

Trinity Academy Bradford
SEND Information Report 2021-2022

Trinity Academy Bradford SENCO: **Mrs S Carr**
SEND Governor Links: **Mr David Baker**
SEND Senior Leader Link: **Mrs K. Wilson**

SEND intent

'Every individual, every opportunity'. Trinity Academy is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice this means we work hard to adapt the curriculum (ensuring that there is still curriculum equity), provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes. At Trinity Academy Bradford, we have a culture of positive student awareness. No student should miss an opportunity to succeed due to a bespoke additional need. All students at the academy are known and understood by all so that we can help them to achieve their personal best.

The academy is committed to providing an inclusive education that provides an ethos, environment and culture that is sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs or disability. In order to achieve a fully inclusive we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend Trinity Academy.*
- *Highlight that all teachers at Trinity Academy are teachers of students with special educational needs.*
- *Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs.*
- *Take into account the views of the child.*
- *Work in a partnership with parents/carers in promoting a culture of co-operation.*
- *Support the work of the Local Authority and external providers so that the child's full potential can be reached.*

What is the SEND Information Report?

The SEND Information Report details the provision that Trinity Academy Bradford offers to students with special education needs and disabilities. To find out more about the new SEND code of practice, please refer to the *'SEND code of practice: 0 to 25'* years on the Department for Education website.

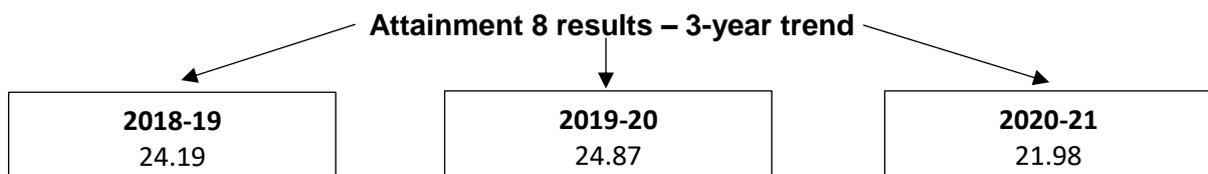
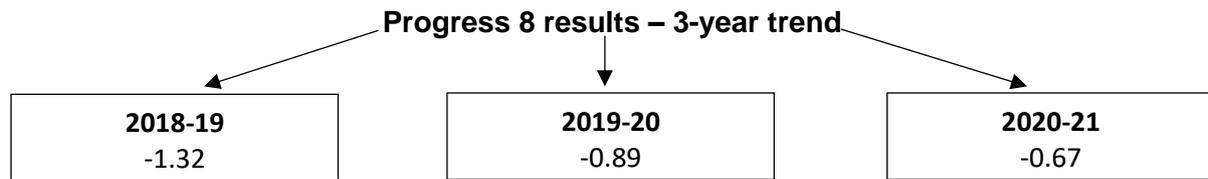
What is a special educational need or disability?

A child or young person has a SEND if they have learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2014.

SEND Headlines



What external agencies have said since we became Trinity Academy Bradford!

Your cognitive function reporting is spot on. Exactly what we need, in fact. It's far more detailed than what I am used to working with. Thank you."
Educational Psychologist

I feel I am talking to people who feel the same way, and are listening to what I think might be the issue. We're working together. Thank you.
Mental Health Support Team, Bradford

What parents/carers have said since we became Trinity Academy Bradford!

Thank you for meeting with us at SEN Parents' Evening. He has settled so well and he loves it when we check up on his Achievement Points. We really feel like we're part of the school.
New year 7 parent

Your support really matters to me. I worry that he'll get completely left at secondary school, but you have put my mind at rest. I haven't heard of any other school in the area which has this support for my child. You have made me feel so much better.
Parent of prospective year 7 student 2022-23

SEND 'Overall' at Trinity Academy Bradford – Sep 2021

| Criteria | Data (<i>National figure for state-funded secondary schools</i>) |
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| Total number of students on roll in Years 7 to 11 | 880 |
| % of students with statements / EHCPs | 1.81% |
| % of students identified as SEND Support | 18.5% |
| % of school population with SEND provision | 20.3% |

SEND 'Per Year Group' at Trinity Academy Bradford – Sep 2021

| SEN student numbers per year group 2021-2022 | | | |
|--|-------|-------|--------------------|
| Year | SEN K | SEN E | Total in yr. group |
| 7 | 23 | 4 | 179 |
| 8 | 36 | 2 | 177 |
| 9 | 36 | 0 | 165 |
| 10 | 34 | 6 | 175 |
| 11 | 34 | 4 | 184 |
| Current overall | 163 | 16 | 880 |

Impact of Support and Interventions

A data overview of the impact of SEN provision in 2020-21

Outcomes and Progress 2020-21

| SEN Progress 8 (TAB vs National) | | | |
|----------------------------------|-------|-------|--|
| Year | 2019 | 2020 | 2021 |
| *National Non-SEN | +0.06 | +0.08 | +0.01 (This is SISRA collaboration data. There are no published DfE figures) |
| TAB Non-SEN | -0.81 | -0.18 | -0.01 |
| National SEN | -0.55 | -0.62 | +0.01 (This is SISRA collaboration data. There are no published DfE figures) |
| TAB SEN | -1.32 | -0.89 | -0.67 |

NB:
2020 data based on centre assessed grades due to no exams being sat during lockdown
2021 data based on teacher assessed grades due to assessments being sat in school classroom setting

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names Trinity Academy Bradford as the appropriate school, will be admitted before any other children.

How will the Academy support my child or young person’s learning?

Support for all students with special educational needs is overseen by the SENCO in liaison with her SEND core support team, Vice Principal Intervention and Inclusion, Subject Leaders and teachers with specific responsibilities for intervention. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

SEND Expenditure 2021-2022

SEND funding in 2021-2022 will be allocated as stated below:

| Type of support | Objective | Evidence Base | Expected Outcome |
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| Quality first teaching | To ensure that all SEND students receive quality first teaching. | EEF (Education Endowment Foundation) – High impact, strong evidence base. | Limited intervention is needed due to consistent, high quality provision |
| SENCO support and overview of SEND provision | To lead on all matters regarding the provision, support and tracking of students with special educational needs. | As stated in the SENCO roles and responsibilities for the Academy. | <p><u>What we expect from the ‘graduated approach’ we follow for all SEN K and SEN E students</u></p> <p>How do we follow the ‘graduated approach’?</p> <p>An SEND parents’ evening takes place once a term. It is at this point that the student individual learning plans are reviewed with parents/carers and students and specific ‘top tips’ and targets provided by parents/carers can be reviewed. The student’s latest attainment data will also be discussed.</p> <p>The ‘graduated approach’ refers to the assess, plan, do, review cycle that we follow for all SEND students in accordance with the</p> |

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| | | | <p>SEN Code of Practice. At every data drop opportunity, staff and the SEND team assess student progress, make recommendations as to how SEND students have fared in their assessments and what we could do better to support them to improve.</p> <p>What happens if the parents/carers are unable to attend the SEND parents' evening?</p> <p>If a parent/carer is unable to attend the parents' evening, the core SEND team will make phone calls home and/or a text message is sent to parents/carers to ask them to contact school and discuss their child's individual learning plan and most recent attainment data.</p> <p>What happens if we do not have parental/carer engagement?</p> <p>We would prefer to collaborate with parents/carers about their SEND child and will do our very best to gain engagement. As a school, we monitor all student needs carefully each week (SEND meeting minutes and/or pastoral meeting minutes) and will contact parents/carers to raise any concerns we have. We will always strive for collaboration.</p> |
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| Maths and English curriculum leaders and SENCO | To develop, implement and quality assure the TAB literacy and numeracy intervention package for all students, including those with additional needs. | EEF – Mastery support programmes have a moderate impact on student outcomes. | Address literacy and numeracy concerns for identified students so that they can access the whole curriculum. |
| Teaching and Learning Assistant Team | To support the teaching and learning of students with additional needs and liaise with teaching staff as to the personalised education plans of the SEND students in their care. | EEF - Mentoring | Address barriers to learning including raising attainment, attendance and improving organisation. |
| 1 x ASD Lead | As above but with the additional responsibility of being the academy's ASD lead | EEF – Mentoring; 1:1 support | Address barriers to learning including raising attainment, attendance and improving organisation. Address barriers to social isolation by running a Green Room quiet space for specified students. |
| 1 x SEND referrals lead (whose overall job title is 'Access Arrangements Coordinator') | The SEND referrals process has been re-developed and enhanced for 2021-22. Our SEND referrals lead takes responsibility for collating SEND referrals put forward by staff and meeting with the SENCO each week. Once a referral is logged, there is a clear, documented process that is followed to establish if an application for diagnosis needs to be made. | Children with undiagnosed conditions may find life at school unnecessarily challenging. An effective, efficient referrals system should ensure that timely support is put in place to support students with undiagnosed conditions. | To ensure that all staff are involved in the SEND referrals process and that students put forward are carefully and thoroughly assessed in school prior to formal diagnoses being sought. |
| Pastoral Staff (Year Managers, the Student Wellbeing Team etc) | The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in their year group. Reasonable adjustments are in place for the SEND students who need them. We mould our support to each individual student and provide as much support for parents/carers as we can. A Trinity Academy Bradford, a Reasonable Adjustments Guide is in | National data on attendance and achievement. Impact of positive behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures. | To maintain or better 2018-2019 pre Covid SEND attendance and behaviour figures To ensure that SEND students feel as well supported as possible at The Academy. |

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| | place and updated each term. | | |
| The Green Room | To provide a break out space at break times and lunch times for a specific group of phase 1, 2 and 3 students who are on the SEND register and have been identified as needing support, a quiet and calm room or a more restricted group of students with which to socialise. | National Autistic Society – ‘try and create autism friendly spaces that also benefit students with other SEN conditions’. | To aid students who find unstructured times of the day challenging and would benefit from adult support. |
| Development of an in-school student therapy team | To support our SEND students with any challenges they face as regards their mental health. Since Covid, counselling and guidance services are more in demand than in previous years due to lockdown restrictions and the impact of students’ mental health. We work closely with external support agencies but we will soon have increased capacity within the wellbeing team to identify, support and track student mental health needs. | Children with special educational needs may experience a range of social, emotional and mental health problems, which can create a barrier to learning. Our Teaching and Learning Assistants have had specific SEMH training by Bradford’s Educational Psychology Team. | To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place. |
| Specialist service advice and support | There are a wide variety of specialist services we may work throughout the academic year to support our SEND students such as: Educational Psychologist support Speech and Language support Occupational Therapy The ASD outreach team Visual impairment service Hearing impairment service Expert behaviour support from a local SEND provision Bradford CAMHS The Dyslexia assessment service Alternative providers Please note that the list above is not exhaustive. | As recommended by the Bradford Matrix of Need (specific external agencies named for each area of SEN need) | Students in need of support from external agencies (to aid teaching staff and the SEND team to support their learning in school) benefit from the advice of experts. |

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| <p>Vital ongoing SEND training for the SEND team</p> | <p>Annual CPD calendar in place for Teaching and Learning Assistants based on staff voice and essential training needs</p> <p>SLG SEND link – A qualified SENCO (as of July 2019) and governor at the specialist SEND school The William Henry Smith School in Huddersfield</p> <p>Beacon Behaviour Support membership for SEND CPD support.</p> | <p>Ongoing CPD is essential so that we can lead the way for SEND provision in Bradford</p> | <p>SEND support at TAB is provided by exceptionally well-trained SEND staff who are at the forefront of SEND policy and provision</p> |
| <p>Establishment of a Trinity MAT SEND governor hub</p> | <p>This will enable all Trinity MAT secondary and primary SEND governors to share best practice and work together to further develop and refine our SEND quality assurance and level of challenge</p> | <p>The Calderdale School Effectiveness Service training programme in October 2021 on effective SEND governorship reiterated the importance of being fully aware of SEND legalities, reasonable adjustments etc.</p> | <p>SEND teams across the MAT are working to the best of their abilities and within a common Trinity SEND framework as laid out by the new SEND hub team.</p> <p>SEND teams are peer reviewed by SEND teams within the MAT and timely, constructive feedback provided.</p> |
| <p>Therapeutic team to support all students including those with SEND</p> | <p>The introduction of an in-school therapy team means that any SEND student who needs therapeutic support from an attachment specialist, receives it.</p> | <p>EEF guidance states that we must promote positive relationships, active engagement, and wellbeing for all SEND pupils</p> | <p>SEND students who have a need for therapeutic support can have it. They may receive support from an external agency if appropriate and the therapy team will make this happen.</p> |

Meeting the guidelines set out by the SEN Code of Practice 2015

The SEND Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEND report each year. The table below provides the information that we are instructed to include. If you have any further questions or require further help for your child with SEN, please do not hesitate to contact the school SENCO whose details are provided in the table.

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| <p>What kinds of SEND do we provide for at Trinity Academy Bradford?</p> | <p>Trinity Academy Bradford provides for all types of SEND. Reasonable adjustments are made for SEND when the school is notified of them. SEND students at the school have support for and adjustments to assist them with:</p> <ul style="list-style-type: none"> ➤ areas of need with regard to communication and interaction such as Autistic Spectrum Disorder/Condition. ➤ areas of need with regard to cognition and learning such as Dyslexia, Dyspraxia. ➤ social, emotional and mental health difficulties such as anxiety and depression. ➤ sensory and other physical needs such as issues with sight, hearing, or physical issues ➤ such as hypermobile joints. ➤ We have 16 students with an EHCP in academic year 2021-22. |
| <p>What are our policies for identifying children and young people with SEN and assessing their needs?</p> | <p>Whether we are aware of a child's SEND when the student becomes a member of the academy, or whether the child's SEND becomes apparent at a later stage, all staff work with the SENCO (whose name is at the of this information report) who carries out a clear analysis of the student's needs. Need could be identified by:</p> <ul style="list-style-type: none"> ➤ individual teachers completing an SEND referral form and logging this with the SEND team ➤ parents ➤ school's learning support department ➤ external agency <p>This can lead to the assessment of teachers' and parents' views and the advice from relevant external services. The SEND assessment is reviewed regularly, seeking the views of student and parents by inviting them in for a meeting to discuss progress. In addition, updates and review will be sought from teaching staff to</p> |

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| | <p>ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome. As a parent/carer, should you feel that your child could have a special educational need, please contact the Academy's Special Educational Needs and Disability Specialist, SENCO, Sophie Carr to discuss your concerns. This can be done by e-mail info@trinityacademybradford.org or by telephone on 01274 882214.</p> |
| <p>What arrangements are in place for consulting with parents of children with SEND and involving them in their child's education?</p> | <p>Parents of all pupils with an identified SEND are contacted regularly and invited to a meeting three times a year in order to gain their views on their child's attainment and progress and to contribute to their child's 'my support plan' and to make changes/amendments to their child's individual learning profile.</p> <p>SEND Parents' Evenings in 2021-22: October 2021 March 2022 July 2022</p> |
| <p>What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?</p> | <p>Pupils with SEND are fully involved in developing and reviewing their individual learning profile and academic and pastoral needs. There are student voice meetings with the SENCO, a member of the SEND team and/ or their tutor and the student to gather the students' views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies.</p> <p>Pupils are also invited to attend the thrice yearly SEND parents' evenings.</p> |
| <p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</p> | <p>The cycle of assessment and review are scheduled termly (please see the SEND parents' evening dates above). This involves the review of progress towards expected outcomes from progress data inputted by teaching staff (available on the termly student report sheet) and any other additional information. Further relevant and appropriate intervention is put in place to support SEN students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.</p> |
| <p>What arrangements are in place for supporting children and young people in moving between</p> | <p>Making adjustments to identify and support students who may find transition from primary school to secondary school difficult</p> |

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| <p>phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p> | <p>are put in place on a needs basis. This could include:</p> <ul style="list-style-type: none"> ➤ arranging visits to the school prior to entry to support orientation ➤ meetings with primary school teachers to gather information ➤ meetings with parents to reassure and discuss specific needs ➤ early viewing of timetables ➤ meeting new teachers in advance ➤ taking pictures of school ➤ discussing timetable issues where the student may feel anxious ➤ adjusting groups to ensure friendships can be maintained ➤ providing an agreed buddy ➤ making clear and relevant information and guidance available to all teaching staff <p>Whilst preparing for option choices at GCSE, students are provided with individual careers information and guidance in order to make the best and appropriate choices. The SENCO/C&K careers service involves parents/carers so that everyone is informed.</p> |
| <p>What is our approach to teaching children and young people with SEND?</p> | <p>Support with the curriculum: Teachers at the academy deliver lessons appropriately differentiated and personalised to match the students' needs and targets.</p> <p>There is a clearly written and structured curriculum map for each SEND specific scheme of learning and for all curriculum areas.</p> <p>Based on the severity of the children or young person's needs they may receive additional classroom support, targeted small group tuition, placed on alternative support pathway and extra interventions to ensure they make the best progress they can.</p> <p>Students' progress is closely monitored and reported on a termly basis, support the students receive will be tailored based on this data to ensure they are progressing and continuing to achieve.</p> |

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| | <p>Parents/carers will receive termly reports and be asked to attend Parent Consultation Evenings to meet with tutors and class teachers. Appointments can be made with the SENCo and pastoral team to discuss any particular concerns regarding the students' progress or support requirements.</p> |
| <p>How do we support students with medical needs?</p> | <p>If your child or young person has specific medical factors contributing to their educational needs, please contact the school where a member of staff can discuss specific provisions that may need to be implemented. If a student requires medication within the academy day, this can be administered once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.</p> |
| <p>How do all academy staff help students with SEND to achieve their best?</p> | <p>Support provided by academy staff: When children or young people join the academy information regarding their specific needs will be gathered and made available to key staff, individuals who will be interacting with that student, to plan appropriate provision and support. The SENCo will liaise with parents/carers, during the transition process, to ensure the support package will benefit the child and young person and ensure their academic progress. Staff receive targeted SEND training to equip them to effectively support students with additional needs, a number of staff have specialist training and experience to help students manage certain specific conditions. Students check in daily with their tutors and will have Year Managers and SEND staff as a point of contact if they require assistance negotiating the academy day. When necessary students may work with outside agencies, specific to their requirements, to receive additional support however parents or carers will always be advised of any interventions organised to take place at the academy.</p> |
| <p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p> | <p>Accessibility of the academy: The lay-out of the building allows students to navigate to specific curriculum areas and key staff will be aware of students' particular physical and sensory needs and on hand to provide assistance when required.</p> |

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| <p>Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p> | <p>Staff are regularly updated with information so that awareness of SEND student issues and how they can have a detrimental impact on emotional well-being, as well as progress, is high on teaching and support staff agendas. Time is provided for whole staff training to raise staff awareness of practical ways to improve support for SEND pupils facing barriers to learning. Key learning needs at Trinity Academy Bradford include; Attention Deficit Disorder, Autistic Spectrum Condition and Dyslexia. A reasonable adjustments guide is in place.</p> |
| <p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p> | <p>The school's evaluation of SEND provision takes into account parental views, levels of expected progress made by SEND pupils in comparison to non-SEND students. This identifies any gaps in performance that will lead to further analysis and interventions.</p> <p>Please see the SEND outcomes table for the last set of GCSE results (2020-21).</p> |
| <p>How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?</p> | <p>The school provides this through:</p> <ul style="list-style-type: none"> ➤ the assessment of need and reasonable adjustments being made ➤ allowing additional time for work/assessments ➤ adjustments to materials for example; colour of paper, font size ➤ a variety of differentiation strategies ➤ availability of lifts for wheelchair access and other disabilities <p>This is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson materials and targets, students can access all activities, albeit in a differentiated manner. SEN students are encouraged to participate in extra-curricular activities alongside non SEN students.</p> |
| <p>What support is in place for improving emotional and social development?</p> | <p>The SEND team works with pastoral staff (the Year Manager team and the Student Wellbeing Team) to ensure that the pupil's emotional and social development is monitored closely. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. We work with our Teaching and Learning Assistant team to</p> |

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| | <p>review the reasonable adjustments for each of the students named on the 'SEND reasonable adjustments for emotional and social development' document.</p> <p>Measures to prevent bullying, boost self-esteem and help to manage anxiety are promoted and where an issue is identified more one to one input is provided. Form tutors work to support the specific emotional and social development of any SEND students in their tutor group. Extra support is usually provided by the SENCO or Learning Support staff, mindful of working to include rather than exclude the pupil concerned within the school day and culture.</p> |
| <p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p> | <p>Services available or can be accessed by the academy:</p> <p>The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing Team and Specialist Inclusion teams to ensure students' needs are met. We also work closely with the Bradford SEN team to review students with Statements of special Educational Needs or Educational Health and Care plans. Parents/ carers are encouraged to contact the academy if their child or young person's requirements change so provisions can be adequately adapted quickly.</p> |
| <p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p> | <p>If you still have concerns about your child's SEND support after consultation with the SENCO:</p> <p>Young people and parents with concerns about SEND provision should contact Mrs K Wilson (Vice Principal) if initial concerns raised with the school's SENCO remain.</p> <p>Depending on the key areas of concern, complaints from parents are dealt with using the School's complaints procedure or through referral to the Local Authority.</p> |
| <p>Where can the LA's local offer be found?</p> | <p>For additional information regarding Bradford Council's local offer please see below: localoffer@bradford.gov.uk</p> |

For additional information regarding SEND at Trinity Academy Bradford please refer to the attached SEND pathway or feel free to contact us at: info@trinityacademybradford.org or 01274 882214