

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY AND LOCAL OFFER



Governing Body Approval

Policy approved by:

_____ (NAME)
_____ (SIGNATURE)
_____ (GOVERNOR POSITION)
_____ (DATE)

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

Purpose of Policy

This policy complies with the statutory requirement laid out by the SEND Code of Practice 0-25 (2014) section 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND code of Practice 2014
- Schools SEN regulations 2014

POLICY FOR SPECIAL EDUCATION NEEDS AND DISABILITIES

Definition of Special Educational Need (SEND)

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

- (a) have a significantly greater difficulty 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 special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

The Learning Support Department at Blessed Trinity consists of a team of skilled people dedicated to ensuring all pupils; especially those experiencing difficulties are able to access the curriculum and are encouraged and enabled to progress throughout their time at Blessed Trinity.

In line with our mission statement we aim to support pupils in feeling confident about their own abilities and use a wide range of resources and strategies to encourage, motivate, reward and praise. This ensures all pupils can and do reach their full potential.

The aims of the Learning Support Department at Blessed Trinity are to ensure that pupils with special educational needs and disabilities receive their entitlements under the Children and Families Act 2014, the SEND Code of Practice 2014, the associated SEND Disability Regulations 2014 and the Equality Act 2010. This ensures all our young people have full access to all areas of the National Curriculum and are not discriminated against.

- To follow a whole school approach ensuring the educational needs of all children are met.
- To reinforce that all teachers are teachers of pupils with SEND.
- To ensure that pupils with special educational needs feel secure, equal, confident and valued members of the school community.
- To involve pupils in decisions about provisions to meet their needs.
- To promote the involvement of parents as partners in the education of their children.
- To support subject teachers in providing a curriculum that meets the needs, abilities and aspirations of pupils with special needs.
- To maintain a system which identifies, provides for, and monitors the progress of pupils with special needs.
- To distribute relevant information ensuring the needs of all pupils are met.
- To ensure with the school manager that the school budget allocation for SEND is deployed appropriately.

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

- To support subject areas in providing appropriate resources and have the knowledge to teach all pupils successfully.
- To ensure that access to educational resources is determined by individual needs.
- To promote the development of assessment strategies which enable all pupils to succeed and reach their full potential.
- To support the development of the Future Successes Pathways courses

Roles and Responsibilities

The Governing Body has identified a governor, Mrs Gail Barton, to have oversight of the special educational needs and disabilities provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. Mrs Gail Barton meets with the Head, Mrs Deborah Williams and SENDCO Miss Jo McCue and has received relevant governor training.

The Head teacher is the school's "responsible person". The Head will keep the Governing Body informed about the special educational needs and disabilities provision made by the school.

The SENDCO works closely with the Special Educational Needs and Disabilities Governor and staff to ensure the effective day-to-day operation of the school's SEND policy. Together they identify areas for development in special educational needs and contribute to the school's development plan.

The SENDCO coordinates the SEND provision, including Education, Health and Care Plans.

We currently have fifteen full-time teaching assistants who work directly with our teachers and pupils. They have a range of qualifications which support the pupils with special and additional needs and disabilities to help break down barriers to learning and support the spiritual, moral, social and cultural ethos of the school. At Blessed Trinity we believe that support staff play a major role in facilitating the successful outcomes for our pupils.

All teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and disabilities and for assisting in monitoring their progress. All Curriculum Leaders review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. Staff work closely with Learning Support staff to help meet the special and additional needs of our pupils.

All teachers at Blessed Trinity RC College are teachers of pupils with Special Educational Needs and Disabilities.

Our whole school approach, acknowledges the fact that all children at some time have educational 'needs' and that these only become 'special' in terms of the provision the school offers when the intervention necessary is additional to and different from that which would normally be provided through quality first teaching. Our teachers receive regular training in order to be able to deliver our whole school approach to participation, access and achievement.

Teachers support the progress of our pupils with SEND by providing:

- Work which challenges pupils sufficiently
- Good assessment and review procedures
- The involvement of specialist teachers
- Commitment from our Senior Leadership Team to ensure the progress for all our pupils

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

Admissions

Pupils with special educational needs and/or disabilities (SEND) will be admitted to Blessed Trinity in line with the school's admissions' policy. The school is aware of the statutory requirements of the Children and Families Act and will endeavour to meet the Act's requirements. The SENDCO works closely with parents to ascertain whether a child has been identified as having a special educational need and/or disability through induction meetings, attendance at primary reviews, through liaison with primary schools and other agencies. If school is alerted to the fact that a child may have a learning or additional need it collects relevant information to plan an inclusive, relevant and differentiated curriculum.

Resources/Specialist Provision

The Head and the SENDCO will use the pupil's Education, Health and Care Plan and LA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils. Time will be identified to review pupil progress, discuss pupil curriculum needs and to transfer information.

The governors will ensure that finance is available to develop resources. In addition, the SENDCO will ensure that all staff are kept fully up to date about SEND issues.

The school accommodates provision for pupils for pupils who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical
- Medical conditions
- English as an Additional Language (EAL)

Along with the teaching assistants the school employs a nurture coordinator, school counsellor, specialist support teachers and liaises with Clinical Psychologists and Educational Psychologists.

There is a facility for supporting pupils experiencing behaviour difficulties which may be an underlying response to a need. Year Leaders refer pupils for whom they have concerns to a Pupil panel who can place pupils on a support programme which is regularly reviewed.

A range of regularly updated resources is at our disposal to support the development of literacy and numeracy.

Outside Agencies

The school is supported by the Local Authority (LA) Special Educational Needs and Disability Information Advice Support Service (SENDIASS) Educational Psychologist (Naomi Boswell) on a "must, should, could basis" and specialist teachers as part of the SENDIASS Traded Service. The LA monitor the college's support for students who receive funding either through additional weighting or the SEN delegated monies and there is an expectation from the LA that specialist advice will be sought for children with particular learning needs as appropriate. We work closely with the Young Persons Advisor, school careers advisor (Mrs Katie Hart) and the Transitions team to enable our students to gain information about further education and career opportunities available to them. We organise extended work placements for those accessing the vocational pathway, vocational college links, visits and interviews to ensure all our students achieve the best and progress to their next step in their lives confidently and successfully.

Identification and Assessment of SEND – A graduated approach to SEN support

We recognise the Government's requirement for the early identification and assessment of pupils with SEND. Our process for identification, assessment and provision is in accordance with the SEND

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

Code of Practice 2014. This approach recognises that there is a continuum of Special Educational Needs

The SENDCO works with all staff to ensure pupils who may need different support, to that normally found within the classroom are identified as early as possible through one or more of the following processes:

- Parental concern is sometimes expressed at parent's evenings or via assessment feedback
- Referral through the pupil panel via year leaders
- Initial meetings with parents at open evening, information passed to the Transition coordinator/Year 7 leader
- Primary liaison with feeder primary schools during the Summer Term will identify those pupils currently at SEN Support and with an Education, Health and Care Plan.
- On entry all Year 7 pupils will be screened using the NFER Cognitive Abilities Tests allowing for an interpretation of verbal, non-verbal, quantitative and spatial data.
- All pupils will be screened for Reading using Access Reading Test (ARTI) and for Spelling using Wide Range Achievement Test 4 (WRAT4)
- Specific pupils will be assessed for Access Arrangements for examinations
- Initial Concern Checklists will be completed by teachers and differentiation strategies employed as appropriate
- Whole school monitoring systems, which highlight underachievement and discrepancies in curriculum areas at both KS3 and KS4.
- Concern expressed by a pupil about his or her own progress.
- Liaison with external agencies, e.g. social and medical services, Young Peoples Services etc.
- An observation or concern expressed by a member of staff. This is often referred through our Cause for Concern forms or through a Year Leader.

The school will not identify pupils as having special educational needs unless we are taking action that is **'additional to or different from'** that which goes on in the classroom or elsewhere as part of our differentiated approach. However, pupils may be put on a Special Educational Need List that is monitored.

"Wave 1" (Monitoring stage) – Quality first classroom teaching provides support that is **additional to or different from** that, that is part of the school's usual curriculum but is undertaken by the class teacher with advice from the Learning Support department as necessary. If a parent or teacher is concerned about a child and thinks that the child may have a special need, the teacher completes a Cause for Concern form. Coloured copies are available in the staff room. (The colour of the form is changed at the start of the half term to allow ease of tracking.) This ensures that a pupil will be monitored for progress and that initial strategies are recorded.

Our monitoring stage involves gathering basic information about the pupil, raising awareness of concern and monitoring and reviewing progress. Diagnostic assessments such as the WRAT 4 and WRIT may be administered at this stage and further teaching advice given via a confidential written document to all relevant teaching staff.

A smaller number of pupils after assessing their need may require more support than that that is provided in the mainstream classroom. Through planning and implementing specific intervention programmes (referred to as **"Wave 2"** Interventions) these pupils will be put on the SEND Register as SEND support (K).

This is usually as a result of little or no progress in identified areas of weakness, difficulty in acquiring literacy or numeracy skills, persistent social emotional and/or mental health needs, sensory or

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

physical problems, or communication and/or interaction difficulties. Liaison with parents, pupil and staff ensures that support is appropriate to the pupils' needs. The school, after consultation with parents and following assessments, will propose that a pupil with educational needs will be enabled to make progress by the implementation of the appropriate intervention programmes. External support services may advise regarding appropriate interventions, or work directly with pupils. The individual pupil's plan, will be reviewed at least termly, at which time if the pupil has made continued progress a decision will be made to remove from the SEND register. If the requisite progress has not been made, then a review of the pupil's plan will be carried out to include other interventions should they be deemed necessary. Parents will be informed if their child is on the SEND register. The SEND register is a fluid document, pupils can move to and from the register. The school will take into account the views of parents when assessing and meeting the needs of pupils with SEND. Class teachers/Year Leaders will consult with the SENDCO when the evidence is gathered through the usual assessment and monitoring arrangements that give concern about a pupil's progress. The triggers for concern are as described in the SEND Code of Practice 0-25. Additional support will be provided through SEN Support. This will be monitored and reviewed regularly. The SENDCO will liaise with parents, pupils, carers, teachers and support staff to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.

All pupils progress will be reviewed by the pupil, teaching staff, parents and the Learning Support Department after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once termly. All review outcomes will be recorded.

“Wave 3” Interventions involve more specialist and ongoing provision or 1:1 work and if the pupil's needs cannot be fully met by the school's own resources the SENDCO requests a Psychological Assessment and a referral to the Local Authority for a Statutory Assessment of the child's needs may be carried out. If after consultation with the authority a referral is deemed unnecessary the pupil will stay on the SEND register or an Education Health Care Plan (EHCP) will be issued by the SEND office. An EHCP (Statement) recognises that the pupil has specific high level additional needs which require extra provision, support and /or resources. These pupils also have an 'All About Me' profile completed and updated every year which enables their 'story' to be told once and a full picture about them to be gained.

The pupil has specific support provided either in class or withdrawal according to the child's needs. The pupil has an Annual Review every year to assess whether the EHCP is still appropriate and information is gathered from everyone involved including all the pupil's subject teachers and teaching assistants so a full picture can be gained. The meeting is chaired by the SENDCO and attended by parents, outside agencies, HLTAs, Year Leader if possible and the pupil themselves. Reviews are held at the most convenient time for the parent/s and we always welcome support from SENDIASS.

The level of provision is described in Blessed Trinity's Local Offer which is accessible on the school website and as an appendix to this document.

Accessibility

Barriers to participation have been considered and Blessed Trinity is a fully inclusive learning environment with curriculum access, inclusive signage, changing facilities, toilets, shower, ramps, lifts, parking and acoustics.

- All parts of the school are accessible and a lift is available for those with physical needs. The Spirit of Sport is used term time by pupils to access the PE curriculum. Facilities and equipment are fully accessible; include an Indoor Sports Hall, Astroturf, Dance Studio, Netball Courts and classrooms.
- At break and lunchtimes prefects and staff supervise the circulation and movement of pupils both in and out of the buildings.

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

- There are 5 designated accessible parking spaces near the front entrance. Any emergency vehicles have easy access to the front of the building.
- There is a specifically designated year 7 yard.
- The auditory environment was designed with the building and includes a loop system. Classrooms are carpeted and have window blinds. Some classroom windows are fitted with specialist film to remove UV glare.
- There are pupil and staff toilets with disabled access on all floors, and a medical room with hand washing facilities, a chair, and lockable storage area. The school has shower and change facilities which are accessible for identified pupils.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- Blessed Trinity has some height adjustable tables and adjustable height chairs and low level sinks.
- There is an adjustable bench in a Science laboratory which also has flexible furniture.
- The school has equipment such as an emergency wheelchair, a sling for emergency exits, some PE equipment, visualises and personal items as required.
- The school has an accessible minibus.
- The school has defibrillators both in the main building and the Spirit of Sport
- To enable 'joined up' support Learning support staff work closely with Occupational Therapists and Physiotherapists and regular access is available with the School Nurse who operates a drop in centre and with whom appointments can be made for any pupil who may have a medical query
- A large number of teaching and non-teaching staff are trained to administer First Aid and the use of the defibrillators which are on site
- Health Care Plans are regularly reviewed (at least annually) with parents and pupils and are available to all staff
- We embrace the principles of the single 'Education, Health and Social Care Plan' which replaced Statements of SEND from September 2014 to 2017.

Access to the Curriculum

Access to the curriculum of the school and the National Curriculum is an entitlement of all pupils. At Blessed Trinity pupils identified as having a special educational need may be provided with:

- Specialist teachers and full and part time teaching assistants make available support enabling appropriate access to the curriculum via in-class, small group and individual support as directed by the class teacher.
- Individualised teaching programmes designed to meet the needs of each particular child.
- Specialist equipment.
- Differentiated strategies are adopted by all departments in relation to teaching methods, styles and resources in order to promote independent learning. Outcomes are monitored, reviewed and evaluated.
- Care is taken to ensure that the ability of bi-lingual pupils is recognised and that these pupils are not regarded as having SEND on the basis of language.
- 1:1 or small group support lessons out of the classroom are sometimes appropriate to facilitate individual progression. Specialist teaching is often skills based, particularly for reading, writing, spelling or numerical programmes of study and may involve ICT and integrated learning systems.
- Speech and Language materials are delivered where appropriate.
- Counselling, Social Skill Groups and 1:1 tutorial session may also be appropriate.
- The Learning Support department considers it good practice to liaise closely with curriculum leaders and subject teachers when arranging support from their classes. Where appropriate, timing of support lessons will be reviewed so that the same lesson is not missed for a whole year.
- Time in the Nurture room for emotional well-being support

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

The school aims to include pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the pupil, there may be occasions or periods of time when the best solution is withdrawal for specialist intensive programmes to be taught as a small group or occasionally on a one to one basis. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

Supporting pupils and parents

Pupils

The School places a great deal of emphasis on giving pupils the opportunities to become involved in their own education and the Learning Support department spends a lot of time setting out targets with pupils and encouraging them to create their own targets to follow. We have found this is the best way to allow pupils to feel they are fully aware of their difficulties and that they can see themselves making progress. We ensure the targets they set are realistic, measurable and achievable and provide as much encouragement and support to enable them to quickly achieve the goals they have set themselves and can move forwards.

Parents

Parental involvement is actively sought throughout all stages of the SEND Code of Practice. Parents are informed when their child is having extra support and are invited to contribute to subsequent reviews. Parents may express their concerns about their child to their child's form teacher, SENDCO, the relevant year and Assistant year leader of Year or a member of the school Senior Leadership Team.

To support transition from primary to secondary school, a number of meetings are held both at partner primary schools and at Blessed Trinity. For those pupils identified as needing support, pupils and parents are invited to attend school and take part in activities allowing parents to meet members of the department and listen to information about how their child will be supported at Blessed Trinity.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a medical needs Policy in place to ensure pupils with medical needs are able to access the curriculum including external visits.

Success Criteria of SEND Provision

The Learning Support department is committed to the idea of self-evaluation and enquiry in order to:

- Ensure that pupils make progress
- Support the ethos of the school
- Improve efficiency and effective deployment of resources
- Enhance quality of provision
- Improve standards.
- Monitoring and evaluation procedures are carefully followed and performance management of both teachers and TA's is rigorous.

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

- Parent and pupil questionnaires help us to identify strengths and weaknesses.

There are several processes which assess success and these will vary from pupil to pupil

- Removal from SEND Support/Vulnerable List due to progress made
- Improvements in RAG monitoring rating through teacher assessment
- Making good or better progress relative to their starting point.
- GCSE results
- Improved reading, spelling or numeracy scores
- Improvement in attendance
- Through meeting of personal targets
- Staff views
- Parental/carer's views
- Pupil's views
- Perceptions of the community
- Assessments from outside agencies including Educational Psychologist Specialist teachers,
- Use of RAISE online and Fisher Family Trust data.
- Reduction in exclusions/Time Out/incidents of inappropriate behaviour recorded on SIMS
- Continuing education post-16, accessing training or employment
- Evaluating achievements in relation to targets set in the annual LS and whole school development plans.
- Monitoring teaching and learning strategies through the whole school performance management system. This includes lesson observations within the LS department, other departments and by senior management.

Links

Links with local Colleges are well established. Regular liaison meetings are held and our College partners are invited to pupil review meetings when appropriate.

Complaints

Should a parent or carer have a concern about their child they should in the first instance discuss this with the form teacher and year leader. If the concern continues then the year leader and associated member of SLT as appropriate will meet with the parents/carers (and the student if appropriate) to resolve the problem.

If you require further information about the provision for SEND in the school, please talk to the year leader of your child or contact the Special Educational Needs and Disability Co-ordinator (SENDCO) Miss Jo McCue.



Ref: SEND
 Approved by Governors: March 2022
 Reviewer: SENCO/March 2023

Appendix 1

School/Academy Name and Address	Blessed Trinity RC School		Telephone Number	01282 506200
	Ormerod Road Burnley BB10 3AA		Website Address	www.btrcc.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	x			
What age range of pupils does the school cater for?	11 -16			
Name and contact details of your school's SENDCO	Jo McCue Jmccue@btrcc.lancs.sch.uk			

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

Name of Person/Job Title	Jo McCue		
Contact telephone number	01282 506200	Email	jmccue@btrcc.lancs.sch.uk

Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.btrcc.lancs.sch.uk		
Name	Jo McCue	Date	June 2020

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.?
Do you have information available in different font sizes, audio information, Braille, other languages etc.? How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

What the school provides

- **Blessed Trinity was established in 2006 as a result of Building Schools for the Future. It was an amalgamation of St Theodore's RC Boys High School and St Hilda's RC Girls High School. The school operated on two sites until the official opening of the new build on Ormerod Road in 2010. It was built to accommodate 1250 pupils the current number of pupils is 1288. The main building is spread over three floors. All parts of the building are accessible and a lift is available for those with physical needs. There are 5 stair cases in total. The Spirit of Sport is used term time by pupils to access the PE curriculum. Facilities and equipment, which are fully accessible, include an Indoor Sports Hall, Astroturf, Dance Studio, Netball Courts and classrooms.**
- **At break and lunchtimes prefects and staff supervise the circulation and movement of pupils both in and out of the buildings.**
- **There are 5 designated accessible parking spaces near the front entrance. Any emergency vehicles have easy access to the front of the building.**
- **There is a specifically designated year 7 yard**
- **The auditory environment was designed with the building and includes a loop system. Classrooms are carpeted and have window blinds. Some classroom windows are fitted with specialist film to remove UV glare.**
- **There are pupil and staff toilets with disabled access on all floors, and a medical room with hand washing facilities, a chair, and lockable storage area in both the main building and the Spirit of Sport. The school has a shower and change facility found on the ground floor which is accessible for identified pupils.**
- **Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.**
- **Blessed Trinity has Twitter accounts which provides recent and relevant information for pupils and parents to access.**
- **Blessed Trinity has some height adjustable tables and adjustable height chairs and low level sinks.**
- **There is an adjustable bench in a Science laboratory which also has flexible furniture.**
- **The school has equipment such as an emergency wheelchair, a sling for emergency exits, some PE equipment, visualises and personal items as required.**
- **The school has defibrillators both in the main building and the Spirit of Sport**

Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "offsite provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

- **Pupils with Special Educational Needs/Disabilities are initially identified in their Year 6/7 transition. All pupils are assessed using Cognitive Ability Tests on entry. Any mid-year transfers are tested on the day of arrival in the Learning Support Department. Updates are made termly or more frequently if necessary. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers. For some pupils additional testing is used such as the WRAT4 and WRIT.**
- **Tracking Data is used and updated.**
- **ACORN Psychology or Applied Psychologies Service is engaged for case work and the SEND strategy.**
- **Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day. Homework club is available in the library four times a week after school and is supervised by support assistants who are able to help. Here pupils have access to computers, printing and support.**
- **Literacy intervention is available through timetabled lessons and activities, and is a priority of the school, designed to promote independent learning and curriculum access. There are personal computers available in school to enhance the learning process. To assist identified pupils with handwriting and recording difficulties Neo Alpha smart keyboards are provided.**
- **There is a range of equipment available within school for pupils with visual difficulties.**
- **School will consult staff from a variety of external agencies to advise and support across the range of SEND.**
- **Other in-house interventions are available to pupils as necessary, such as: Speech and Language Therapy, English and Mathematics Breakfast Club, Handwriting and Toe by Toe. IXL computer programmes and Accelerated Reader are used for pupils who are at less than functional literacy. These programmes can also be accessed from home.**
- **Intervention also includes Social Skills groups, Nurture groups that embraces Family Nurture, nurture breakfast, bereavement counselling and Safenet.**
- **Members of staff have access to a handbook which includes signposts to relevant information.**
- **As part of the whole school programme CPD is on-going for teaching staff and TA's on relevant SEND issues and additional needs. Staffs also have access to a more tailored programme when required.**

- Specialist agencies are available and able to provide advice and strategies for teaching pupils with SEND and medical conditions.
- Updates are made available to staff, by the SENDCO, via staff briefings, the daily bulletin or face to face meetings. The SENDCO is available daily.
- External training is available to support the staff.
- Updates are made to parents on progress and outcomes through the whole school report, pastoral managers and where needed face to face meetings. Parents are invited to contribute to all reviews of progress. Parents are also invited to Parent forums.
- Within the SEND team, staff have a range of skills. These include ASC, VI, HI, Sp.L. D, Speech and Language, Social Skills training, NLP, Mentoring, PD, Boxall Profiling and Nurture Education.
- Teaching and non-teaching staff engage in either appraisal or Annual Professional Review.
- School works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual pupil.
- Individual teachers are responsible for making lessons accessible to all.
- There are a small number of pupils who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- Year leaders work closely with the SEND team in supporting individual pupils.
- Where it is necessary, the school works closely with Nelson and Colne College, Accrington and Rossendale College, Coal Clough Academy, Burnley College, the Heights, the Alternative School and local businesses to help support identified pupils.
- Through Off Site Coordination liaison with the Senior Leadership Team, attendance, progress, behaviour and engagement is monitored and reported back to school regularly.
- A detailed provision map illustrates the support for pupils this is recorded on individual support plans.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

- All EHCP's are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared, and meetings are held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and school. Pupils are always encouraged to participate in their meeting.
- Progress of all pupils with SEN support needs is monitored weekly with internal tracking systems in line with school assessment procedures and interventions taking place. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings.
- The SENDCO is available to discuss individual pupils, preferably by appointment in order to ensure privacy and confidentiality.
- Evaluation of provision and intervention is done through the Pupil Panel, Review meetings, TA tracking, whole school tracking, and progress on standardised testing. Pupil voice is gained through form and school council.
- The SEND Governor evaluates the progress annually of those pupils with SEND.

- The effectiveness of our provision is measured in the progress of individuals and groups of pupils based upon curriculum targets and personalised targets that are set throughout the year.
- The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.
- Specialist teacher advice is given currently through Literacy Solutions
- Referrals are made to the pupil panel by year leaders who have concerns about individual pupils. The type of intervention is discussed and passed to the relevant person. The Pupil Panel meets weekly and is attended by the SENDCO, School Counsellor, Nurture Coordinator and Assistant Head teacher (Behaviour). Pupil panel evaluation reviews are held half-termly.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

- When a pupil is a safeguarding risk, a full risk assessment will be undertaken. This is done with the SENDCO and Assistant Head teacher (Pupil progress) and Year Leader. The assessment is made available to all relevant persons. This is subject to regular review and/or when need changes with the Assistant Head teacher (Pupil progress) and SENDCO.
- Transition Arrangements also identify any particular requirement for risk assessment. In which case a full risk assessment is made and stored in the school office when a place at school is confirmed. The assessment is made available to all relevant persons. This is subject to regular review and/or when need changes with the Assistant Head teacher (Pupil progress) and SENDCO.
- The SENDCO is involved in induction.
- A Sheltered reception area at front of school is safe place for pupils to be dropped off or picked up by responsible adult.
- The Learning Support area, Library and Nurture Room provide a safe-haven and supervised support for identified pupil's pre-school, break and lunchtimes.
- After school activities are available to all pupils such as homework club and sports club.
- All school trips are processed and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- The School Policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND pupils.
- There are procedures for intruders and visitors in school.
- The school's Behaviour for Learning policy is available by a direct link on the school website and hard copies are available on request. Staff and Pupils are regularly updated through assemblies and staff inset. Parents are regularly invited to parent forums.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

- **Medication is routinely administered by trained First Aiders but in emergencies may be authorised by designated members of staff.**
- **All medication is kept under lock and key in a central place in the school office. For the safety of all the community, pupils do not carry medicines in school. The locked drawer is clearly labelled and designated staff has access to the key.**
- **Medications in the drawer are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.**
- **Instructions for administration are kept with the medication/ Care Plan.**
- **All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.**
- **Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.**
- **A Care Plan is drawn up in conjunction between the parents, child and medical professional and SENDCO if necessary.**
- **The school nurse will do a home visit if necessary and a meeting is called in school when the plan is agreed and signed by responsible staff.**
- **All year leaders have access to Care Plans for their year group and this information is shared with relevant staff. This information is kept in a locked safe place.**
- **Care Plans are held centrally in the pupil support office. They are reviewed by the School Nurse at least annually or if circumstances change.**
- **Staffs are briefed by the school nurse regularly about pupils with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.**
- **Advice and guidance to staff regarding a medical emergency is in the staff handbook.**
- **Any specialised medical issues are available to all staff on SIMS.**
- **There are weekly visits from the school nurse who also operates a drop-in service.**
- **Speech and Language services, ELCAS workers, Hearing Impaired Support, Visually Impaired Support, and any other support deemed necessary is accessed regularly.**
- **The school has its own EAL support and school counsellor.**
- **In school, there is targeted nurture provision for pupils in all years**
- **Other support is accessed from services such as Early Help and Wellbeing Service, Pendleside Hospice, YOT, and Early Break.**

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy)?
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

- **The school website provides contact emails and a number for all general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.**
- **At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.**
- **Staffs visit partner primary schools during transition. Details about the school are found in the prospectus, which are sent to partner primary schools. A number of transition days are provided for all Year 6 pupils entering the school to make them familiar with key staff. Additional contact days are made available for year 6 pupils to come and experience working in our school.**
- **During October there is an additional settling in parents evening for Year 7 where parents and carers can meet form tutors, the SENDCO and Year leader.**
- **Blessed Trinity has an open door policy. Every day is an Open Day and parents and pupils will be invited on a tour around the working school within strict safeguarding limitations. Parents can come without appointment to school at any time (within safeguarding constraints). We encourage parents and carers to contact the relevant year leader in the first instance of any concern.**
- **Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.**
- **Feedback is actively pursued through the pupil planner, parental questionnaires and the parent forum. The school has an active Facebook and Twitter account which regularly updates parents and carers with school information. School practice is adjusted and reformed in the light of this feedback.**
- **There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.**

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

- **The school has an active student voice.**
- **Form council meet monthly. School council representatives meet half termly and information is fed upwards and downwards.**
- **Pupils are invited to attend meetings of the Governing Body at appropriate times.**

Ref: SEND
Approved by Governors: March 2022
Reviewer: SENCO/March 2023

- Pupils are involved in active programmes.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- The school uses prefects to support the smooth running of the school, including parent's evenings. Many pupils volunteer to act as "buddies" to support learning and Year 7 induction. Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as web site feedback.
- There is a parent forum which meets regularly.
- Pupils with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents and carers.
- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- Home/school agreement is signed at the start of the Year 7 academic year or when a new student starts school and explicitly supports safety and safeguarding for all.
- There is open door access to the Head teacher.
- The link governor for SEND meets with the SENDCO who reports back to the full Governing Body. Reports will emphasise the involvement of key agencies and intervention and the impact that this has produced. This ensures there is a regular, comprehensive review of provision.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parent and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

- **Administrative support is available via the main school office on request or through the SENDCO. The school clearly signposts where support can be found.**
- **A wide range of external agencies and schools are invited into school to assist in the delivery of careers advice and guidance. Vulnerable and SEND pupils receive one-to-one advice and guidance as required through the school's careers officer, the Young People's Service or the Local Authority Transition Service.**
- **Pupils are given support in completing application forms through year leaders, assistant year leaders and form tutors.**
- **Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans.**

Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to schools, apprenticeships, supported employment etc.)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

- **The school works with partner primary schools from Year 4, 5 and 6 through to arrival in Year 7.**
- **Individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits. A number of transition days are provided for all Year 6 pupils entering the school to make them familiar with key staff. Additional contact days are made available for year 6 pupils to come and experience working in our school.**
- **Pupils in Year 5, have the opportunity to take part in learning activities in different subjects once per term. The school Senior Leadership Team meet with Partner Primary Heads regularly where they can make requests for activities. Activities include PE, Design Technology, Science and English workshops.**
- **The school holds an open evening each year where parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCO, following the open evening.**
- **Transition visits take place in the summer term according to the individual needs of pupils.**
- **Pupils with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from qualified careers advisors.**
- **Local Schools attend Parents Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the autumn term. This is open to any pupil and their parent/carer. Schools attend and give presentations.**
- **A Careers Convention is organised for Year 9 which includes, local employers, schools and training providers.**
- **Follow up drop in visits are made by schools to support potential pupils in completing applications. The school also offers this support to pupils.**
- **YPS engage with SEND pupils prior to Transition Reviews in Year 9 and stay in contact through to the age of 25 if required. Pupils and parents can request an interview at any point.**
- **The SENDCO works closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provisions.**
- **Taster Days are offered throughout the year for years 9, 10 and year 11.**
- **Additional advice and information is provided to schools and training providers by the school, with the agreement of the pupil and family.**
- **The school participates in university visits.**
- **Subject departments engage with universities and schools for subject specialist information.**
- **The school has a dedicated careers library which holds information on many universities and schools as well as information about employment and training opportunities.**
- **The school actively promotes the work of the Young Peoples Service, the Duke of Edinburgh Awards Scheme, the Local Police Service and the Fire Station.**
- **Young people are encouraged to participate in uniformed service organisations E.g. Police Cadets, Army Cadets, Air Cadets and Sea Cadets.**

Extra-Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

- **Free breakfast is available each day from 8:30 a.m.**
- **There is a range of extra-curricular available to all pupils; some charges are applicable for longer visits outside the school day. The extra-curricular activities include, sport, music and drama and most other subjects.**
- **The school currently operates an Alternative Curriculum for Years 10 and 11, giving identified pupils the opportunity to study subjects not necessarily available as part of the regular curriculum.**
- **Parents are required to pay for individual music tuition.**
- **All clubs, activities and trips are available to all pupils. Adjustments are made for vulnerable pupils following risk assessments.**
- **Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship. Charges do apply for trips for Pupil Premium pupils at a subsidised rate.**
- **Where places are oversubscribed parents will be informed as to how places will be allocated.**
- **The school provides nurture provision for all year groups. This is available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of nurture trained adults.**
- **Teachers, form teachers and year leaders will signpost vulnerable young people to nurture provision for support through the pupil panel.**
- **Lunch time clubs, prefects and the Faith friends actively engage pupils in finding new friends and supporting new friendships.**