

Trinity Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Description of the school

Trinity Academy is part of the Emmanuel Schools Foundation. It is a Christian faith Secondary Academy for students aged 11 to 18. Situated in Thorne, Doncaster and currently with 1247 students on roll.

At Trinity Academy we provide an education of character underpinned by our Christian ethos. As a 'character-first' foundation, we strive to cultivate good character as an end in itself; this raises expectations and supports high levels of performance. Our work is characterised by the pursuit of excellence as we seek to make the most of the gifts and talents we have been given.

We believe in human beings' outstanding potential, creativity and capacity for good as each one is made 'in the image of God'. We also acknowledge we all need instruction, motivation and practice if we are to nurture the virtues underpinning good character.

We gain hope for the future as we show gratitude for what we have now. We practise the virtue of love as we act unselfishly for the good of others and are able to forgive. We exercise wisdom as we choose the right course of action and display integrity as we are truthful with ourselves and others. We gain fortitude and courage as we rise to challenges, learning to overcome adversity and to develop resilience. We develop self-control as we regulate our emotions and impulses and show humility as we are teachable and keen to learn from our mistakes. We act with justice as we treat others with respect and fairness.

The mission of Trinity Academy is to raise standards across the curriculum and forge strong character. We will do this by building a community in which every child is seen as *infinitely precious, gifted for a purpose and morally responsible*.

How we identify if your child may need additional help and/or has special educational needs (SEND)

The SEND code of practise recognises 4 broad categories of need:

- **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy
- **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

These four broad areas give an overview of the range of needs that are planned for, some children and young people have needs which fit in to more than one area. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Trinity Academy aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Transition: Many of the students arriving at Trinity Academy are previously identified as SEND at KS1/KS2. SENCO's from feeder primary schools (5 in total) meet 3 times per year to discuss particular needs and year 6 transition. The SENCO, Learning Mentor, LSA Transition Lead and the Pastoral Lead for the future Year 7 cohort will visit feeder primary schools to liaise with the Teaching staff, SEN staff and meet the students prior to their transition. This takes place multiple times throughout the academic year. The SENCO is involved in the annual review meetings for those anticipated to be transitioning to Trinity Academy from Year 6.

Trinity Academy have recently appointed an Assistant Vice Principal to oversee transition from feeder Primary schools to Secondary school. The AVP and SENDCo work closely to ensure that all student information and support is shared prior to transition into Year 7 for all students.

Data: During Year 6, students take part in various assessments to ensure that data is collected prior to the start Year 7. These tests include: Reading; Spelling; CAT. Additional baseline data may be collected during Year 6 Induction Week if necessary. In addition, student data is monitored throughout the year via progress data. Teacher feedback is valuable and therefore any referrals made to the SEND department by teaching staff is investigated using:

- Cross-curricula teacher feedback (this could be academic issues or social/communication issues)
- Academic progress
- Reading and Spelling ages

Parent Voice: Parents concerned about their child potentially having a Special Educational Need or Disability are encouraged to contact the SENCO. During this discussion, parents can outline what key areas they feel as though their child is struggling with. This may be an issue that could be resolved through communication with teaching staff and implemented in the classroom via Quality First Teaching. If further investigation is needed, this is explored in the following sequence:

1. Cross-curricula teacher feedback from student teachers. This is to examine whether the concern is across all subjects or in a specific area
2. Academic progress
3. Progress from Element One interventions. This is to ensure that the student has accessed all school-based intervention prior to support that is 'additional to and different from' (SEND CoP, 2015) that normally available to students of the same age.

If there is a significant concern across the curriculum that cannot be supported through Quality First Teaching or Element One interventions, then the student will be placed on the SEND register if the parent supports this. The level of support for a student is monitored on a case by case basis.

Trinity Academy also recognise other areas which are not SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

How we involve parents, carers and families in meeting the needs of their child and in whole school developments

Trinity Academy aims to work in partnership with parents/carers in the assessment and support of students with special educational needs and or disability. We believe that the only way a child identified as having a Special Educational Need will achieve their full potential is with parents/carers alongside the school. The SEND Code of Practice (2015), describes how this effective participation will lead to a 'better fit between families' needs and the services provided'. Trinity Academy:

- works effectively with other agencies and the Local Authority supporting students and their parents/carers;
- gives parent/carers opportunities to play an active and valued role in their child's education;
- believes it is vital that parents/carers feel able to express their views;
- encourages parents to inform the Academy of any difficulties they perceive their child may be having or other needs their child may have which need addressing;
- focuses on the student's strengths as well as areas of additional need;
- allows parents/carers opportunities to discuss ways in which they and the Academy can help their child. We can provide advice, work together and create individualised packages of support for your child;
- involves parents/carers in the support plan process including creating targets and monitoring progress against these targets;

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Evening	SEND staff/ parents/pupils/ teaching staff	Annually for each year group
Reviewing support plans	SEND students/ parents/ staff/ Key Workers/ agencies	Termly
Allocation of a 'Key Worker' for each student identified as SEND	SEND Department/SEND Students/ Parents	Contact every 4 weeks via telephone or e-mail
Induction/ Option Evenings	SENDCO and Assistant SENDCO	Annually for Year 6 into 7 and 11 into 12
Year 6 parental meetings and tours	SENDCO/ Assistant SENDCO/ students/ parents/ Primary feeder schools	Throughout academic Year
Multi-Agency meetings	SENDCo/HOY/Parents/Students/ Appropriate Service	As and when required following graduated response

How we will involve your child in the planning and review of their support

Trinity Academy uses a robust system of managing students' needs whilst they are on the SEN register. We recognise that Provision Maps/ Support Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame.

At every step we believe students must be involved in discussions around needs.

Specifically, these processes include:

- SEN support plans which are updated at least 3 times a year in conjunction with parents/students
- Students attending reviews to share their views
- Bi-weekly Key Worker Check-In (more case dependent).

The level of provision decided for a student is taken on a case-by-case basis to ensure a thoroughly personalised provision package.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

- A primary focus on Quality First Teaching and the role of the class teacher/subject specialist teacher in providing for all pupils. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (SEND CoP Pg. 88 Section 6.37 onwards).
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Trinity Academy strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching.
- Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable

We recognise that all students have unique talents and want to ensure these are unlocked within both our curricular and extra-curricular provision. This will sometime mean that adaptations are made to ensure the highest level of provision. These include the following types of provision:

- Braille handouts and texts
- Auxiliary aids
- Visual aids [Coloured textbooks/overlays, enlarged equipment and targeted resources]
- Additional Literacy lessons – Year 7 & 8
- The Lexia program
- 1:1 support in PE lessons, wet room provision and physiotherapy
- Mental Health Awareness week

We encourage students with SEND to participate in extra-curricular activities. Student who require additional provision are supported by the SEND team on a case-by-case basis. This provision has included, but is not limited to:

- Homework club
- Differentiated curriculum in P.E. on a case-by-case basis
- Staff after school support on a case-by-case basis
- Route alterations for the whole-school Sponsored Walk
- Communication with outside providers to ensure awareness and amendments are ready in advance of trips/visits
- Staff support on trips on a case-by-case basis

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Prior to classifying a student as having a Special Educational Need and adding them to the SEN register, Trinity Academy ensure the following criteria:

All students are receiving quality first teaching.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or are suspected of having an SEND. Trinity Academy strongly believe that additional intervention and support cannot

compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified having a SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEND CoP pg. 88 Section 6.37 onwards).

Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Within the classroom, Quality First Teaching ensures inclusive practise for every student with additional Learning Needs. This provision could include, but is not limited to:

- Scaffolding (including writing frames/sentence starters)
- Visual reminders
- Effective use of questioning
- Checklists
- Accessible vocabulary
- Opportunities to respond to feedback

The data of the student has been considered from within the school about the pupil's progress, alongside national data and expectations of progress.

This includes a triangulation of *progress data*, *reading/spelling ages* and *pastoral data*. For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including ASCETS / HI Team / VI Team / CAMHS / Educational Psychologist.

Prior to identifying a student as having a Special Educational Need and/or Disability, the student will have been referred by either a member of teaching staff, a pastoral team member, a parent or an external agency. Following this referral, data about the student will gathered to create a holistic picture of the student within education. This data includes, parental feedback, teacher feedback, Progress Captures, Pastoral data and Attendance. The student will then be reviewed at the Internal Inclusion Panel held weekly with leaders from the SEND team, the Safeguarding team, Attendance and external Mental Health support (WMIM).

If the decision is made to place the student on the SEN register, then we begin a ASSESS – PLAN - DO – REVIEW cycle.

This will always be in conjunction with parents and students (and agencies where necessary and possible). As a team, we set robust outcomes for individual students which are shared with teaching staff.

For students that need additional intervention outside of the classroom to support with reducing areas of difficulty within learning, our interventions include, but are not limited to:

- Phonics/Literacy Intervention
- Decoding strategies
- Inference Training
- Precision Teaching

How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs

Prior to classifying a student as having a Special Educational Need and adding them to the SEN register, Trinity Academy ensure the following criteria:

All students are receiving quality first teaching.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or are suspected of having an SEND. Trinity Academy strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified having a SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEND CoP pg. 88 Section 6.37 onwards).

Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Within the classroom, Quality First Teaching ensures inclusive practise for every student with additional Communication Needs. This provision could include, but is not limited to:

- Check Lists
- Allocated grouping.
- Sentence starters
- Roles within groups
- Question reminders
- Prompts
- Chunking information
- Breaking down/limiting instructions

Prior to identifying a student as having a Special Educational Need and/or Disability, the student will have been referred by either a member of teaching staff, a pastoral team member, a parent or an external agency. Following this referral, data about the student will gathered to create a holistic picture of the student within education. This data includes, parental feedback, teacher feedback, Progress Captures, Pastoral data and Attendance. The student will then be reviewed at the Internal Inclusion Panel held weekly with leaders from the SEND team, the Safeguarding team, Attendance and external Mental Health support (WMIM).

If the decision is made to place the student on the SEN register, then we begin a ASSESS – PLAN - DO – REVIEW cycle.

This will always be in conjunction with parents and students (and agencies where necessary and possible). As a team, we set robust outcomes for individual students which are shared with teaching staff.

Trinity Academy provide various interventions for students identified as SEND that draw upon developing identified areas of weakness in communication. All staff involved in this program have been trained on how to deliver Social Stories and have experience working with students with Social and Communication needs.

Trinity Academy also offer a Communication Club for students identified as having Social and Communication needs in which a programme recommended by ASCETS is carried out on a weekly basis.

Referrals to the Communication Pathway are carried out by the SENCO when the identified need is consistent and evidenced across both school and at home. This involves a student initially identified as SEND undergoing at least 2 APDR cycles in school prior to the application for the General Development Assessment.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

For higher levels of physical, sensory and/or medical need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including Occupational Therapy/ Physiotherapy/ Heatherwood School Outreach services/ Hearing Impaired Team/ Visual Impaired Team within the LA/ School Nurse/ Specialist Consultants.

When the decision has been made to place a student on the SEN register we begin an ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students (agencies where necessary) we set robust outcomes-based targets which are shared with teaching staff.

As a purpose build Academy, we are in the privileged position as our building was created with the needs of all student in mind.

Some of the facilities we have include:

- Equipment for severely visually impaired students
- Braille classroom numbers
- Adapted alarms to alert students with visual/hearing impairment;
- Adapted carpets to support students with visual impairments;
- Multiple lift access on each floor;
- Multiple wet rooms;
- Specialised chairs for diagnosed physical needs – directed by occupational therapy team.
- Evacuation chairs and trained staff.
- Wet Room and Changing Room adapted for wheelchair use and assistance with changing. All of these activities are carried out by specific qualified members of staff with experience of working with students

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

Prior to classifying a student as having a Special Educational Need and adding them to the SEN register, Trinity Academy ensure the following criteria:

All students are receiving quality first teaching.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or are suspected of having an SEND. Trinity Academy strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified having a SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEND CoP pg. 88 Section 6.37 onwards).

Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Prior to identifying a student as having a Special Educational Need and/or Disability, the student will have been referred by either a member of teaching staff, a pastoral team member, a parent or an external agency. Following this referral, data about the student will gathered to create a holistic picture of the student within education. This data includes, parental feedback, teacher feedback, Progress Captures, Pastoral data and Attendance. The student will then be reviewed at the Internal Inclusion Panel held weekly with leaders from the SEND team, the Safeguarding team, Attendance and external Mental Health support (WMIM).

Following this, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including CAMHS/ Educational Psychologist/ Early Help and our own Learning Mentors.

When the decision has been made to place a student on the SEN register we begin an ASSESS – PLAN - DO – REVIEW cycle. In conjunction with parents and students (agencies where necessary) we set robust outcomes-based targets which are shared with teaching staff.

Within school, the strong Pastoral department for each year group consists of a Head of Year and Assistant Head of Year who are on hand to support with the well-being of students in their year group. In addition, Trinity Academy has it's Learning Mentor department for students in need of any extra day to management of their emotional well-being.

Trinity Academy now have trained Mental Health First-Aiders within the staff and student body in order to on-hand to support a student in need of Mental Health support.

We provide support for emotional and social development through specialist groups and through using programmes such as Talkabout and Forest School. This includes, where needed, extra pastoral support arrangements for listening to the views of children and young people with SEND.

In addition, we recognise that students with SEND may need support to improve their emotional, mental and social development. This provision has included, but is not limited to:

- Communication Club
- Social stories
- Key Workers
- Use of Boxall profile (Pastoral Team)
- Access to support before school and at social times
- Peer mentoring
- Access to Learning Mentors
- With Me In Mind
- Short Term Cornerstone provision

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Care and consideration is taken to the needs of all students. Adaptations are taken when necessary to ensure our facilities are safe and welcoming for all students.

These adaptations include, not exclusively, consideration of:

- Lighting and Noise in specific areas
- Colour coded areas
- SEN base and 'safe area'
- Separate social areas – if required
- Adapted chairs, stools and equipment
- Seating arrangements within the classroom
- Staff aware of student needs

How we promote developing independence

At Trinity Academy we have an embedded high expectation of all learners. We aim to support students to gradually become independent learners and (where applicable) gradually reduce support as the student meets their outcomes and progresses through school.

All SEN students begin work on transitioning from our school in Year 9, this focuses around on-going careers interviews, meeting with local colleges and visits to university. Parents are encouraged to join students when attending careers meetings where possible.

Students who need additional support with accessing public transport, money and general life skills are offered bespoke packages to increase skills and independence. Trinity Academy now offer an Employability course at Level 2 following Year 11 for those students who feel as though they are not quite ready to enter the work place, begin an apprenticeship or enter Sixth Form/College.

Trinity Academy support independence in the classroom. This also applies to when an LSA is present in the classroom. Trinity Academy does not encourage one-to-one support as not only does it reduce a students' developing impudence, it is not best practise for preparing them for life outside of the Academy. Students are therefore supported and encouraged to develop the skills that will allow them to manage their SEND once they have left the Education system.

Careers guidance: As part of a student's Education, Health and Care Plan, careers guidance is available from Year 9 as standard. Trinity Academy also provides careers guidance to SEND Support students on a case-by-case basis from Year 8 to 11. All EHCP and LAC students are receive a careers meeting during the first term to ensure appropriate planning can take place as well as accurate targets and interventions. These help inform and direct reviews and PEP meetings. The SEND department work closely alongside the Careers Co-Ordinator within Trinity Academy to ensure that all students identified as having SEND are provided with support and nurture surrounding their future aspirations. Further information on the Gatsby Benchmarks can be located [here](#) on the school website.

How we measure and review your child's progress against their targets and longer term outcomes

Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If an area of delayed progress is identified, the SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes a triangulation of progress data, reading/spelling ages and pastoral data.

How we apply the Graduated Approach for SEND to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family

For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including but not limited to:

- Autism and Social Communication Education and Training Service (ASCETS)
- Behaviour Outreach Support Service (BOSS)
- Educational Psychology Service (EPS)
- Service for Children with a Hearing Impairment
- Service for Children with a Visual Impairment

How we deploy our resources to meet the needs of children with SEND

To ensure that the needs of SEND students are met, we deploy the following resources throughout the school. Each one of these resources are allocated on a case-by-case basis and addressed for their effectiveness using the Asses-Plan-Do-Review cycle:

Element 2 funding is largely allocated to the following areas:

- Support staff
- Commissioning of external services
- Additional teaching resources
- Training for teaching staff and support staff
- Smaller class sizes
- Additional Literacy Lessons
- Specialist on-site provision named 'Cornerstone'
- Homework support
- Social Club

Extending our school approach, we review the outcomes of the student enabling us to hold our partners and ourselves to account.

Element 3 funding is largely allocated on a case-by-case basis including, but not limited to the following areas:

- Allocation of Support staff
- Commissioning of external services
- Additional teaching resources
- Smaller class sizes
- Extended specialist on-site provision within Cornerstone facility
- Auxiliary aids
- Visual aids [Coloured text books/overlays, enlarged equipment and targeted resources]
- Communication Club
- Spelling Intervention
- Reading Intervention
- Touch Typing Intervention
- Time-Out Pass
- Sensory Breaks

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Training	Staff Trained
Identifying SEND students / Locating and Effective Use of Support Plans / Referral Process	Whole School Training
Creating an Inclusive Learning Environment – Supporting Categories of Need	Teaching Staff
The Graduated Response	Pastoral Teams and SLT
Adaptive Teaching	Teaching Staff
Nurture Group – Strategy Training	Subject Teachers
Supporting Students with Medical Needs	Teaching and Support Staff
Scaffolding to meet the needs of SEND within subjects	Department Specific Training
Scaffolding for specific class groups/lessons	One-to-One Teacher Support
Team Teach	SLT and Pastoral Staff
Effective use of an LSA within subjects	Department Specific Training
5-Step Plans/ 3-Step Plans	Learning Support Assistants

Time-Out Restorative Practise	Learning Support Assistants
Emergency Evacuation Chair	Learning Support Assistants
Open Questioning – With Me in Mind	Learning Support Assistants
Boxall Profiles	AVP Pastoral Leads / SENDCo
Referring to the Neurodevelopmental Pathway	SENDCo / Assistant SENDCo
Autism Essentials	AVP Senior Pastoral / SENDCo
SEND at Trinity Academy	Governors

We are committed to developing the ongoing SEND expertise of our staff. We have current qualified expertise in our school:

Staff Qualified	Area of expertise	Level <i>(SEND Code of Practice, 2015)</i>
AVP Pastoral / SENDCo	SEND	Post Graduate Certificate in Special Educational Needs Co-ordination
SENDCo	Access Arrangements	CCET + AAC = CPT3A
Two Learning Support Assistants	Braille	Level Two
AVP Pastoral Leads / SENDCo / Assistant SENDCo	ASD	Cygnnet Practitioner
Three Learning Support Assistants	Braille	Level 2

How we include children with SEND in the life of our school

The mission of Trinity Academy is to raise standards across the curriculum and forge strong character. We will do this by building a community in which every child is seen as *infinitely precious, gifted for a purpose and morally responsible*.

At Trinity Academy we believe in a whole school approach to the teaching of students with SEND. Every teacher is a teacher of students with SEND. We believe that all young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All teachers are responsible for every child in their care, including those with special educational needs.

Quality-first teaching and additional interventions are determined through annual dialogue across the school, and contribute to our management of provision. Provision maps help us regularly to review and record what we offer each child or young person in our care and what we offer additionally. Data is collected on a half termly basis for any intervention the student is receiving. Progress dialogues are opened and the impact of interventions analysed. Discussions serve to embed our high expectations among staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

How we prepare children and young people with SEND to join our school

We recognise that SEND students may require additional support when transferring between different phases of their education. These include the following situations:

- **Transition from KS2 to KS3:** SENDCO's from feeder primary schools (5 in total) meet in person 3 times per

year to discuss specific needs and year 6 transition. During the last academic year, many of the meetings have taken place on a one-to-one basis between both the Primary and Secondary SENDCOs. In addition to our Year 6 transition week, further transition days are provided for students identified as SEND and/or Vulnerable prior to the rest of the Year 6 into 7 cohorts. The SENDCO is involved in the Annual Review meetings for those anticipated to be transitioning to Trinity Academy from Autumn Term Year 6.

This year, we worked with our feeder partners to welcome 38 young people with special educational needs or disabilities into Trinity Academy.

How we prepare children and young people with SEND to move on from our school

Enrolment from KS4 to KS5: Where a student is remaining at the school or transferring from an alternative educational setting, Post-16 provision involves planning and preparation to ensure a high quality study program. Within this, we encourage the student to voice their preferred aspirations and consult with both careers guidance and the Sixth Form Admissions team. All SEND Support Plans are maintained within the school. Where a student has an Education, Health and Care Plan, Transfer reviews will take place within Autumn Term to determine appropriate provision for the student and where consultations are to be sent.

Careers guidance: As part of a student's Education, Health and Care Plan, careers guidance is available from Year 9 as standard. Trinity Academy also provides careers guidance to SEND Support students on a case-by-case basis from Year 8 to 11. All EHCP and LAC students are receive a careers meeting during the first term to ensure appropriate planning can take place as well as accurate targets and interventions. These help inform and direct reviews and PEP meetings. The SEND department work closely alongside the Careers Co-Ordinator within Trinity Academy to ensure that all students identified as having SEND are provided with support and nurture surrounding their future aspirations. Further information on the Gatsby Benchmarks can be located [here](#) on the school website.

Contacts for more information

Head teacher/ Principal: Mrs Victoria Gibson

Chair of Governing Body: Martin Oldknow

Address: Trinity Academy, Church Balk, Thorne, DN8 5BY

Telephone: 01405 813000

Email: enquiries@trinityacademy.org.uk

Website: www.trinity-academy.org.uk

SENCO: Miss Cheryl Tindale

Please include a direct web link to the following:

- SEND Policy – [SEN Policy \(trinity-academy.org.uk\)](#)
- SEN Information Report – [SEND Information Report September 2023-2024 .pdf \(trinity-academy.org.uk\)](#)
- Accessibility Plan - [Accessibility-Plan 2022-2024.pdf \(trinity-academy.org.uk\)](#)