

Trinity School: SEN Information Report September 2019

Trinity School
 Heathway, Dagenham, Essex RM10 7SJ
 Tel: 0203 435 5955
 Fax: 0208 270 4969
 Email: office@trinity.bardagelea.org.uk
 Headteacher: Mrs Susan Ball

<p>The kinds of SEN that are provided for</p>	<p>Trinity is a special school for over 290 pupils aged 3-19 with diverse learning difficulties. A wide range of special educational needs is reflected in the school population and we serve pupils with: Autistic Spectrum Condition, Profound and Multiple Learning Difficulties and Severe Learning Difficulties. All pupils have language and communication difficulties. Some pupils demonstrate challenging behaviours as a result of the distress and anxiety caused by an inability to regulate their responses or communicate. 90% of the school's intake is from within the Local Authority and 10% is from neighbouring boroughs.</p>
<p>How do we identify and assess pupils with SEN</p>	<p>Admission to the school may occur at any point in a pupil's school career. All pupils have either a Statement of Special Educational Needs, an Education, Health and Care Plan or are placed at Trinity for assessment purposes. Assessments undertaken by professionals during the Statutory Assessment process provide attainment data on entry which is significantly below that of mainstream pupils. Our Assessments are supported by the multiagency team, including Speech and Language Therapists, School nurses, Paediatricians, Physiotherapists and OTs, and teachers for the hearing and visually impaired. We have our own assessment system which although not levelled, does enable us to have a clear picture of the stages of development a pupil is working at.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>The Deputy Headteacher for Standards and Organisation, or the relevant Head of School can be contacted via the School Office on 0203 435 5955</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Trinity ensures that every pupil is offered personalised learning from teachers who are well trained in providing specialist SEN education. The school has the expertise to analyse need and design individual programmes that secure progress and achievement for all pupils. The curriculum is integrated with a range of strategies and activities to support behaviour and emotional stability. Trinity is committed to matching teaching and learning to pedagogy and has identified its learning pathways as ASC, PMLD and SLD. These pathways allow teachers and support staff to identify the best and most successful way to address need and deliver a rich, inclusive, fitting curriculum that results in outstanding outcomes. Interventions are timely and relevant. Teaching is linked to staff training and all colleagues receive professional development that is focused upon the learning needs of pupils.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The curriculum is adapted and differentiated according to need and pedagogy. Our Learning Pathways prescribe the way in which teachers teach. The Learning Pathways are available to view on our website in the Curriculum section. Consequently, pupils with ASC have a curriculum that is structured, visual and gives them a schedule to follow describing exactly what is expected of them. PMLD students follow a sensory curriculum,</p>

	<p>focusing upon 'small steps' learning and individual work with adults who can then observe and record progress. A range of strategies that may include structured teaching and adapted resources supports pupils with Severe Learning Difficulties and they benefit from a curriculum that is differentiated and adapted. Classrooms match pedagogy and are organized to suit individual need, so that a room for pupils with ASC looks and operates very differently from that for PMLD pupils. Learning environments extend beyond the classroom, however. The school has designated calming spaces in order to support pupils who may need to regulate their anxiety or distress. There is a suite of rooms for pupils who need time in recovery. If a pupil is unable to cope with the demands placed upon him/her in a classroom s/he may spend a short period of time in the Personal Learning Centre where s/he will receive individual support to reengage with learning before s/he returns to class. Trinity also has an additionally resourced provision for 12 pupils whose needs are so complex they require a learning environment significantly different from that offered to other pupils in the school. This specialist provision provides pupils with highly personalised programmes of learning and teaching, individual adult support and carefully planned, structured behaviour management. Pupils attending this part of the school have an extended academic year of 48 weeks. Pupils participate in offsite residential visits and trips into the local community</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Some pupils at Trinity have access to link lessons at mainstream schools. This may be for the purpose of completing accreditation courses or for the opportunity to engage in social interaction with pupils who do not have SEN. The school has participated in activities with pupils from mainstream schools who do not have SEN and these have included music productions, PE competitions and extended day events. In year 14 some pupils attend a local college to take part in vocational training courses. They are encouraged to spend time with students who do not have SEN during lunch and break times.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents are consulted and involved in their child's education during annual review meetings and open evenings. They receive daily updates via home school diaries. Upon admission all parents of pupils who are new to the school receive a home visit from the class teacher and a member of the speech and language therapy team. School nurses attend when appropriate. The school offers a Home Intervention service at which time a highly skilled member of staff will work with parents both at home and in Trinity to demonstrate strategies and ways of working used in school. Parents will be shown how to adapt such approaches in order to support pupils who may have difficulty coping at home.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils are consulted in an annual questionnaire the results of which are addressed in the School's Strategic Planning. Questionnaires are differentiated by the Speech and Language Therapy team and by teachers in order for all pupils to be included. Pupils make a contribution to the Annual Review of their statement and when appropriate they attend the meeting.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Pupils are assessed using an assessment tool written by Trinity School that is designed specifically to meet all needs and include all pupils. We measure progress through stages of learning. These stages of learning incorporate pre key stage standards. Progress through the different stages is updated, reported and tracked termly. It is tracked continuously through</p>

	<p>a 'wallpaper' tracking system that identifies excellent, good and some progress via the colours green, yellow and amber. This is done to show progress from starting points. Teachers write individual and highly personalised Personal Learning Objectives for all pupils. Person Centred Objectives are also written to set individual targets for pupils that are based upon progress made in life skills and independent living. Person Centred Objectives are also updated, reported and tracked termly. Managers have regular discussions with teachers in order to review the progress made by pupils. For some pupils with complex needs, PMLD or regressive conditions writing targets requires teachers to set small steps objectives measured in points rather than stages. Teacher and manager judgement is key in this process and requires professional rigour and accountability. Any necessary interventions are set up, implemented and tracked when deemed appropriate. We hold each other to account via termly tracking and by compiling results in an annual data book that is shared with stakeholders. Parents and young people are involved in this process at Annual Review Meetings and Open Evenings where targets, objectives and progress data are shared. This also happens when the school delivers its annual report to parents. All objectives are shared with pupils during lessons and feedback is given in appropriate and meaningful plenary activities. We also moderate pupils' work with schools both in the local authority and in regional moderation events. The Further Education Centre is our post 16 provision. Pupils are assessed against standards matched very closely to their curriculum and this is tracked and reported in the same way as the rest of the school. Pupils are given numerical assessments throughout the school year and these are then collated and analysed at each data drop. Pupils are baseline assessed when they enter the FEC.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Pupils are prepared for moving between each phase of education through the use of changing and adapted curricula that reflects their academic and social development. Each phase of the school has a very specific focus to teaching and learning that is always centred upon progress and achievement and remains consistent with chronological growth. For pupils at Trinity, however, it is essential that all teaching is differentiated and based upon well-matched pedagogy as described above.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The school supports pupils preparing for adulthood by delivering a curriculum that acknowledges not only statutory requirements but also focuses upon certain key elements. It believes that all pupils, irrespective of need, should leave Trinity with the ability to demonstrate some communication skills and some independence. The very severe and complex needs of pupils do not prevent them from achieving such within the parameters of their special educational need. The teaching of personal and social development and life skills take place from the nursery onwards. Pupils follow various programmes of personal, social, health and economic education. They receive sex and relationships lessons that are always adapted for need and modified to make them age appropriate. British values of tolerance, equality, respect and fairness are integral to all teaching and learning. When pupils transition from year 11 into year 12 they join the Further Education Centre where teaching and learning is based upon vocational experiences, independent living and communication. All pupils participate in and experience the world of work at both Key Stage 4 and 5. Pupils in both of these key stages take accredited courses resulting in nationally recognised qualifications. Some pupils participate in the Duke of Edinburgh Award Scheme and the majority will at</p>

	<p>some time during their school life take part in sporting competitions that teach many of the skills they will need to exhibit as adults joining a world outside of a special needs setting. A senior manager leads transition reviews and when it is time for pupils to leave the school then teachers, assistants and local authority services support them to make the next step into adult life. The school works closely with parents and local services to find the most appropriate and meaningful placement.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Pupils and parents are supported through the work of the Emotional and Sexual Development initiative that provides a system through which staff can refer those pupils who struggle to cope with the challenges of puberty. Class teams and a senior manager meet to discuss appropriate strategies for dealing with difficulties that may arise and parents are included in all decisions. All pupils attend PSE lessons and weekly assemblies, which address a range of issues that support emotional and social development. Many pupils have emotional and social problems arising from anxiety and stress. In order to show them how to regulate their emotional behaviour teachers employ a variety of activities. These range from classroom based sensory adaptations to the lesson to periods of time spent in calming environments. A member of the Speech and Language Therapy team is a qualified therapist for Sensory Integration and the school has a specific room used for the purpose of intensive sessions. We celebrate the achievement of all pupils through a range of rewards and promote self-esteem at events such as the school's annual prize giving, sports' competitions and musical presentations. The school is also part of the Jack Petchey Award Scheme and pupils who are winners attend an annual award ceremony with their parents. The school rigorously monitors for incidents of bullying or racist behaviour. Logs are kept for this purpose and incidents reported to the local authority. Trinity has rigorous safeguarding procedures that ensure all pupils are safe and well cared for at all times.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Teachers, teaching assistants and speech and language therapists receive a planned programme of training that is designed to provide expertise in meeting the needs of pupils. The school delivers training courses in three specific pedagogies: Autistic Spectrum Condition, Profound and Complex Learning Difficulties and Severe Learning Difficulties. All staff receive training in all three pedagogies. The school provides an induction programme for new staff that includes safeguarding, health and safety, delivering communication strategies and preventing crisis behaviour. New teachers are given a period of two weeks in which to receive their induction training and are supported in this by having the opportunity to shadow more experienced colleagues. Trinity delivers training throughout the school year that ranges from supporting pupils with complex medical needs to vocational certification at level 2, 3 and 4. The school offers teacher training through the School Direct programme led by the Aspire Education Alliance and is part of the Barking and Dagenham and Havering local apprenticeship scheme, training new teaching assistants. Training is integral to the work of the school and the determination to provide an outstanding provision is at the centre of professional development.</p>
<p>How will we secure specialist expertise?</p>	<p>We secure specialist provision with well-focused Strategic Planning based on an analysis of our children's needs and</p>

	<p>prudent and imaginative budgeting. This allows for excellent pedagogical training for teaching teams, and evidence-based interventions, such as our successful consultancy model of Speech and Language Therapy, Structured Teaching consultancy, Reading Recovery as well as Planning for Progress support for teachers via Phase management teams. Where specialisms are not available as part of our usual offer, we seek the expertise we need externally, for example, the Joint Paediatric and Psychiatric Clinic.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Trinity budgets for and provides a range of specialist equipment to support pupils. Placement costs reflect this. This includes the provision of physiotherapy equipment, specialist seating, sport apparatus and sensory equipment for the provision of multi sensory teaching and sensory integration. Classrooms are structured and furnished with specialist equipment. Augmented communication equipment is provided on the basis of clinical judgement of Speech and Language Therapists.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school works closely with a number of organisations in order to meet the needs of pupils. Children's Services provides support through social workers, family support teams and the Children's Disability Team. The school has a team of six speech and language therapists and one school nurse. Through these colleagues the school works with health care providing the services of paediatricians, physiotherapists, occupational therapists, dieticians and experts in dysphagia. The local authority provides colleagues who support families in the provision of Education and Health Plans and SEN Statements. The school works with Trident in order to provide work experience placements and support for families who are organising transition for pupils from Trinity to an adult provision. The school uses the services of CAMHS (Child and Adolescent Mental health Services) and has access to the support of educational psychologists. We are well supported by the governing body, which receives advice, and training from the local authority.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Trinity employs a system of quality assurance in order to evaluate its SEN provision. The quality of teaching and learning is assessed through clear cycles of lesson observations linked to appraisal targets and performance management. It grades all lessons and provides teachers and teaching assistants with clear and developmental feedback. Lessons that require improvement or are inadequate are re-assessed following critical advice. All teachers are expected to provide teaching that is not less than good and the majority are outstanding. The school employs the services of consultants in order to appraise its work against Ofsted standards and grades itself in its School Self Evaluation. Our assessment and data which is described above, enables the school to evaluate the effectiveness of its provision.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The Headteacher addresses all complaints from parents of children at the school and when necessary makes reference to the governing body. The school has a complaints procedure policy, which is followed closely. The Headteacher's contact details are available from the school office and the school website.</p>
<p>Who can young people and parents</p>	<p>Young people can contact members of staff if they have concerns and parents can contact teachers in the first instance.</p>

<p>contact if they have concerns?</p>	<p>If concerns are not addressed to the parent's satisfaction they may then contact the Headteacher. If a parent wishes then to make a formal complaint this is made to the Headteacher unless it is regarding the Head when it will be referred to the Chair of the Board of Governors or the Local Authority. Contact details are available from the school office and the school website.</p>
<p>What support services are available to parents?</p>	<p>Parents have access to support from the school's Home Intervention Service and parent training as described above. The school provides a range of extended day activities providing clubs and extra curricular activities for pupils and respite for parents. Parents are invited to regular coffee mornings held at the school that address a range of issues which may prove helpful including how to support pupils with feeding, sleeping, emotional and sexual development and holiday activities. The school has a Parents' Forum that is organised and operated by the parents themselves and has access to advice from the school. Parents are welcomed into the school for review and EHC meetings, transition meetings, open evenings, multi disciplinary meetings and pupil medicals.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The Local Authority's local offer can be found on line under the Local Offer Directory for Barking and Dagenham. Trinity School has contributed to this offer as demonstrated as above. It also provides training and expertise to all schools in the authority and has worked closely with all SEND provision in the authority to share excellent practice and expertise.</p>