



SEND Report

School name	Trinity Academy St. Chad's
Principal	Rachel Dawson
SENDCo	Lucy Gilroy
Governor with responsibility for SEND	Sally Lloyd
Contact details	Trinity Academy St Chad's Upper Green Lane Hove Edge HD6 2PA
Email (admin)	contactus@stchads.trinitymat.org
Email (SEND Leader)	sendco@stchads.trinitymat.org
Telephone	01484 712361
Age range	4 – 11

Our Aim

Trinity Academy St Chad's 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 the 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. To ensure we are fully inclusive we aim to:

- Wherever possible educate children and young people in a mainstream setting.
- Value equally all students who attend Trinity Academy St Chad's.
- Highlight that all teachers at Trinity Academy St Chad's are teachers of students with special educational needs.
- Adapt lessons appropriately so that all students have access to a broad, balanced and relevant curriculum that meets their differing 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 Trinity Academy St Chad's offers to students with special education needs and disabilities. It meets the requirements (6.79 – 6.83) of the "Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) on publishing information about the implementation of the MAT policy for pupils with SEN.

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, January 2015)

SEND in Context at Trinity Academy St Chad's– September 2022

Criteria	Data
Total number of students on roll in Years Reception to Year 6	154
% of students with EHCPs	1
% of students identified as SEND Support	9.1%

KS2	SEND %
KS2 SATs Attainment % Expected + in Reading Writing and Maths	25
KS2 SATs Attainment % Expected + in Reading	50
KS2 SATs Attainment % Expected in Writing	50
KS2 SATs Attainment % Expected in Maths	100

KS1	SEND %
KS1 SATs Attainment % Expected + in Reading Writing and Maths	100
KS1 SATs Attainment % Expected + in Reading	100
KS1 SATs Attainment % Expected in Writing	100
KS1 SATs Attainment % Expected in Maths	100

Support available for children and young people with Special Educational Needs

Support provided by academy staff.

When a student joins the academy, information is elicited regarding specific needs and these are made available to key staff, and individuals who will be interacting with that student, to plan appropriate provision and support. Class teachers with the support of the SENCo liaise with parents to develop the best possible support package. Our staff also receive targeted SEND and other specialist training. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support. However, parents and carers are always advised of any interventions organised to take place at the academy.

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names Trinity Academy St Chad's 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 SENDCo who works with other staff including the Principal, Assistant Principals, teachers and support assistants who are all committed to delivering the very best possible experience for all students. ***The first and most important stage of intervention is quality first teaching which is appropriately differentiated or adapted.***

The following table explains the support we offer.

How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated for pupils of all abilities, taking account of different learning styles, interests and additional needs. • Skilled teachers who consistently deliver good opportunities for learning with examples of outstanding practice. • A high staff to pupil ratio with teaching assistants available for interventions and classroom support.
---	--

	<ul style="list-style-type: none"> • Regular assessments completed each term followed by curricular target reviews. • Half termly provision map review ensuring all pupils with additional needs and those who have not made expected progress receive additional 1:1 or small group support. • A solid menu of intervention led by highly skilled teachers and teaching assistants with a good track record in accelerating pupil progress. • A clear system for managing and improving behaviour for learning and general behaviour which is shared with and understood by all stakeholders. • A dedicated learning mentor is available to provide emotional support to pupils who feel they need it. • Effective liaison with outside agencies such as Speech and Language and Educational Psychology to ensure each child's individual needs are met. • Behaviour is managed well through our very clear and shared rewards and consequences document that is understood by all stakeholders. • Distinctive Christian ethos rooted in our Christian vision where we are 'Proud to be growing and succeeding together'.
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Liaison with speech and language therapists for specialist advice. • Teaching Assistants skilled in delivering speech and language programmes. • Bespoke interventions for children who need it.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Learning mentor • Use of social stories. • Use of individual visual timetables. • School counsellor provides advice and support in arranged sessions • Social communication intervention groups.
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> • Rewards and consequences document shared with parents annually, posted on the school's website and thoroughly understood by all pupils. • Personalised learning in all classrooms that takes account of pupils' interests, abilities, needs and learning style. • All Teachers and Teaching Assistants are highly skilled in positive behaviour management strategies. • Individual behaviour plans for pupils with identified needs. • Use of school behaviour system and 'Achievement Points' to promote expected behaviour. • Positive links with parents to share school behaviour management systems with home; provision of personalised sticker charts for home use. • Some staff are trained in team teach techniques for behaviour management.
How do we help a child who needs support with English?	<ul style="list-style-type: none"> • Daily phonics interventions within KS1. • Working walls in all classrooms that are regularly updated with support materials. • Use of effective support materials in all classrooms eg, word/picture mats for topics, levelled success criteria and a high level of additional support during all English lessons. • Provision map update each half term to timetable dedicated support for all pupils with identified needs or those making less than expected progress. • Regular assessments completed each term with target reviews. • For identified pupils, use of coloured overlays, cream paper photocopies and spelling dictionaries as appropriate.
How do we help a child who needs support with maths?	<ul style="list-style-type: none"> • Working walls in all classrooms that are regularly updated with support materials. • Highly skilled Teachers and Teaching Assistants delivering interventions for identified pupils.

	<ul style="list-style-type: none"> • Support materials such as number lines, times tables and hundred squares available. • Access to WRMaths tuition.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised care plans created by experienced staff in liaison with medical professionals. • Key members of staff throughout the school are trained in paediatric first aid. • Careful planning and additional support provided to ensure pupils with medical needs are able to take part in trips and residential visits.
How do we help a child who has English as an additional language?	<ul style="list-style-type: none"> • Thorough school induction programme for all pupils new to school. • Use of translation ICT programmes to aid liaison with parents. • Picture cues alongside English to support understanding.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Liaison with specialist teachers to support the planning process. • Specialist staff attendance at IEP and annual reviews whenever possible. • Regular assessment of targets to ensure a good level of challenge at all ability levels.
Which specialist services do we access beyond school?	<ul style="list-style-type: none"> • Educational Psychology • Speech and Language Therapy • Occupational Therapy • Behaviour specialist teacher • Education Welfare • CAMHS • School Nursing Team • Family Support Service • Family Intervention Team
How will we include children in activities beyond the classroom including school trips?	<ul style="list-style-type: none"> • 1:1 support for identified pupils. • Additional meetings with parents and supporting staff to ensure they feel comfortable and confident in our plans and risk assessments. • High staffing ratio on all school trips to meet the stringent requirements of our risk assessments. • Play leaders initiative.
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Intimate care policy in place. • Excellent liaison with parents/carers of children with identified needs. • Care plans in place for identified pupils.
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • Stimulating playground furniture eg, climbing frames, trim trail and resources eg, toy baskets, football encourage pupils in social interactions. • KS2 play leaders work in KS1 playground to guide play and initiate games. • Anti-Bullying ambassadors initiative • 1:1 support as needed for pupils with identified needs during breaks and lunchtime. • Sports coaches lead play at lunchtimes. • Individual plans and strategies in place for identified pupils.
How do we allocate resources?	<ul style="list-style-type: none"> • 1:1 as specified in a pupil's Education Health Care Plans (EHCP). • Following termly assessments and provision mapping exercises to ensure the needs of every pupil are addressed, reviewed and reassessed on a regular basis. • High level of skilled support additional to the teacher available to pupils in class
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Thorough induction for all new staff to ensure they are familiar with the policies and practices of the school. • Coherent timetable of CPD that addresses pupils' individual needs and enhances daily classroom practice. • Identified training needs from school development plan (SDP) addressed over the academic year.

How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Regular monitoring and oversight by SEND governor. • Open door policy for all pupils regardless of special educational need, disability, cultural background or belief. • Inclusion of pupils with SEN/D in class assemblies, church services and other public performances / publications. • As a staff, we ask ‘ how can ... be part of ...?’ rather than look for alternatives. • Parents know how to contact class teachers if they have any concerns or can use the SENDCo email address to directly contact the SENDCo.
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Termly review with child and parents • Pupil progress tracked termly • Provision mapping • Liaison with teachers on a regular basis • Further details can be found in our SEND policy.
How do we make sure childrens’ views are listened to?	<ul style="list-style-type: none"> • Asking children what they think is working well for them and what other things they would like to happen. • Discussing targets with children and making sure they are in language they understand
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • As a school, we have an open door policy and we welcome parental comments and support. • Parents can make an appointment to see the Principal or other key staff. • Messages can be left with staff in the office that will be passed on to the relevant person • The complaints policy is available for parents on the website.
Contact details of support services for parents of pupils with SEN	<ul style="list-style-type: none"> • IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141 • Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030 • For full details of the entire support provided for parents please follow the link to Calderdale’s Local Offer: www.calderdale.gov.uk/localoffer

Support with Curriculum

Teachers at Trinity Academy St Chad’s deliver outstanding lessons that are appropriately adapted and personalised to match students’ needs and targets. Where the need is additional to or different from what would normally be available in class, a Pupil Passport and Individual Learning Plan (ILP) will be written with the assistance of the SENDCo. This will detail the specific needs, objectives and expected outcomes for the child. Parents are invited to contribute to reviewing targets on learning plans at our termly ILP review meetings. The Class Teacher will regularly update Parents about their child’s progress through ILP Reviews, Parent/Teacher Interviews, informal meetings and conversations and through an end of year, detailed report.

Where necessary, we also provide additional help with classroom support, one-to-one intervention or small group work. Sometimes, a child will be part of an Intervention Group which will target an identified need for specific skills, knowledge or understanding. This may be taught outside of the classroom in small groups. Occasionally, a child may need a specific piece of equipment, furniture or software in order for them to access the curriculum fully. This will be purchased or hired by the

school, following advice from the relevant professionals. Appointments can also be made with the SENDCo and pastoral team to discuss any particular concerns. If a child has an Education, Health and Care Plan, the SENDCo will meet with parents for an annual review, as well as updating parents regularly throughout the year.

Support for children and young people's well being

The academy strives to maintain a supportive environment for students and understands that a priority is students' emotional wellbeing whilst they continue their academic journey. We cultivate a culture of empathy and respect through our core values here at the academy and these are promoted throughout the school. In addition, where it is deemed beneficial, children are invited to take part in individual or small group sessions aimed at boosting confidence and self-esteem and giving children with the extra help sometimes needed to improve social skills and independence. Students and parents have the opportunity to discuss any concerns with their class teacher, support staff or the Learning Mentor and we also provide direction to additional services where required.

The Designated Persons for Child Protection at St Chad's Primary Academy are:

Mrs Sue Farmer (Assistant Principal)

Mrs J Dobson (Learning Mentor)

Mrs R Dawson (Principal)

Support of students with medical needs

If your child 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 staff at the academy 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.

Support outside the classroom

The academy aims for all students to be able to participate in all the activities provided from extracurricular after school sessions to school trips. If a student requires additional provisions for these activities the academy will endeavour to provide support. Staff will consider any specific needs when planning and running these activities or organising school trips. The SENDCo can provide information regarding clubs that would benefit students with special education needs provided at the academy. If you have any concerns regarding your child or young person's medical needs in relation to extra-curricular activities please contact the school to discuss with the SENDCo.

Students moving to a new setting/school/college or continuing their academic journey

The academy provides a dynamic transition process where Year 6 students have opportunities to visit their chosen high school prior to their start date. The SENDCo can arrange for additional visits for students with special educational needs to help them adjust to the big change from Primary to Secondary school. If your child or young person has an Education, Health Care Plan the SENDCo may meet with the SENDCo of the next school to pass on all the necessary information on the student and invite them to attend EHC Planning or Annual Review meetings to ensure the students transition to the academy is as smooth as possible and suitable provisions are established ready for their arrival. When a student leaves Trinity Academy St Chad's to move to a new setting, the academy will

forward on all relevant documentation and information regarding their needs. If required academy staff may accompany students on visits to the new setting and meet with appropriate staff.

Services available or can be accessed by the academy.

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 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 can you or your child/young person do to support their learning?

It is essential that parents are involved in their child's education. Events to support this include transition events, ILP Review meetings, Parental Consultation Evenings and other meetings as appropriate. We work to provide a comfortable environment where students can feel confident approaching staff, for example with homework queries or to request additional support. Students and parents are invited and encouraged to participate in the review process. Views about how best we can meet the needs of the child will be explored in consultation with the student and their parents.

What do I do if I think my child may have special educational needs?

Your child's Class Teacher should be the initial point of contact. Raise any concerns you have and discuss with them.

Should you need further support, contact the Academy's SENDCo, Mrs Gilroy, to discuss your concerns. An email should be sent to contactus@stchads.trinitymat.org and Mrs Gilroy will contact you. If the SENDCo deems it necessary, parents may be signposted to other professionals.

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 SEN at Trinity Academy St Chad's please feel free to contact the SENDCo Mrs Gilroy through sendco@stchads.trinitymat.org.

Review Date: September 2023