8/16 PP students not on target in English (staff aware of actions to take)	
Yr 8 Bungee	4/8 PP students in Bungee improved SPAG (aware of what actions to take) 4/4 non PP students in Bungee improved SPAG	Yr 8 Bungee	3/5 PP students in Bungee improved SPAG (aware of what actions to take) 6/6 non PP students in Bungee improved SPAG	

Our Aim

Trinity Academy 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 Halifax 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 an 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:

- Have a significantly greater need in learning than the majority of others of the same age: or
- 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 'Overall' at Trinity Academy Halifax – Sep 2020

Criteria	Data (<i>National figure for state-funded secondary schools</i>)
Total number of students on roll in Years 7 to 11	1558
% of students with statements / EHCPs	2.3% (36 students)
% of students identified as SEND Support	14.5% (226 students)
% of school population with SEND provision	16.8% (262 students)

SEND 'Per Year Group' at Trinity Academy Halifax – Sep 2020

SEN student numbers per year group 2020-2021			
Year	SEN K	SEN E	Total in yr. group
7	55	11	326
8	57	6	325
9	39	8	320
10	41	5	301
11	34	6	295
Current overall	226	36	1558

Impact of Support and Interventions

A data overview of the impact of SEN provision in 2019-20

Outcomes and Progress 2019-20

SEN Progress 8 (TAH vs National)		
Year	2019	2020
*National Non SEN	+0.06	+0.08
TAH Non SEN	+0.63	+0.70
TAH better than national by ...	+0.57	+0.62
National SEN	-0.55	-0.62
TAH SEN	0.25	+1.04
TAH SEN better than national SEN by ...	+0.80	+1.66
TAH SEN better than national non SEN by ...	+0.19	+0.96

NB: 2020 data based on centre assessed grades due to no exams being sat during lockdown

The Impact of SEN Funding and support on attendance 2019-20 (up to lockdown start)

% Absence - SEN	Term 1 2020-21	Same Point 2017-18	Same Point 2018-19	2019 National Average
EHC/SEN K	4.6	5.8	5.2	8.1
No SEN	5.4	5.3	4.8	5.1

SEN attendance during lockdown period (March 2020 – July 2020)

Each week there was an average of:

- 8 SEN E students in attendance at school each day.
- 12 SEN K students in attendance at school each day.
- All SEN K and E students were invited to a 1:1 meeting with the SEND department in July to discuss lockdown work completed, worries and targets for September 2020. There was a 72% attendance at these meetings.

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names Trinity Academy Halifax 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 Inclusion Leader (who is a qualified SENCo) in liaison with the Deputy SENCo, Assistant Principal Intervention and Inclusion, Subject Leaders and teachers with specific responsibilities for intervention. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

SEND Expenditure 2020-2021

SEND funding in 2020-2021 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 <i>*For further detail, please refer to the Trinity Academy Halifax CPD budget breakdown below this table</i>
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.	<u>What we expect from the 'graduated approach' we follow for all SEN K and SEN E students</u> How do we follow the 'graduated approach'? An SEND parents' evening takes place once a term. It is at this point that the Calderdale endorsed and Trinity personalised '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

			<p>“assess, plan, do” review cycle of support.</p> <p>How will SEND parents’ evenings take place during lockdown?</p> <p>SEND parents’ evenings will take place over the phone. All parents will be told at what time the call will take place on a specific evening.</p> <p>What happens if the parents/carers are unable to attend the SEND parents’ evening?</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 a blank but easy to complete My Support Plan for them to complete for their child. They also receive their child’s pen portrait so that they know what support is currently in place.</p> <p>What happens if we do not have parental/carer engagement?</p> <p>We will not be able to complete the “assess, plan, do” review cycle fully (parental engagement is a crucial part of the graduated approach) but VT tutors will set targets for their SEN K students whose parents/carers have not attended parents’ evening. They will be reviewed each term and new targets set when suitable.</p>
<p>Maths and English curriculum leaders + Senior</p>	<p>To develop, implement and quality assure the TAH’s literacy and numeracy intervention package for all students, including those with additional needs.</p>	<p>EEF – Mastery support programmes have a moderate</p>	<p>Address literacy and numeracy concerns for identified students in phase 1 so that they can</p>

Leadership SEND link		impact on student outcomes.	<p>access the whole curriculum.</p> <p>Additional time is spent each year on aiding the transition of SEN students from Year 6 to Year 7. The SEN team works with partner primary schools to focus on the areas of the Year 6 SPAG and Year 6 Maths SAT tests that are deemed most challenging to pupils. This information is passed to the Maths and English teams so that all staff are aware of focus areas.</p> <p>Due to lockdown, this work was even more crucial this year as SAT exams were not completed in May 2020.</p>
Teaching and 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.
1 x Higher Learning Assistant	As above but with the additional responsibility of being the academy's ASD lead and Phase 2 SEN English and Maths mentor.	EEF – Mentoring; 1:1 support	Address barriers to learning including raising attainment, attendance and improving organisation.
1 x SEND referrals lead	The SEND referrals process has been re-developed and enhanced for 2020-21. Our SEND referrals lead will take responsibility for collating SEND referrals put forward by staff. Once a referral is logged, there is a 4 stage process that is followed to establish if an application for diagnosis needs to be made.	Children with undiagnosed conditions may find life at school unnecessarily challenging. An effective, efficient referrals system should ensure that timely support is put in place to support students with undiagnosed conditions.	To ensure that all staff are involved in the SEND referrals process and that students put forward are carefully and thoroughly assessed in school prior to formal diagnoses being sought.
Pastoral Staff (College and Deputy College Managers, the Student Wellbeing 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 behaviour due	To maintain or better 2018-2019 SEN attendance and behaviour figures (please note that 2019-20 figures can't be referred to as the full academic year was

	<p>Following a meeting with the Head of SEN Calderdale recently, the Academy discussed and made reasonable adjustments to the behaviour policy for our SEND students who require an additional level of behaviour support and guidance. The SEND team liaises with curriculum staff and pastoral staff each term to provide advice for staff regarding the specific groups of SEND students who have been identified as requiring reasonable adjustments as regards the behaviour policy. We mould our support to each individual student and provide as much support for parents as we can.</p> <p>A Trinity Academy Reasonable Adjustments Policy is in place and updated each term.</p>	<p>to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.</p>	<p>not completed by all in school).</p> <p>To ensure that SEND students feel as well supported as possible at The Academy.</p>
Learning Mentors	<p>To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.</p>	EEF - Mentoring	<p>Address barriers to learning including raising attainment, attendance and improving organisation.</p>
The Green Room	<p>To provide a break out space at break times and lunch times for a specific group of Phase 1 (Year 7 initially, then Year 8 and 9) 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.</p>	National Autistic Society – 'try and create autism friendly spaces that also benefit students with other SEN conditions'.	<p>To aid students who find unstructured times of the day challenging and would benefit from adult support.</p>
Successful application for a school based education and mental health worker from Open Minds (CAMHS) to start November 2021	<p>To support our SEND students with any challenges they face as regards their mental health. Our internal data over the past year has indicated that counselling and guidance services are more in demand than in previous years due to lockdown restrictions and the impact of students' mental health. We are one of 5 secondary schools in Calderdale to have been successful with our application. This partnership is now in place permanently.</p>	<p>Children with special educational needs may experience a range of social, emotional and mental health problems, which can create a barrier to learning. Our Teaching and Learning Assistants have had specific SEMH training by CAMHS and 3 staff are now</p>	<p>To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place.</p> <p>The new in school education and mental health worker will work alongside our student wellbeing and student support teams to provide much needed wellbeing support.</p>

		Healthy Minds Trained.	
The Archbishop of York Award for students on the 'Enrich Pathway'	The 'Enrich Pathway' curriculum has been re-developed by the SENCO and the lead SEND teacher of literacy so that there is a robust, well planned and suitably challenging course in place for the students we have in our care who are unable to complete a full complement of GCSE examinations. The Archbishop of York Award is followed by our 'enrich pathway' students in Years 9 and 10.		The Archbishop of York Award enables students to follow a unique active citizenship programme which empowers young people to make a difference in their local community whilst growing in key leadership skills at the same time.
Specialist service advice and support	<p>There are a wide variety of specialist services we may work with throughout the academic year to support our SEN students such as:</p> <p>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 The William Henry Smith Specialist SEMH school</p> <p>Please note that the list above is not exhaustive.</p>	As recommended by Calderdale SEN team and in the SEN Code of Practice.	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.
Vital ongoing SEND training for the SEND team	<p>SENCO – Now completed an attachment lead postgraduate course via The University of Brighton.</p> <p>SLG SEND link – A qualified SENCO (as of July 2019) and governor at the specialist SEND school The William Henry Smith School in Huddersfield.</p> <p>SLG SEND link – observed the SEND moderation panel for Calderdale in October 2019 and applied to sit on the panel for this academic year.</p> <p>Student support officer – completing the post graduate qualification to become an attachment lead.</p> <p>Beacon Behaviour Support membership for SEND CPD support.</p>	Ongoing CPD is essential so that we can be 'outstanding without outstanding' and lead the way for SEND provision in Calderdale.	SEND support at TAH is provided by exceptionally well-trained SEND staff who are at the forefront of SEND policy and provision.

Establishment of a Trinity MAT SEND hub	This will enable all Trinity MAT secondary and primary SEND teams to share best practice and work together to further develop and refine our SEND systems.	The Behaviour, Teaching and Learning Teams across the Trinity MAT work together on a frequent basis to share best practice, review provision and refine practices. It is hoped that the SEND hub will also enjoy success.	SEND teams across the MAT are working to the best of their abilities and within a common Trinity SEND framework as laid out by the new SEND hub team. SEND teams are peer reviewed by SEND teams within the MAT and timely, constructive feedback provided.
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Trinity Academy CPD Budget Breakdown for SEND

CPD focus area	Reason for CPD funding allocation	Total cost
SEND team	Special Educational Needs Support staff training Data management ASD training Mental health in schools CEOPS VSM First Aid training Governor link Team teaching and development	£10879.04
Teaching staff and curriculum areas	Teaching and learning Special Educational Needs Disability and equality	£4447.00

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

The SEND Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEND 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 academy SENCo whose details are provided in the table.

What kinds of SEND do we provide for at Trinity Academy Halifax?	Trinity Academy Halifax provides for all types of SEND. Reasonable adjustments are made for SEND when the school is notified of them. SEND students at the school have support for and adjustments to assist them with:
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	<ul style="list-style-type: none"> ➤ areas of need with regard to communication and interaction such as Autistic Spectrum Disorder/Condition. ➤ areas of need with regard to cognition and learning such as Dyslexia and Dyspraxia. ➤ social, emotional and mental health difficulties such as anxiety and depression. ➤ sensory and other physical needs such as issues with sight, hearing, or physical issues such as hypermobile joints. ➤ We have 36 students with an EHCP in academic year 2020-21.
<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 SEND when the student becomes a member of the academy, or whether the child's SEND becomes apparent at a later stage, all staff work with the SENCO (whose name is at the start of this information report) who carries out a clear analysis of the student's needs. Need could be identified by:</p> <ul style="list-style-type: none"> ➤ individual teachers completing an SEND referral form and logging this with the SEND team ➤ parents ➤ the academy's Learning Support Department ➤ external agency <p>This can lead to the assessment of teachers' and parents' views and the advice from relevant external services.</p> <p>The SEND 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 reviews 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 and Disability Specialist, SENCO, Sally Lloyd to discuss your concerns. This can be done by e-mail info@trinityacademyhalifax.org or by telephone on 01422 244890.</p>
<p>What arrangements are in place for consulting with parents of children with SEND and involving them in their child's education?</p>	<p>Parents of all pupils with an identified SEND 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>SEND Parents' Evenings in 2020-21: October 2020 March 2021 July 2021</p>

<p>What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?</p>	<p>Pupils with SEND are fully involved in developing and reviewing their pen portraits and 'my support plans'. There are regular meetings with the SENCO, a member of the SEN team or their VT tutor 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"> ➤ arranging visits to the school prior to entry to support orientation ➤ meetings with primary school teachers to gather information ➤ meetings with parents to reassure and discuss specific needs ➤ early viewing of timetables ➤ meeting new teachers in advance ➤ taking pictures of school ➤ discussing timetable issues where the student may feel anxious ➤ adjusting groups to ensure friendships can be maintained ➤ providing an agreed buddy ➤ making clear and relevant information and guidance available to all teaching staff <p>Whilst preparing for option choices at GCSE and A Level students are provided with individual careers information and guidance in order to make the best and appropriate choices.</p> <p>The SENCO involves parents so that everyone is informed.</p> <p>Individual needs for GCSE and A Level exam revision and exam period are discussed prior to these periods in order to provide appropriate levels of support and exam access arrangements.</p>

<p>What is our approach to teaching children and young people with SEND?</p>	<p>Support with the curriculum: Teachers at the academy deliver outstanding quality lessons appropriately differentiated and personalised to match the students' needs and targets.</p> <p>There is a clearly written and structured curriculum map for each SEND specific scheme of learning and for all curriculum areas.</p> <p>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 and extra interventions to ensure they make the best progress they can.</p> <p>Students' progress is closely monitored and reported on a termly basis, support the students receive will be tailored based on this data to ensure they are progressing and continuing to achieve.</p> <p>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>
<p>How do we support students with medical needs?</p>	<p>If your child or young person has specific medical factors contributing to their educational needs, please contact the academy 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 Medical Welfare Officer 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>
<p>How do all academy staff help students with SEND to achieve their best?</p>	<p>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 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</p>

	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.
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	<p>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 lay-out 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 on hand to provide assistance when required.</p>
Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.	<p>Staff are regularly updated with information so that awareness of SEND 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 improve support for SEND pupils facing barriers to learning. Key learning needs at Trinity Academy Halifax include; Attention Deficit Disorder, Autistic Spectrum Condition and Dyslexia.</p> <p>There are regular SEND case study sessions to share the student and parent led case study details of a specific SEND student so that staff have in depth information about SEND students whose academic and/or pastoral needs may be changeable or more complex than others.</p>
How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<p>The academy's evaluation of SEND provision takes into account parental views, levels of expected progress made by SEND pupils in comparison to non-SEND students. This identifies any gaps in performance that will lead to further analysis and interventions.</p> <p>Please see the SEND outcomes table for the last set of GCSE results (2019-20). We are always incredibly proud of the SEND results we achieve.</p>
How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	<p>The school provides this through:</p> <ul style="list-style-type: none"> ➤ the assessment of need and reasonable adjustments being made ➤ allowing additional time for work/assessments ➤ adjustments to materials for example; colour of paper, font size ➤ a variety of differentiation strategies ➤ availability of lifts for wheelchair access and other disabilities

	<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 (such as Involve clubs at Phase 1 and homework club for Years 7-11) alongside non SEN students.</p>
<p>What support is in place for improving emotional and social development?</p>	<p>The SEND team works with pastoral staff (the College Manager team and the Student Wellbeing 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 'SEND 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 SEND 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 services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>Services available or can be accessed by the academy:</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 SEND about the provision made at the school?</p>	<p>If you still have concerns about your child's SEND support after consultation with the SENCO:</p> <p>Young people and parents with concerns about SEND provision should contact Mrs K Wilson (Assistant Principal) if initial concerns raised with the academy's SENCO remain.</p>

	Depending on the key areas of concern, complaints from parents are dealt with using the academy's complaints procedure or through referral to the Local Authority.
Where can the LA's local offer be found?	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 SEND at Trinity Academy Halifax please refer to the attached SEND pathway or feel free to contact us at: info@trinityacademyhalifax.org or 01422 244890

Review Date: March



YOUR SEND LEARNING JOURNEY

Other key SEN specific events

- ✓ SEN case study INSET sessions
- ✓ Weekly no worries drop ins
- ✓ Daily wellbeing support
- ✓ Weekly TLA specific CPD
- ✓ Curriculum maps for SEN courses + interventions
- ✓ Extensive support from William Henry Smith School
- ✓ Attachment lead – SLD (NDN to undertake training in 2020)

