

Trinity Academy Halifax
SEND Information Report 2025-2026

Trinity Academy Halifax Lead SENCO: **Mrs K.Wilson**
Trinity Academy Halifax SENCO: **Mrs S.Lloyd**
Trinity Academy Halifax Deputy SENCO: **Miss H. Jowett**
SEND Governor Links: **Mrs E. Hanlon-Gosling**
SEND Senior Leader Links: **Mrs K. Wilson and Mrs C. Hobson**

SEND intent

‘Every individual, every opportunity’. 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 (ensuring that there is still curriculum equity), provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes. We are unapologetic about having the highest expectations of all.

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 Halifax.*
- *Highlight that all teachers at Trinity Academy Halifax are teachers of students with special educational needs.*
- *Differentiate/adapt so that all students have access to a broad, balanced and relevant curriculum that meets their needs.*
- *Consider the views of the child.*
- *Work in a partnership with parents/carers in promoting a culture of co-operation and collaboration.*
- *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 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 Headlines

Progress 8 results

2021-22	2022-23	2023-24	2024-25
+0.30	+0.42	-0.21	-0.39

Attainment 8 results

2021-22	2022-23	2023-24	2024-25
35.5	39.20	31.68	33.82

Other good news!

In 2024-25, the SEND team:

- Completed over 50 annual reviews for students with an EHCP.
- Chaired over 70 PEPs for our Children Looked After (CLAs).
- Completed documentation for 29 students undergoing autism/ADHD assessments.
- Submitted 64 initial referrals to CAMHS for autism/ADHD.
- Conducted 23 dyslexia screeners.
- Arranged exam access arrangements for 81 students.
- Applied for 8 EHCPs and all were successful.

47% of all students who followed a literacy intervention pathway in 2024-25, successfully reached a less intensive intervention or returned to mainstream during the year.

What reviewers have said!

The academy is committed to overcoming barriers to learning for all pupils, including those who have SEND and disadvantaged pupils. This is transformational. (SIAMS, 2019)

I had a real sense, that the school wanted to find every possible way to help pupils overcome the barriers to learning that they bring with them from their community. (SSAT Curriculum Design feedback, March 2019)

You are a school that makes descriptors that tend to have lost their meaning through overuse, such as, 'inclusive,' 'transformative,' 'innovative' meaningful. (World Class Schools, June 2019)

"The highly ambitious curriculum is carefully designed to ensure that all pupils develop important knowledge, regardless of their starting points. This is particularly the case for pupils with special educational needs and/or disabilities (SEND), who receive exceptional support from expert staff". (Ofsted, Sept 2023)



"The school has established highly effective processes for identifying and supporting pupils with additional needs. Teachers and support staff receive precise information on how to support these pupils to access the same curriculum as their peers, which they do with success. Leaders provide finely tuned training so that staff are very well equipped to meet the needs of pupils with SEND". (Ofsted, Sept 2023)



Latest feedback from Ofsted (Sept 2023)

“A high number of pupils enter the school without being able to read fluently. Leaders place a strong focus on ensuring that all pupils can read fluently and confidently. Where pupils are at an early stage of learning to read, they benefit from specialist support from highly skilled staff through the school’s ‘nurture’ curriculum. This provision also ensures that pupils quickly gain the knowledge and skills that they need to catch up and access the wider curriculum”. (Ofsted, Sept 2023)

The highly ambitious curriculum is carefully designed to ensure that all pupils develop important knowledge, regardless of their starting points. This is particularly the case for pupils with special educational needs and/or disabilities (SEND), who receive exceptional support from expert staff. (Ofsted, Sept 2023)



What impact did literacy interventions have in 2024-25?

No. of students following literacy pathways

Year	Nurture 2024-25	Nurture 2025-26	Platinum 2024-25	Platinum 2025-26	Level 1 2024-25	Level 1 2025-26
7	26	21	21	21		
8	5	9	20	16		
9			16	11	7	0
10					7	8
11					11	10

Headlines

Y7 Nurture: 17 students moved into less intensive intervention class or into mainstream during 2024-25.

Y8 Nurture: All students (5) moved back into mainstream lessons at the end of the academic year.

Y9 Level 1: All students had high level needs and remain in Level 1 classes in 2025-26.

Y10 Level 1: All students had high level needs and remain in Level 1 classes in 2025-26. There were 3 new additions (2 new arrivals to the academy with significant needs + one student who was struggling to manage with the demands of GCSE in mainstream).

Y11 Level 1: 1 student returned to mainstream lessons.

In summary:

- ✓ 113 students were placed into literacy intervention classes in 2024-25.
- ✓ 96 students are following literacy intervention pathways in 2025-26.
- ✓ 53 students / 113 moved into a less intensive intervention class or back into mainstream during 2024-25.
- ✓ This means that **47% of all students who followed a literacy intervention pathway in 2024-25, successfully reached a less intensive intervention or returned to mainstream.**

SEND 'Overall' at Trinity Academy Halifax – Sept 2025

Criteria	Data (<i>National figure for state-funded secondary schools</i>)
Total number of students on roll in Years 7 to 11	1622
% of students with statements / EHCPs	3.1% (2.1% NA)
% of students identified as SEND Support	17% (11.9% NA)
% of school population with SEND provision	20.1% (14% NA)

SEND 'Per Year Group' at Trinity Academy Halifax – Sept 2025

SEN student numbers per year group 2025-2026			
Year	SEN K	SEN E	Total in yr. group
7	51	8	59
8	66	9	75
9	50	7	57
10	55	12	67
11	56	11	67
Current overall	278	47	325

Impact of Support and Interventions

A data overview of the impact of SEN provision in 2024-25

➤ Outcomes and Progress 2024-25

SEN Progress 8 (TAH vs National)							
Year	2019	2020	2021	2022	2023	2024	2025
*National Non SEN	+0.06	+0.08	+0.01 (This is SISRA collaboration data. There are no published DfE figures)	+0.10	+0.09	+0.10	TBC
TAH Non SEN	+0.63	+0.70	+1.35	+0.64	+0.26	+0.06	+0.66
TAH better than national by ...	+0.57	+0.62	+1.34	+0.54	+0.17	-0.04	TBC
National SEN	-0.55	-0.62	+0.01 (This is SISRA collaboration data. There are no published DfE figures)	-0.69	-0.03	-0.49	TBC
TAH SEN	0.25	+1.04	+1.23	+0.30	+0.42	-0.21	-0.39
TAH SEN better than national SEN by ...	+0.80	+1.66	+1.22	+0.99	+0.45	+0.27	TBC
TAH SEN better than national non SEN by ...	+0.19	+0.96	+1.22	+0.20	+0.36	-0.32	TBC

SEN Attendance 2024-25

- SEND attendance for the academic year 2024-25 was 91.4% (vs. 88.7% 2023-24)
- Whole school attendance for the academic year 2024-25 was 93.7%.
- National secondary attendance (latest figure given) was 91.4%.

We work incredibly hard to ensure that all students attend school every day. The SEND and attendance teams work together to ensure that any SEND student who is absent from school is contacted on day 1 and supported with medical advice and/or pastoral and academic guidance if needed. A weekly SEND attendance report is written by the SEND team who analyse student absences, reasons for absences and discuss next steps.

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 Lead SENCO, school SENCO and Deputy SENCO (3 lead SEND staff have passed the NASENCO qualification and 1 SEND leader is currently completing her NPQSENCO qualification). They carry out their work alongside pastoral staff, subject leaders and all teachers. **The first and most important stage of intervention is quality first teaching which is appropriately adapted for students who require adjustments to be made.**

SEND Expenditure 2024-2025

SEND funding in 2024-2025 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
Lead SENCO, SENCO and Deputy SENCO support and overview of SEND provision Senior Leader SEND link (completing NPQSENCO qualification) supports and oversees SEND provision for all SEND students in The Arc (our on-site alternative provision) or at off-site alternative provision settings	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 an SEN E students</u> How do we follow the 'graduated approach'? A SEND parents' evening takes place once a term. It is at this point that the student essentials (student support top tips) are reviewed with parents/carers. We will also share their child's broad area of need pen portrait that all staff follow. The student's latest attainment data will also be discussed. The 'graduated approach' refers to the assess, plan, do, review cycle that we follow for all SEND students in

			<p>accordance with the SEN Code of Practice. At every data drop opportunity, staff and the SEND team assess student progress, make recommendations as to how SEND students have fared in their assessments and what we could do better to support them to improve.</p> <p>What happens if the parents/carers are unable to attend the SEND parents' evening?</p> <p>If a parent/carer is unable to attend the parents' evening, the core SEND team will make phone calls home and/or a text message is sent to parents/carers to ask them to contact school and discuss their child's pen portrait and most recent attainment data.</p> <p>What happens if we do not have parental/carer engagement?</p> <p>We would prefer to collaborate with parents/carers about their SEND child and will do our very best to gain engagement. As a school, we monitor all student needs carefully each week (SEND meeting minutes and pastoral meeting minutes) and will contact parents/carers to raise any concerns we have. We will always strive for collaboration.</p>
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Maths and English curriculum leaders + Senior Leadership SEND link	To develop, implement and quality assure TAH's literacy and numeracy intervention package for all students, including those with additional needs.	EEF – Mastery support programmes have a moderate impact on student outcomes.	<p>Literacy and numeracy concerns for identified students in phase 1 are addressed so that they can access the whole curriculum. Students may access the Nurture literacy support pathway or the Platinum literacy support pathway. They may benefit from maths Learning Mentor support, too.</p> <p>Additional time is spent each year on aiding the transition of SEND students from year 6 to year 7. The SEND 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. When students start with us in July of Y6, they complete work on the most challenging areas of the maths and SPAG tests with our secondary staff.</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	Barriers to learning including attainment, attendance, behaviour and organisation are identified and support provided.
1 x Neurodevelopmental Lead	As above but with the additional responsibility of being the academy's ASD lead	EEF – Mentoring; 1:1 support	<p>Barriers to learning including attainment, attendance, behaviour and organisation are identified and support provided.</p> <p>The Green Room runs smoothly and successfully each day for all year groups.</p>
1 x SEND referrals lead	The SEND referrals process has been re-developed and enhanced. Our SEND referrals lead	Children with undiagnosed conditions may find life at school	All staff are involved in the SEND referrals process and students put forward are carefully

	takes 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.	unnecessarily challenging. An effective, efficient referrals system should ensure that timely support is put in place to support students with undiagnosed conditions.	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. 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.	National data on attendance and achievement. Impact of positive behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.	SEND attendance is in line or better than national. SEND students who find it more challenging than others to engage with school expectations are monitored closely and supported to find success SEND students feel as well supported as possible at The Academy.
Learning Mentors	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF - Mentoring	Barriers to learning including attainment, attendance, behaviour and organisation are identified and support provided.
The Green Room	To provide a break-out space at break times and lunch times for a specific group of phase 1, 2 and 3 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'.	Identified students (primarily ASD pathway and diagnosed) who find unstructured times of the day challenging benefit from adult support at lunchtime (longest unstructured time of the day).

Successful application for 2 x school-based education and mental health workers from Open Minds (CAMHS) to support all students including SEND	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 for 2 Open Minds staff to be in school. This partnership is in its fourth year and flourishing.	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	Our SEND students are supported with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place. The in-school education and mental health workers will work alongside our student wellbeing and student support teams to provide much needed wellbeing support.
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 SEND students such as:</p> <p>Educational Psychologist support Speech and Language support Occupational Therapy The ASD outreach team Visual impairment service Hearing impairment service Expert behaviour support from a local SEND provision CAMHS The Dyslexia assessment service Alternative providers The William Henry Smith Specialist SEMH school Invictus wellbeing</p> <p>Please note that the list above is not exhaustive.</p>	As recommended by Calderdale SEND team and in the SEN Code of Practice.	Students in need of support from external agencies (to aid teaching staff and the SEND team to support their learning in school) benefit from the advice of experts.
Vital ongoing SEND training for the SEND team	<p>School SENCO has completed an attachment lead postgraduate course via The University of Brighton</p> <p>Lead SENCO and SLG SEND link –Governor at the specialist SEND school The William Henry</p>	Ongoing CPD is essential so that we can give every individual every opportunity 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

	<p>Smith School in Huddersfield</p> <p>SLG SEND link – has observed the SEND moderation panel for Calderdale.</p> <p>Beacon Behaviour Inner Circle membership for SEND CPD support.</p> <p>Annual CPD calendar in place for Teaching and Learning Assistants based on staff voice and essential training needs</p>		
Establishment of a Trinity MAT SEND Cluster Group	This will enable all Trinity MAT secondary and primary SEND Leaders to share best practice and work together to further develop and refine our SEND quality assurance and level of challenge	<p>The first TMat SEND cluster group took place on 24th November 2022 and continues to take place three times a year. It is chaired by K.Wilson (Lead SENCO) at Trinity Academy Halifax.</p> <p>3 x cluster meetings take place each academic year + SEND formal review of each TMat school</p>	<p>SEND teams across the MAT are sharing best practice and offer support to schools who need it.</p> <p>All TMat SEND teams are peer reviewed each year by SEND staff within the MAT and timely, constructive feedback provided.</p>
Therapeutic team to support all students including those with SEND	An expanded therapy team at Trinity Halifax means that any SEND student who needs therapeutic support from an attachment specialist, receives it. The Safety Net wellbeing website can be accessed by students, parents and staff. SEND students will be able to revisit key wellbeing themes on this website with their families/SEND core staff in school to support them with their wellbeing challenges.	EEF guidance states that we must promote positive relationships, active engagement, and wellbeing for all SEND pupils	SEND students who have a need for therapeutic support can have it. They may receive support from an external agency if appropriate and the therapy team will make this happen.
Appointment of an SEND Lead Teacher to support the SEND team (including the TLA team)	The SEND Lead Teacher will meet with the Lead SENCO each week to share feedback about SEND lesson spotlights, best practice and areas for development in SEND teaching and learning	EEF (Education Endowment Foundation) – Quality First Teaching is high impact with a strong evidence base.	Limited intervention is needed due to consistent, high-quality provision

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 school SENCo whose details are provided in the table.

<p>What kinds of SEND do we provide for at Trinity Academy Halifax?</p>	<p>Trinity Academy Halifax provides for all types of SEND.</p> <p>Reasonable adjustments are made for SEND when the school is notified of them.</p> <p>SEND students at the school have support for and adjustments to assist them with:</p> <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, 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 51 students with an EHCP in academic year 2025-26.
<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 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"> ➤ individual teachers completing an SEND referral form and logging this with the SEND team ➤ parents ➤ school'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 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 and Disability Specialist, SENCO, Sally Lloyd to</p>

	<p>discuss your concerns. This can be done by e-mail contactus@halifax.trinitymat.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. Attendance at parents' evenings is tracked.</p> <p>SEND Parents' Evenings in 2025-26: July 2025 (New Year 7 cohort only) November 2025 (Yrs. 8 – 11 only) March 2026 (All year groups) July 2026 (All year groups)</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 academic and pastoral needs. There are student voice meetings in place, a member of the SEND team and/ or their CT tutor and the student to gather the students' 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

	<ul style="list-style-type: none"> ➤ 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 C&K careers service involves parents/carers so that everyone is informed.</p> <p>Careers Cobra meetings take place every half term and SEND students are discussed in depth.</p>
What is our approach to teaching children and young people with SEND?	<p>Support with the curriculum:</p> <p>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 intervention programme and every curriculum area.</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 CT 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 Medical Welfare Officer and Medical Welfare Assistant 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 Lead SENCO, SENCO and Deputy 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 CT 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>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<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>
<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>	<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. There are SEND case study sessions on occasion for high profile SEND students so that staff have in depth information about their academic and/or pastoral needs as they may be changeable or more complex than others. Pastoral Cobra PowerPoints are sent out weekly to all staff to share urgent information about students</p>

<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>The school'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 (2023-24). We are always incredibly proud of the SEND results we achieve.</p>
<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>	<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 we make for our SEND students.</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 Lead SENCO, SENCO, Deputy 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>Services available or can be accessed by the academy:</p>

services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	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.
What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	<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 (Lead SENCO; Vice Principal) if initial concerns raised with the school's SENCO and Deputy 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>
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 journey or feel free to contact us at: contactus@halifax.trinitymat.org or 01422 244890