

Trinity Academy Grammar SEND Information Report 2023-24

Trinity Academy Grammar SENDCO: **Miss J Hamer**

SEND Senior Leader Link: **Mr Charlie Johnson/Mrs Caroline Middleton**

SEND Governor Link: **Mrs Kate Wilson**

What is the SEND Information Report?

The SEND Information Report details the provision that Trinity Academy Grammar 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)

Our Aim

Trinity Academy Grammar 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 education we aim to:

- *Educate children and young people in a mainstream setting wherever possible.*
- *Value equally all students who attend Trinity Academy Grammar.*
- *Highlight that **all** teachers at Trinity Academy Grammar 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 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.*
- *Providing a bespoke provision for 10 students with autism through our specialist Hub which aims to integrate students into mainstream settings when appropriate*

Admissions

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

Trinity Academy Grammar SEND Headlines

2022-23

1. In the academic year 2022-23 **TAG SEND E** students achieved a Progress 8 score of -0.85.
2. In the academic year 2022-23 **TAG SEND K** students achieved a Progress 8 score of -0.071.
3. As a cohort our students with **Moderate Learning Difficulties** (MLD) achieved positive progress 8 figures across the curriculum with an average P8 of 0.248, and an average of 0.455 in Maths,
4. Our SEND students with the primary need of **Speech Language and Communication needs** achieved an average P8 score of 1.20, achieving 2.56 in English and 2.34 in their Open pot.
5. Our SEND students with **Specific Learning Difficulties** achieved an overall P8 score of 0.45, with achievements in English with a P8 of 1.08.

SEND 'Per Year Group' at Trinity Academy Grammar

Criteria	Data**	National Data*
Total number of students on roll in Y7-11	1010	N/A
% of students with EHCPs	3.46%	4.3%
% of students identified as SEND Support	16.34%	13%
% of school population with SEND provision	19.80%	17.3%

*National Data- January 2023, Department for Education, <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

**Correct as of 07.09.2023

SEND 'Per Year Group' at Trinity Academy Grammar

SEND student numbers per year group 2023-24				
Year	SEND E	SEND K	Overall	Percentage of Year Group
7	5	22	27	13.4%
8	6	55	61	29.5%
9	11	31	42	19.4%
10	5	17	22	13.5%
11	8	35	43	20.4%
Overall	35	160	195	19.8% of School has SEND *National Average is 17.3%

* Correct as of 07.09.2023

Trinity Academy Grammar – Student Outcomes

	2020-21 Overall P8	2021-22 Overall P8	2022-23 Overall P8	2021-22 English P8	2022-23 English P8	2021-22 Maths P8	2022-23 Maths P8	2021-22 EBacc P8	2022-23 EBacc P8	2021-22 Open P8	2022-23 Open P8
Non-SEND	1.14	0.30	0.49	0.71	0.609	-0.05	0.450	0.14	0.42	0.37	0.49

EHCP	2.12	0.17	-0.85	0.42	-1.09	0.15	-0.52	0.13	-0.65	0.05	-0.85
SEND K	-0.10	-0.24	-0.13	-0.11	-0.19	-0.03	0.09	-0.47	-0.12	-0.23	-0.12

*2022-23: 4 SEND E students and 27 SEND K students.

The Impact of SEND Funding and support on Attendance 2022-23

Below highlights the impact of SEND support at TAG that has worked to improve attendance levels in the school following the Covid-19 pandemic where SEND attendance fell nationally.

SEND Absence Trinity Academy Grammar			
	Overall	SEND E	SEND K
National Attendance Figures 2022	91%	86.3%	87.3%
Trinity Academy Grammar 2022-23	84.4%	79.0%	85.3%
Trinity Academy Grammar 2021-22	90.8%	88.9%	90.8%
Trinity Academy Grammar 2020-21	85.3%	73.6%	77.7%

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

The SENDCo, the Assistant 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

SEND funding in 2023-24 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.
SENDCo 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 SENDCo roles and responsibilities for the Academy.	<p><u>What we expect from the 'graduated approach' we follow for all SEND K and SEND E students</u></p> <p>How do we follow the 'graduated approach'?</p> <p>A SEND parents' evening takes place once a term. It is at this point that the Calderdale endorsed 'my support</p>

			<p>plan' is completed with parents/carers. The 'graduated approach' refers to the assess, plan, do, review cycle that we follow for all SEND students in accordance with the SEND 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>What happens if we do not have parental/carer engagement?</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>
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<p>SEND Support Staff</p> <p>5 x Curriculum Tutors</p> <ul style="list-style-type: none"> • Maths x 2 • Technology • Humanities • Science <p>1x Learning Mentor</p> <ul style="list-style-type: none"> • English <p>5 x Teaching Assistants</p> <ul style="list-style-type: none"> • ASD x 4 • SEND <p>2 x Specialist Teaching Assistants</p> <ul style="list-style-type: none"> • Literacy Hub • SEND <p>2 x Autism Learning Mentors.</p> <p>1 x SEND Learning Mentor</p>	<p>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.</p>	<p>EEF – Mentoring; 1:1 support</p>	<p>Address barriers to learning including raising attainment, attendance and improving organisation.</p> <p>Specialist subject knowledge of Curriculum Tutors to enhance the level of subject specific support available for SEND students.</p>
<p>1 x SEND Admin</p>	<p>To liaise with external partners to effectively address the needs of students. To run screeners in school to identify potential areas of need to explore further. To champion SEND students by knowing, valuing and understanding them.</p>	<p>Children with undiagnosed conditions may find life at school unnecessarily challenging. An effective, efficient referrals system should ensure that timely</p>	<p>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.</p>

		support is put in place to support students with undiagnosed conditions.	
Pastoral Staff, Attendance Team Wellbeing Team	The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are in their year group.	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.	To maintain or better 2022-23 SEND attendance and behaviour figures. To ensure that SEND students feel as well supported as possible in the Academy.
Learning Mentors in Maths and English	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 SEND Base, known as the Hub	To provide a break-out space at break times and lunch times for a specific group of KS3 and KS4 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 SEND 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 access throughout the academic year to support our SEND students such as: * Educational Psychologist Support * Speech and Language Support * Occupational Therapy * The ASD Outreach Team	As recommended in the SEND Code of Practice, 2015.	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.

	<ul style="list-style-type: none"> * Expert behaviour support from a local SEND provision * CAMHS * The Dyslexia Assessment Service * Alternative providers * Specialist Provision Cluster <p>Please note that the list above is not exhaustive.</p>		
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Meeting the guidelines set out by the SEND Code of Practice 2015

The SEND 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 SEND, please do not hesitate to contact the school SENDCo whose details are provided in the table.

<p>What kinds of SEND do we provide for at Trinity Academy Grammar?</p>	<p>Trinity Academy Grammar provides for all types of SEND. Reasonable adjustments are made for SEND when the school is notified of them. SEN 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 Autism ➤ 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 35 students with an EHCP in academic year 2023-24
<p>What are our policies for identifying children and young people with SEND 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 SENDCO (whose name is at the 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 ➤ 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 Coordinators, Miss Hamer and Miss Fawcett to discuss your concerns. This can be done by e-mail contactus@grammar.trinitymt.org or by telephone on 01422 831 011.</p>
<p>What arrangements are in place for consulting with parents of children with SEND and involving</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>

them in their child's education?	<p>Parents of EHCP students are invited to contribute their 'voice' to the annual review process, this can be completed ahead of the meeting and forms the basis of the discussion points in the annual review meeting.</p> <p>Parents' Evenings in 2023-24 ****</p>
What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?	<p>Pupils with SEND are fully involved in developing and reviewing their pen portraits and 'my support plans'. There are regular meetings with SENDCO/a member of the SEND 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>EHCP students are invited to a 1:1 session with their keyworker to collect their student voice which forms the basis of conversations for their annual reviews. All EHCP students are actively encouraged to attend their annual review meeting so their voice can be heard by all professionals.</p> <p>Pupils are also invited to attend parent's evening where they can speak to our SEND Leadership Team</p>
What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?	<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 SEND students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.</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>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 ➤ meeting new teachers in advance ➤ providing an agreed buddy ➤ making clear and relevant information and guidance available to all teaching staff

	<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.</p> <p>The SENDCO involves parents so that everyone is informed.</p> <p>Individual needs for GCSE exam revision and access arrangements are investigated at the earliest convenience.</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. Based on the severity of the children or young person's needs they may receive additional classroom support, targeted small group tuition, be placed on an alternative support pathway that complements 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 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 form tutors and class teachers. Appointments can be made with the SENDCo 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.</p> <p>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 SEND to achieve their best?	<p>Support provided by academy staff:</p> <p>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 SENDCo 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</p>

	<p>manage certain specific conditions. Students check in daily with their form tutors and will have Head of Year 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 SEND?	<p>Accessibility of the academy: 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 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 Grammar include; Attention Deficit Disorder, Autistic Spectrum Condition and Dyslexia.</p>
How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<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-SEN 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 (2022-23). We are always 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, enlarged equipment including some adapted resources. ➤ 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.</p> <p>SEND students are encouraged to participate in extra-curricular activities with modifications/adaptations made to support SEND needs.</p>
What support is in place for improving emotional and social development?	<p>The SEND team works with pastoral staff (the pastoral 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 Assistant team to review (three times a year) the reasonable adjustments for our SEND students, these reasonable adjustments are communicated to all staff via our student information pages, known as Pen Portraits.</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 SENDCo or Learning Support staff, mindful of working to include rather than exclude the pupil concerned within the school day and culture.</p> <p>Where students have been identified as having needs in these areas and are found to need additional support, we have developed small group interventions. The interventions we offer include Zones of Regulation and Social Skills Group. The interventions are led by our ASD/SEND Learning Mentors in collaboration with SEND Leadership. Students' abilities in these areas are assessed to ensure the intervention is appropriate. Where students are not able to complete this in a group, the issues may be explored in Key Worker sessions with our SEND team.</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 SEND and supporting their families?	<p>Services available or accessible 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 have Noah's Ark working in school, providing confidential 1:1 sessions with key students struggling with SEMH needs. We also work closely with the Calderdale SEND team to review students with Statements of special Educational Needs or Educational Health and Care</p>

	<p>plans. We have experience of working with Social Care and regularly liaise with Family Support workers, helping to support families more holistically.</p> <p>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>
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 SENDCO:</p> <p>Young people and parents with concerns about SEND provision should contact Mr Johnson (Principal) if initial concerns raised with the school's SENDCo 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?	<p>For additional information regarding Calderdale Council's local offer please see below</p> <p>https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send</p>

For additional information regarding SEND at Trinity Academy Grammar please feel free to contact Miss Hamer, SENDCo, or Miss Fawcett, Deputy SENDCo at: contactus@grammar.trinitymat.org or by telephone on 01422 831 011

Review Date: September 2024