



The Trinity Catholic Academy

SEND Information Report

(April 2023)

SENCO: Mrs. Louise Edwards

SEND Governor: Terry Kildare

Contact: 0151 298 2917

Local Offer Contribution: (website link) <http://EHD.liverpool.gov.uk>

Our Approach as a School:

As of April 2023 we have 50 pupils receiving some form of SEN Support.

At a glance overview:

17% SEND (50 children) 54/325

20% Cognition + Learning

42% Communication and Interaction

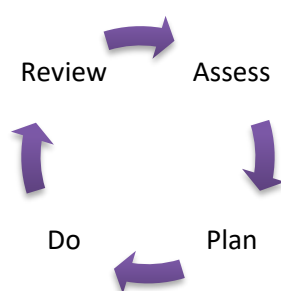
34% SEMH

4% Physical and Sensory

Education Health Care Plans (EHC Plans) = 5 pupils

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners and this is done through Pupil Centred Profile (PCP) reviews on a termly basis. This is a whole-school approach, and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. Your first point of contact should you have concerns about your child, is the class teacher.

Assess: Initial assessments will be by the class teacher on a daily basis (Assessment for Learning). If the class teacher has concerns about a pupil, a professional dialogue must occur between staff members and if necessary, the SENCo. From this, school have a range of internal assessments which will be used. For example: a pupil concern form detailing all steps of the graduated approach and showing the stages the teachers have gone through to make their judgements. Strengths and Difficulties Questionnaires (SDQ) and our own half-termly assessments for Mathematics and English. Part of the assessment stage may involve classroom or 1:1 observations involving the SENCo. If necessary outside professional advice may be sought. Throughout the whole process, the child and parent will be central- 'Nothing about me without me.'

Plan: Initially, class teachers will meet with parents to discuss concerns and to formulate their plan of action. If it is decided that a PCP (Pupil Centred Profile) is needed, then SENCo involvement will occur and we will discuss the type of provisions we can put in place for the child. At this stage a suitable review date for measuring the impact of new provisions will be set.

Do: This will vary from pupil to pupil, but will usually involve the implementation of resources or provisions which are additional to or different from those normally received. It will be made clear who, what, when and how these provisions will be organised.

Review: These review meetings will be held normally with the class teacher, SENCo and parent/guardian and any other relevant adults or professionals present. This meeting will help to determine next course of action following a discussion about levels of progress.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with

the professionals who offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEND Needs:

*At The Trinity, Quality First Teaching (QFT) is the first means of support. All of our staff are performance managed, which allows them to develop professionally and gain new skills and expertise in relevant areas. The following four broad areas, help to highlight support and provision which is **additional to and different from** what is provided for all.*

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

In Nursery and Reception, all teaching and support staff are qualified in delivering specific and targeted speech and language intervention. As a school we also work closely with a speech and language therapists, who provide support for staff and liaise with the SENCo. In addition to this, we can run several communication skills programmes across key stages one and two when appropriate: NELI, Wellcomm and Lego Therapy are all available. We are also lucky to have support from the MAST speech therapy service in EYFS for a given number of weeks each academic year.

Some of our teaching and support staff have been trained in delivering Social Stories and Comic Strip conversations.

2. Cognition and learning

In addition to our good staff to pupil ratios we also provide the following interventions and provisions. IDL dyslexia support-an ICT based resource aimed at improving reading and spelling ages of children with additional literacy needs. Some of our TA's are fully trained in delivering Precision Teaching methods: for children on Pupil Centred Profiles (PCPs). Toe-by-Toe can be delivered 1:1 by our TA's, this is aimed at improving reading and spelling through phonics. Staff are highly trained in delivering Red, Write Inc and many children are working on the Fast Track Tutoring Programme if they are assessed to need extra support outside of the usual sessions offered. In Year 6 we offer 1:1 and small group tuition for some pupils.

3. Social, emotional and mental health

All of our staff follow the school Behaviour Policy and protocols. Two members of staff have completed the Mental Health First Aider course and have attended introductory training for the Liverpool Mental Health Support Team Programme which is now up and running in school. Furthermore, we can access Child and Adolescent Mental Health Services (CAMHS) and our local authority services for inclusion and behaviour support. Currently we have access to the Seedlings programme (through YPAS), which provides 1:1 support for some of our children aiming to improve emotional well-being and behaviour. These sessions are for one hour, once a week. We also provide a sensory/time-out area for children who need to de-escalate certain behaviours or who need to calm down. We are also lucky to be able to access Positive Futures, an organisation who can offer early 1:1 intervention for children who are starting to struggle with their self-image, confidence or behaviours that they are starting to show.

4. Sensory and/or physical needs

Our school environment is accessible for all needs, we have a lift to enable easy access between floors and automatic doors to the main entrance. For those with sensory needs we can access support from SENISS, Educational Psychologist and Occupational Therapists through the Together Trust. All of our staff are fully trained in positive handling techniques. For those with specific health, behaviour or medical plans, we also have one-page profiles which identify their needs and how best to support them. Where the need is greater we apply for High Needs Top Up funding so that we are able to make reasonable adjustments to the environment and resources for that child. Outreach services such as SENISS and an Educational Psychologist enable us to support staff in supporting all children.

In order to support children in school we are lucky to be able to access the following outside agencies:

- ❖ OSSME
- ❖ ADHD Foundation
- ❖ SENISS
- ❖ Seedlings
- ❖ MAST Speech and Language
- ❖ Educational Psychology Service

- ❖ Positive Futures
- ❖ Mental Health Support Team
- ❖ Together Trust

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Assess, Plan, Do, Review meetings	Child, parent, teacher and SENCo. Plus any relevant outside agencies and professionals.	At any stage during the process.
PCP review meetings	Child, parent, teacher and SENCo.	Once termly
Annual Statement Review/EHC Plan review	Child, parent, teacher and SENCo. Education Officer, plus any relevant outside agencies and professionals.	Once annually
Parents' Evenings	Teacher and Parents, SENCo involvement too if requested.	Once termly

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
L. Edwards	Special Education Needs	National SENCo Award
	Dyslexia	Specialist Dyslexia Teacher
	Mental Health	Mental Health First Aider and Liverpool Mental

		Health Support Team Training
	Sensory Needs	Sensory Circuits Training by OT.
M. Spofforth	Mental Health	Mental Health First Aider and Liverpool Mental Health Support Team Training
	Dyscalculia	Dyscalculia Training
	Social Communication/Autism	Lego Therapy Course
D. Boyle	Social Communication/Autism	Lego Therapy Course
C. Walker	Social Communication/Autism	Lego Therapy Course
	Speech and Language	NELI Training
V. Shutt	Speech and Language	Assessment Training Course
K. Savage	Speech and Language	Assessment Training Course
T. Thompson	Speech and Language	Assessment Training Course
L. Cooper	Early Identification in Early Years	Early Years ADHD Foundation Early Identification Training
L. Irons	Sensory Needs	Sensory Circuits Training by OT.

PCP's are revisited regularly to ensure that staff are completing these documents correctly. We also discuss the accurate completion and importance of concern forms. New staff to the school are given extra support in the first term to bring them up to speed with all of the procedures and paperwork.

Our school continues to be dedicated to improving provisions for SEND across the school.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. Each year group has access to at least one teaching assistant to support learning in class. In addition, some teaching assistants deliver interventions within the learning environment and where necessary, on a one-to-one basis.

TA's may work within their own year group to deliver interventions or in another area of the school depending on their areas of expertise. The use of teaching assistants is strategic and on a needs basis, therefore where the need is greater, the support is increased. Where needs are severe within the school some TA's are deployed as 1:1's, again these decisions are made to best meet the needs of the pupils involved and will be linked to staff experience and areas of strength.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Through our local consortia this year we were provided with support from SENISS, OSSME, ADHD Foundation and MAST speech and language services for Early Years and the Together Trust. We are also buying in days when needed from an Educational Psychology service. This helps us to assess and identify needs and provision for a number of children across the school as well as supporting applications for EHCP's.

In Nursery and Reception years we access SENISS outreach support for children with additional needs and we more recently have a second practitioner who can work with children across KS1 and KS2.

Each year, we work with our feeder partners such as Vauxhall Children's Centre who help us welcome children and young people including some with special educational needs or disabilities into our setting. We also wave goodbye to children with SEND from Year 6, who begin their transition to the next phase in their education.

Our approach involved our Early Years Lead Teachers liaising with Children's Centre and organising transition to school programmes. The school SENCo meeting with secondary school SENCOs, to exchange pupil information. Transition programmes for those in Year 6 with SEND take place annually in Summer 2 Term of each year. Transitions events are now returning to normal following a couple of unstable years due to COVID and this is greatly benefitting the children involved.

We closely monitor children and young people's destination data. All relevant data about a child moves with the child. Under the new GDPR guidelines, we **do not** keep any records of past pupils. They are sent to their new setting.

Complaints

Should a parent wish to register a complaint, please follow the set procedure. In the first instance, contact the head teacher or assistant headteachers. If this does not bring satisfaction, the parent may take representation to the Governing Body by contacting the Chair of Governors: Mrs Anne Shepherd, via the school.

How we monitor and evaluate

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks and data analyses, lesson observations and teacher/pupil progress meetings, PCP reviews and meetings plus impact data for all relevant provisions and interventions.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include: regular learning walks, planned lesson observations, more training on pre identified areas of need within the school, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

Relevant school policies underpinning this SEND Information Report include:

SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Policy and Rewards and Sanctions Policy.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005