



TRINITY  
CATHOLIC COLLEGE  
AND SIXTH FORM

### **Trinity Catholic College - SEND Information Report**

#### **Key points of contact :**

#### **Who would be my first point of contact if I want to discuss something about my child?**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENDCo. However, their form tutor, Pupil Engagement Officer, or a member of the SEND team are all available. If unsure, our school office staff would be happy to put parents/carers in touch with the right member of staff.

#### **The SEND Coordinator is :**

Mrs Benita Shaw - [shaw.b@trinity.npcat.org.uk](mailto:shaw.b@trinity.npcat.org.uk)

Parents can contact the SENDCO and SEND Team via : [Parent/Carer SEN Concerns form - Google Forms](#)

#### **Address:**

Trinity Catholic College  
Lacy Road  
Middlesbrough  
TS4 3JW  
01642 298100

#### **Further contacts:**

Associate SEND team - [studentsupport@trinity.npcat.org.uk](mailto:studentsupport@trinity.npcat.org.uk)

Trust Lead for Vulnerable Learners - Mrs S Mitchinson - [mitchinson.s@npcat.org.uk](mailto:mitchinson.s@npcat.org.uk)

The 'SEN Information' specified in Schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#))

The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class(es), including where pupils access support from teaching assistants or specialist staff.

At Trinity Catholic College, we are committed to the equal inclusion of all pupils, in all areas of School life. We recognise the diverse and individual needs of all of our pupils, from all cultures and backgrounds, and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that all pupils are entitled to a quality of provision, which will enable them to achieve their potential, to be healthy, safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Pupils are taught along with their peers in mainstream lessons. Staff are committed to understanding the nature of each individual's needs and how these can best be met in and beyond the classroom. Making progress is an essential element of every lesson; therefore, quality assurance checks are in place to ensure this happens.

We believe in positive interaction, removing barriers to learning, raising expectations and levels of achievement, and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils. Teachers at Trinity Catholic College are able to adapt their teaching to meet the diverse range of needs in each class. Daily planning takes into account an individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. A pupil has SEND if they have learning difficulties or disabilities which makes it harder for them to learn and process information at the same rate as their peers.

### **What is the Local Offer?**

The Local Offer was formed due to the requirement in Children and Families Act 2014 for Local Authorities (LAs) to publish and make accessible a local offer in one place – this includes information on the provision that is available across education (special and mainstream), health and social care to support children who have SEN and/or disabilities. The Local Offer enables families, children and young people with special educational needs and disabilities to see clearly, from a single and regularly updated source, the services and support available in the Local Offer to children and young people. It also gives a description, contact details and how to access them. The Local Offer includes services from birth to 25. It describes state-funded, charitable, and private services, and includes services outside the local area (such as schools) that are used by local families. All this information is gathered and made easy to find within the Local Offer. The Local Offer belongs to the community. We recently launched the Local Offer on Face Book so parents can be directed to this site if they are seeking advice, support or to access different services.

The Local Offer has two key purposes as defined in the Code of Practice:

- to provide clear, comprehensive, and accessible information about the available provision and how to access it.
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their parents, along with service providers in its development and review. The legislation expects the Local Offer to be developed and revised over time.

The SEND regulations (2014) Part 4 state the statutory obligations on LAs in terms of the information to be included in the Local Offer.

- Special educational, health and social care provision for children with SEND, including online and blended learning.
- Other educational provision such as sports, arts, and other clubs available in the area
- Information from the Parent Carer Forum
- Travel arrangements to and from schools
- Transition guidance to support children between phases of education.
- The process for resolving disagreements and/or mediation.

There is a Local Offer email address that parent/carers can access if they would like more information or access some further advice.

Middlesbrough SEN Team - [sen@middlesbrough.gov.uk](mailto:sen@middlesbrough.gov.uk)

Redcar and Cleveland SEN Team - [sen@redcar-cleveland.gov.uk](mailto:sen@redcar-cleveland.gov.uk)

The website address is <https://fis.middlesbrough.gov.uk/> or <http://www.peoplesinfonyet.org.uk/>

### **1a). How does the school identify children with special educational needs?**

At transition point from primary to secondary school:

- Information gathered annually during primary liaison meetings. SEN support is identified at this time and consultation with parents offered at July Transition Event;
- Information received directly from parents during year 6 Open Evening in September/ October and Transition Event in July. Further meetings between parents and school SENDCO or other appropriate members of staff when necessary;
- Transfer of data from primary school as the student moves;
- Review meetings for students with EHC plans, Trinity Catholic College request to be invited to any Y6 reviews.
- Meetings between primary SENDCO/Key member of staff and secondary SENDCO.
- Liaison with 'Learning and Language Team' to ensure transfer of information regarding students identified with SpLD;
- Information gathered during 'Transition Day'.

As students of Trinity Catholic College:

- Key Stage 3 assessments in core subjects;
- Data used to identify possible SEND need or to inform provision already in place;
- Data captures at strategic points through the year are looked at by senior staff and SEND staff to identify any concerns from the data that may require further investigation;

- Daily monitoring of need through Progress Reports where necessary in line with school SEN.
- Teachers inform SENDCO of any concerns in line with school SEN referral process;
- SEND team may investigate further and carry out in- depth assessments of need in response to data or staff concerns;
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision;
- Assessment of reading ability via support from The Learning and Language Team.
- Progress Walks
- Book reviews with particular focus on SEND pupils
- Pastoral Link meetings
- In the 6<sup>th</sup> Form, Mrs J Allick has the responsibility of liaising with teaching staff, students and parents to ensure that those pupils with SEND receive the help and support needed to ensure that they make rapid and sustained progress. This can include support with applications to Higher Education establishments and the organisation of any additional assessments in support of this.

**1b). How do we involve parents in planning for those needs?**

- An initial meeting during the Open Evening in September/ October for Year 5 and 6 students and parents;
- Attending review meetings through Year 6 for students with EHC plans or identified needs when invited by the Primary School;
- For students with an EHC plan, meet with parents at Parents' Evening, annual reviews and throughout the year;
- Students with an EHC plan in Key Stage 3 have access to a teaching assistant for a period of time appropriate to their needs;
- Parents may, when necessary, contact members of staff via their child's planner or via the school office on 01642 298100;
- Parents are issued with a questionnaire around their child's needs with the option of booking an appointment with a member of the SEND team.

**1c). Specialist in house school provision:**

- Education Health Care Plans via Local authority;
- Facilities for meeting the needs of students with physical difficulties;
- Differentiated curriculum delivered to small groups of students using multi- sensory approaches (Guided Groups), for students who may initially struggle with the demands of a full mainstream curriculum but whose needs do not require a place in a special school.
- SAS support for those pupils identified as finding it difficult to manage the emotional and social demands of mainstream curriculum

## **2a). Whom in school will support my child and how will this be monitored?**

- The SENDCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teachers at Trinity Catholic College have a responsibility for ensuring they deliver quality first teaching whilst also monitoring and evaluating students with SEND in their class. This is the first principle of the SEND Code of Practice;
- Students who are registered as SEN will, in line with the SEND code of Practice 2014 will have the opportunity for planning and evaluation meetings at parents evenings with parents/carers and students present to oversee their support, monitor progress, evaluate any intervention and discuss targets;
- Students with an EHC plan will have their progress and review meetings with the SENDCO each year;
- Quality first teaching is supported by a team of SEND support staff who have differing roles and responsibilities. However, always central to this is breaking down barriers to learning and helping SEND students to move forward and embrace their learning and progress;
- Vulnerable learners programme will rigorously evaluate the needs and impact whilst planning and tracking support.

## **2b). How are decisions made about the type and amount of provision a young person will need?**

- From talking to parents and the student to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;
- Decisions will also be based on the advice from any other professional involved with assessing and monitoring the student;
- The amount of provision is decided in line with the needs of the student, for example this could be a short term programme of work such as a half term of intervention on a withdrawal basis, or longer term in-class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end to ascertain progress towards objectives. Pre and Post intervention data will be recorded;
- Intervention will aim to be fluid and able to adapt to individual needs as and when they arise, with the understanding that all students regardless of ability will have areas of strength and areas of weakness; additional support may be required on a short or longer term basis.

## **3). How will the curriculum be matched to my students' needs?**

- The overall curriculum structure is directed by the Government and the National Curriculum;
- All students will have access to a broad and balanced curriculum and an entitlement to study a full curriculum;
- School discretion can be used, especially in Key Stage 4, where option choices are made to tailor the curriculum to a student's needs (however, we do have to consider the impact on students not taking the subjects promoted by government policy);
- The school fully consults with parents at the time of making Key Stage 4 option choices. We aim to offer a range of subjects to meet students' needs – this varies depending on cohort and curriculum changes;

- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Within core subjects, some groups are set within ability bands and this leads to differentiation to the levels students are working at, ensuring that targets are stretching yet attainable.

#### **4).How accessible is the setting/school/college environment?**

- Ramps and handrails at entrances and in corridors exist for wheelchair access.
- There are lifts available to provide access to all three floors.
- Disabled toilets within school.
- The school employs an EAL teacher to assist in communication with students and parents whose first language is not English
- An interpreter can be provided with advanced notice of at least one working week, to aid communications with parents whose first language is not English or parents with hearing difficulties to help respond to need.

If either pupils or parents have difficulty accessing information normally provided in writing by the School as worksheets, homework or newsletters then the School will be happy to consider alternative forms of provision. The following policy documents are relevant to the general issue of accessibility. [Our Policies | Trinity Catholic College \(npcat.org.uk\)](https://www.npcat.org.uk)

- School Admissions Policy
- SEND Policy
- Local Authority Common Admission Framework
- Local Authority Formal Consultation documentation for pupils with an EHCP
- Equality and Diversity Policy
- Accessibility Plan Policy
- Equality Objectives Monitoring Form

#### **5). How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?**

- Regular monitoring of progress, rewards, behaviour through Arbor which may lead to contact with parents from school staff;
- Parental access to school website and Arbor Parent Portal
- School reports are open to all parents through regular data capture points and opportunities to meet with teachers and form tutors at Parents' Evenings;
- Pupils in Y7-13 receive an end of year report detailing their progress in the academic year;
- The school monitors progress through a cycle of assessment, reviewing data and interventions. These are used to inform meetings and set new objectives;
- Students with an EHC plan will also have regular contact from the SEN team in particular their named support assistant.

#### **5a) What wider support is available for parents?**

Parents can gain wider support from the following local authority approved organisations:

Middlesbrough SEN Team - [sen@middlesbrough.gov.uk](mailto:sen@middlesbrough.gov.uk)

Redcar and Cleveland SEN Team - sen@redcar-cleveland.gov.uk

The website address is <https://fis.middlesbrough.gov.uk/> or <http://www.peoplesinfony.org.uk/>

Additional support services -

1. Children with Disabilities team - 01642 579160
2. Early Help Team - 01642 726004
3. MAIN - Taking Autism Personally - 01642 608012
4. Daisy Chain - Support for Autistic and neurodivergent children and young people 01642 513248  
[Info@daisychainproject.co.uk](mailto:Info@daisychainproject.co.uk)

## 6). How Do We Support Students with Social, Emotional and Mental Health Needs?

- Our aim is preventing and removing barriers to learning to ensure our students are healthy, happy and resilient is at the core of everything we do at Trinity Catholic College.
- The SAS support programme aims to deliver universal services and personalised support to ensure that all students receive the help and guidance they need to engage purposefully with their studies, develop their emotional resilience and achieve well at school and in life.

Level of Support	Curriculum	Additional Support
Wave 1 – Universal	Age appropriate curriculum. Effective learning behaviours reinforced by regular class teaching/curriculum.	Established ethos and systems in school. Occasional (ad hoc) interventions as necessary. Headstarters programme
Wave 2 – In School Targeted	Age appropriate curriculum. Effective learning behaviours reinforced by regular class teaching/curriculum.	Timetabled (short or long term) intervention with EHWP Focus e.g. Peer Mentoring, Nurture Group, SIM in school
Wave 3 – Short Term Part Time Intervention	Age appropriate curriculum. As above. Planned intervention on-site to reinforce and positively engage. Involvement of specialist staff and effective peer role models.	Timetabled off-site intervention – SIM, CAMHS, Bungalow Project, Voluntary Sector, Other identified agency.
Wave 4 – Short Term Full Time Intervention	Age appropriate curriculum delivered on-site. Replicates school curriculum for Basic skills but wider curriculum emphasises focus on SEAL.	<ul style="list-style-type: none"><li>- Timetabled off-site intervention – Counsellor, Voluntary Sector, Other identified agency.</li><li>- Respite placement</li><li>- Managed Move between schools</li></ul>
Wave 5 – Long Term Full Time Alternative Curriculum	Age appropriate curriculum delivered <b>off-site</b> . Replicates national curriculum for Basic skills but wider curriculum emphasises focus on SEAL.	Local Authority provision  Behaviour Partnership

**7). What support will there be for the young person’s overall wellbeing?**

- All students belong to a Form Group and House Pastoral Team;
- Each Year Group is supported by a team of staff;
- The Head of House and Achievement Officer have overall charge of their house and, in particular, student progress and the role of ensuring pastoral well-being. They are supported in this role by a member of the school Leadership Team;
- A non-teaching Achievement Officer is assigned to each house group and may take a lead in the day to day contact with parents and students in all areas of need;
- There is a pastoral/citizenship curriculum to meet different social issues and help students with their progress which also covers Literacy and Numeracy;
- Student voice begins in the form with form reps who represent views to the school council. Students can contribute their views through this forum. Student representatives meet regularly with senior leaders to pass on the views of the students;
- Attendance Officers, who, working closely with Pastoral Teams (Pupil Engagement Officers), SENDCO and Leadership Team, monitors daily attendance and addresses any concerns or issues with parents;
- School Nurse is in school every Wednesday for student drop-in and to discuss any concerns they may have;
- Trinity Catholic College has a full medicines policy which is strictly adhered to.
- Trinity Catholic College employs two full-time School Safeguarding Officers who are available for drop-in sessions for both pupils and staff to discuss any concerns they may have.

**8). What specialist services and expertise are available at or accessed by the school?**

Trinity Catholic College has a wealth of expertise from its staff who have over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school deems it necessary to seek further advice and support to ensure students achieve rapid and sustained progress.

The following is a snapshot of these but is not an exhaustive list:

<b><u>Expertise in School</u></b>	<b><u>Specialist Service accessed by School</u></b>
Attendance Officer	Educational Psychologist
Education Welfare Officer	Occupational Therapists
Hearing Impaired Champion	STARS - The Sensory Teaching Advisory and Resources Service provides hearing and vision support to learners aged 0 to 25 years.
Pupil Engagement Officers	Speech and language Therapists
	Children and Adolescent Mental Health Services (CAMHS)
	School Nurse
	Social Care and Outreach



	Specialist teacher – Associate Member of the British Dyslexia Association - Learning and Language Assessments.
	<ul style="list-style-type: none"> <li>● Headstart</li> <li>● Safer In Tees Valley</li> <li>● One Life Pioneers</li> </ul>

### 9). Staff Training within the School:

All staff are teachers of students with SEND needs.

Trinity Catholic College therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

The table below summarises the most recent staff training and up and coming training events in respect of SEND:

<b><u>Details of Full Staff Training</u></b>	<b><u>Details of Individual Staff Training</u></b>
Annual Child Protection training	Education Health Care Plans
Annual SEN Code of Practice training and update	Supporting Students with SEND (TA)
How to support Complex needs - Key Pupils	Supporting Students with SEND (Teaching staff)
	Effective use of the Teaching Assistant (Teaching Staff)
	Hidden Disabilities – supporting students with ADHD, ASD and other concerns
	Differentiation across the curriculum
	Promoting basic Literacy + Numeracy
	Effective use of access arrangements
	Ensuring maximum progress for students with SEND
	Hidden disabilities awareness
	Mental Health and Risk and Resilience
	Anxiety (Provided by CAMHS)
	Attachment (Provided by CAMHS)
	Self Harm (Provided by CAMHS)
	ASD Awareness (Provided by CAMHS)
	ADHD(Provided by CAMHS)
	Low Mood/Depression (Provided by CAMHS)
	Sensory Processing Difficulties (Provided by CAMHS)
	Eating Disorders (Provided by CAMHS)
	Learning Cognitive Development (Provided by CAMHS)
	Positive Behaviour Support (Provided by CAMHS)

## 10). What enrichment activities take place outside of School?

- There are a large and varied number of out of school activities for all students to participate in including educational visits within curriculum time and outside of 'normal' school hours.
- Trinity Catholic College is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and/ or equipment, special transport arrangements, amended activities;
- Staff who are arranging an off- site trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on.
- We will not prevent any student from going on a trip due to their special educational need and/ or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Leadership Team oversees all trips to ensure students are safe and included where possible, with appropriate and necessary risk assessments having taken place.

## 11). How is Transition planned and managed by the school?

Transition from Primary to Secondary School:

- Parents and students in Year 6 are initially invited to visit the school in September/ October each year. Additional visits from a range of year groups are also planned throughout the year;
- Pupils attend a minimum of two Transition Days in school;
- Achievement Officer, Head of House and SENDCO meet with appropriate Primary staff (usually Year 6 teacher and SENDCO)
- Ongoing primary visits to school for a wide range of activities throughout the year ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- Information gathered from parents by SEND staff;
- Talks with the primary schools begin in year 6 and for those with an EHC plan the SENDCO attends their review;
- Once a place has been confirmed the SENDCO liaises with parents and the primary school. IEPs are written at this time so best practice is shared;
- A transition plan is put in place on their advice which could include lots of early visits, meetings with key staff, transition units of work;
- A mentor might be put in place as a familiar adult to help with transition.
- Students have access to 'Trinity Talks' anti-bullying reporting system.

### 11a) Transition from Secondary School to College or Training Provider:

- Trinity Catholic College has close links with all of the further education and training providers in the local area;
- A member of staff in school is responsible for careers advice and KS4 and 5 students puts a plan in place, advises which college offers/ provide which course, and monitors all students to ensure that our leavers have a pathway from secondary school into college, apprenticeship or other training provider. [Careers Information | Trinity Catholic College \(npcat.org.uk\)](https://www.npcat.org.uk)

- Virtual Work experience is available in Year 11.
- For students with an EHC plan a careers advisor from Middlesbrough Local Authority will be invited to attend all annual reviews from Year 9 onwards. This is to ensure a transition plan is in place and the college or provider is able to meet the student's needs;
- The SENDCO will refer to our specialist careers advisor who will work with parents, students and the colleges to ensure any specialist provision is in place once a decision is made;
- As a school, representatives of Industry and Education are regularly invited into school to meet and talk to the students and to explain what their organisation offers;
- Throughout KS4 and 5 a series of planned activities, Visits, conferences and drop-in Information Evenings are offered to the students to help with transition to college and wider aspects of adult life;

**12). How are the school resources allocated and matched to the young person's special educational needs?**

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents and students.

**12a). How is the SEND budget allocated?**

Trinity Catholic College has a number of different SEND provisions and interventions which are matched to students' special educational needs and financed through the SEND budget.

These include:

<b><u>Provision</u></b>	<b><u>Notes</u></b>
Dyslexia Specialists	To assess and monitor students with a specific learning difficulty, including Visual Stress.
Learning and Language Assessments	To assess literacy needs focusing on key elements such as working memory, processing speed and comprehension.
SEND support staff (Teaching Assistants)	Additional staff who support with both in class or withdrawal interventions - this could be 1:2:1 or small groups,
ICT programmes	A range of programmes for use with small intervention groups to support literacy and numeracy recovery and progress.
Rainbow Reading Lexia Rapid readers Superstar Spellings Lexonics Mature Readers Phonics Intervention Reciprocal Reading Programme	Individual intervention programme.
The Hub	SEND support provision providing a quiet space, time out, bespoke support programmes, intervention and adhoc support.
Student Librarian Scheme	Run by the Learning Resource Centre Manager for vulnerable students.
Alternative Education	Using other providers and in- house provision to better meet the needs of SEND students.

Lunch and Breakfast clubs	Safe places during these times, access to computers, social time, support for SEND students with homework, opportunities to eat a substantial breakfast.
Mentoring Programme	1:1 or small group support.
Guided Group Provision	Students taught in a small group, with differentiated curriculum and higher staff pupil ratio.
Pastoral support team	Non teaching Pastoral Engagement Officers to promote emotional wellbeing.
Specialist resources	To allow all students to access a full and varied curriculum.
School Counsellor	Supporting students' emotional wellbeing.
Bereavement Support	Supporting students who have suffered a bereavement.
Attendance Monitoring Programme	To monitor students attendance and build resilience to school life.
Vulnerable learners	Multi professional approach to identifying and supporting vulnerable students
Educational Psychology	To support in gaining a secure understanding of needs and support in school.

## Complaints

All complaints will be recorded, whether received in verbal or written form.

- If a parent/carer is unhappy about the arrangements made to meet the SEND needs of their child they should, in the first instance, contact the SENDCO to discuss the matter.
- If the complaint can not be resolved by the SENDCO then complaints will be investigated by Mr Andy Rodgers (Headteacher) according to guidelines and protocols inherent in the Trust's complaints procedure.

### Legislative Acts taken into account:

- Children and Families Act 2014
- Equality Act 2010

Chair of LGB: Vicky White

Executive Headteacher: Mr M Burns

Headteacher: Mr Andy Rodgers

School Office & Enquiries: [enquiries@trinity.npcat.org.uk](mailto:enquiries@trinity.npcat.org.uk)

Trust Vulnerable learners Lead: Mrs S Mitchinson

Governors can be contacted via email: [AskaDirector@npcat.org.uk](mailto:AskaDirector@npcat.org.uk)

Freedom of Information Requests: [FoiRequests@npcat.org.uk](mailto:FoiRequests@npcat.org.uk)

Data Protection Requests: [DpoRequests@npcat.org.uk](mailto:DpoRequests@npcat.org.uk)

A paper copy of the information on this website can be provided on request

If the matter still had no resolution the parent/carer would be given the school complaint procedures policy.

**Useful Resources:**

Middlesbrough Council's Local Offer:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Mental Health Training for Parents/Carers: <https://www.tevv.nhs.uk/services/teescamhstraining/>

Parents 4 Change: <http://www.parents4change.co.uk/>

SENDIASS: Barnardos are now providing the South Tees SENDIASS offer across Middlesbrough and Redcar and Cleveland: <https://barnardosendiass.org.uk/>

**SEND** – Special Educational Needs and Disability

**EHC plan** – Education Health Care Plan (Replacing Statements)