

# Trinity School: SEN offer: January 2015

<p><b>SCHOOL NAME:</b></p> 	<p>Trinity School, Heathway, Dagenham, Essex, RM10 7SJ Tel: 020 8270 1601 Fax: 020 8270 4969 Email: <a href="mailto:office@trinity.bardaglea.org.uk">office@trinity.bardaglea.org.uk</a> Headteacher: Peter McPartland</p> <p>Schools must set out the information that could broadly be expected to be available through current teaching and learning policies that relate to children with SEN. Whilst our web site reflects much of the provision we make and the beliefs that underpin all that we hope to achieve, we have outlined in a question and answer format the Trinity 'school offer'. Whilst this overview will not show everything, it is a taste of our ethos as parents are often keen to get a feel for the vision and values of a school.</p>	
<p><b>TYPE OF SCHOOL:</b></p> 	<p><b>Community special school.</b></p> <p><b>Targeted Support offered for the following areas of need:</b></p>	<p>Trinity is special school for 275 pupils age 3-19 with a specialist 48 week a year additionally resourced provision (ARP) for 12 local pupils with potentially challenging behaviour.</p> <ul style="list-style-type: none"> <li>• Profound and Multiple Learning Difficulties PMLD),</li> <li>• Severe Learning Difficulties (SLD)</li> <li>• Severe Learning Difficulties with Autistic Spectrum Conditions(Disorder) (ASC)</li> </ul>
<p><b>ACCESSIBILITY:</b></p>	<p><b>Is the school fully wheelchair accessible</b></p> <p><b>Are there auditory/ visual enhancements</b></p>	<p>YES</p> <p>YES</p>
<p><b>CORE OFFER:</b></p>  	<p><b>What is the school aiming for?</b></p> <p>We judge our success as a school in preparing young people for their future lives against the following aims.</p> <p>Our young people will:</p> <ul style="list-style-type: none"> <li>• have well-developed independent living and self-care skills</li> <li>• be confident communicative individuals who want to be actively included in life and the community beyond school</li> <li>• be confident self- advocates and make reasoned and informed decisions appropriate to their needs and wishes</li> <li>• have developed an ability to regulate their distress and anxiety associated with Autism, Sensory integration issues and other neurological conditions</li> <li>• have the skills to keep themselves safe and healthy</li> <li>• have appropriate vocational skills including literacy and numeracy at the highest achievable levels</li> <li>• have gained accreditation of their skills at the appropriate level to share with future settings and work placements.</li> </ul>	

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<p><b>POLICIES:</b></p> 	<p>Are the schools policies available on its website for:</p> <p>Are you aware/ familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</p>	<p>SEN</p> <p>SAFEGUARDING</p> <p>BEHAVIOUR</p> <p>EQUALITY &amp; DIVERSITY</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>
<p><b>RANGE OF PROVISION:</b></p>   	<p><b>What does the school offer to pupils with SEN?</b></p> <p>School specialisms are in the areas of SLD, PMLD and ASC/SLD and we have a willingness to share our skills with other workers in the local authority and the parents of pupils.</p> <p><b>What are your areas of strength?</b></p> <p>The school provides outstanding provision for pupils with, Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Learning Difficulties with Autistic Spectrum Conditions (ASC/SLD).All staff engage in a continuous cycle of training to ensure that our provision is matched to the needs of the pupils.</p> <p><b>What Specialist Facilities/Equipment are available to support children with special educational needs.</b></p> <p>Hydro –therapy pool with hoisting facilities to enable access.  Swimming pool with hoisting facilities to enable access.  Medical suite with 2 full time nursing staff.  Staff Training suite  Multi-sensory library/learning room  Adapted science room  Adapted dining room  Adapted play spaces  Adapted sports hall and sports dome  Speech and language center with 6 therapists.  Specialist hoists in PMLD classroom and shared spaces.  Music and music therapy rooms  Adapted art and DT rooms  Adapted food technology rooms  Post 16 Further Education accommodation.  Multi –sensory room  Sensory integration room  Specialised seating and other equipment for children where an OT assessment makes recommendations to enable children to access the curriculum.  Comfort heating /air conditioning in most classrooms.  A school based music therapist.  Specialist changing and hoisting facilities.  Communication aides for pupils following the recommendation of the speech therapy team.  Adapted outdoor play spaces</p> <p><b>What input from therapists/advisory teachers/other specialist support services is provided?</b></p> <p>A team of 2 NHS nurses a nursery nurse and administrator are based full-time at the school.</p> <p>The school has facilities for the deployment of all allied services and adopts systems for the co-ordination of such services for the benefit of pupils and their families. These services include speech and language therapy, music therapy, physiotherapy and occupational therapy.</p> <p>The pediatrician, dietician and optician provide regular clinics.</p> <p>Visiting specialist includes, the Educational Psychologist, teachers of the hearing and visually impaired occupational therapist and physiotherapist.</p>		

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## INCLUSION:



The school will have a staff training resource which will offer training in key pedagogies for all staff who work with SLD, PMLD, ASC pupils in Barking and Dagenham.

The staff training resource contains a lecture/teaching space in which trainers can model classrooms for SLD, PMLD, ASC pupils. There is a Home Intervention Service with an observation suite that has facilities for recording and playback of classroom strategies and techniques.

The staff training resource offers a planned programme of training to achieve continuity and sustainability across the local authority in pedagogies which have a positive impact on pupil achievement both at school and in the home.

The school has a dedicated team of staff who will organise and deliver training.

### What extended school/respice do you offer?

The school offers extended activities each evening from 3.15 until 4.30/5.00 at a range of respite care /clubs.

The school offers a respite care/club each Saturday morning.

The school provides three additional days for respite care/clubs in each half term and 5 days during the Easter break at the beginning of the summer break.

The school organises on behalf of the Local Authority a 48 week per year service in an Additional Resourced Provision (ARP) for 12 local pupils with SLD/ASC complex needs. This service is an integral part of the local strategy for supporting families as an alternative to high cost residential provision which is often far from home.

### How do you promote inclusion within the school? Including day and residential trips?

All pupils have access to an inclusive curriculum supported by outstanding pedagogy.

All pupils have access to off-site educational visits are part of the curriculum. Pupils with complex medical conditions are always subject to a specific risk assessment for such trips.

Pupils in years 9 and above have access to one of three residential visits.

All year 10 pupils will participate in a planned and appropriate period of work experience.

The school provides opportunities for escorted and monitored mainstream school/college experiences.

### What proportion of children at the school have special educational needs (SEN)?

All our pupils have a statement of Special Educational Needs/ Education Health and Care plan or are placed with us for statutory assessment.

The admissions policy for the school is that of the current SEN Code of practice.

All requests for a place at the school must be made via the SEN team of the London Borough of Barking and Dagenham.

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## TRANSITION:



**How will the school prepare children with SEN to join their next setting/school/college/stage of education or life?**

### Personalised Transition Planning.

All pupils begin the process of developing a personal transition plan in Year 9 with annual amendments up to year 14 during which a planned transition from school to an appropriate post school setting takes place. The quality and appropriateness of post school placement is a stated aim of the school as an outstanding outcome for each pupil.

All pupils from year 9 follow accredited programmes of work and prepare a personal portfolio of achievements / communication passport.

## OTHER INFORMATION:



**What else do you think parents and pupils would like to know about your school?**

### Personalised learning and Curriculum delivery for pupils with SLD

All pupils are regularly assessed and progress is monitored against their personal learning objectives. Our expectations are that they will achieve outstanding outcomes relative to their starting point.

The pupils with SLD have access to classrooms and shared areas which enable learning by offering ICT as a key feature within the teaching areas.

The school offers an environment which promotes curriculum access, independence and attainment throughout the building.

### Personalised learning and Curriculum delivery for post 16 pupils.

The school provides a post 16 department with teaching spaces which reflect our curriculum of vocational and independent living skills.

Teaching spaces include a home management setting which is used to teach independent living skills in context.

There is a retail area in which the pupils sell goods and services as part of the curriculum which addresses economic awareness.

There is a facility to provide a café to service the school and the local community linked to our catering curriculum.

There is a workshop and a horticulture area designed to match the needs of the pupils.

### Personalised learning and Curriculum delivery for pupils with PMLD.

The school provides multi-disciplinary areas for PMLD students.

The PMLD area use good design to support the pupil's inclusion in all aspects of the curriculum via a strong multi-sensory training pedagogy in teaching spaces which are designed for this purpose.

The PMLD and SALT department use ICT as a key feature within the teaching areas to create multi-sensory learning environments and to improve pupil engagement with the curriculum.

The PMLD department will provide a physical space to suit the appropriate positioning of pupils and movement around the rooms via hoists which are integral to the design.

The school together with other key disciplines work alongside each other to achieve a truly coordinated multi service for PMLD pupils and their families



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## **Personalised learning and Curriculum delivery for pupils with ASC/SLD**

The pupils with ASC have access to classrooms and shared areas which enable learning by offering strong visual systems and structure. This pedagogy is often referred to as TEACCH and is the system which we use with all our ASC pupils. Structure addresses the visual strengths of people with autism to compensate for their difficulties in understanding/processing verbal language and is delivered via visual /task structure, work systems, daily schedules and physical structure.

The school offers an environment which promotes independence and attainment via strong visual systems and structure throughout the building.

The school offers a specialist provision 48 week year for pupils with ASC and associated challenging behaviour.

## **Personalised learning for parents/carers.**

Our school provides a Home Intervention project in which parents/carers are taught skills which seek to make the pupils as independent as possible within their home and the community in which they live.

The school provides high quality personalised training within model teaching areas for Home Intervention. The facility extends our current provision for observation, recording and review of teaching skills.

The school provides a regular cycle of training for parents and carers in accommodation designed and built for purpose.

## **Security.**

The school site is secure but also allows pupils the freedom of movement within the context of planned risk as they move independently around the building.

## **Teaching and learning spaces.**

Within the context of the special educational needs of the pupils all space is utilised as potential teaching areas. Areas such as the dining room, playgrounds and toilets are designated teaching spaces and their design reflects this.

## **Toilets, personal hygiene and changing.**

The school has facilities for toilets/changing that are integral to or adjacent to all teaching areas. Toilets and changing areas are designed to allow ample movement of pupils in wheelchairs, hoists for lifting and are designed to maintain privacy and uphold the dignity of the users.

## **Access to the site.**

Vehicle access to the site is an important consideration for the school. Most pupils are transported to and from the school daily by local authority vehicles. Room for safe loading and unloading of passengers is a feature of the school and all vehicles at the start and end of a school day are under the control of the traffic supervisor.

## **ICT resources.**

The ICT network extends to all rooms on the site. ICT forms a key strategy for all pupils and across the school in shared areas where technology can create learning environments via a range of sensory stimuli.

## **Safeguarding.**

The school's safeguarding practices and procedures are rigorously implemented by staff.

