Trinity Academy

Special Educational Needs and/or Disability (SEND) Report 2026-2027

SENDCo: Miss C Tindale (NaSENCo awarded, 2019)

Assistant SENDCo: Mrs E Glenville

Assistant Vice Principal of Inclusion: Mrs K Potts

SEND Governor: Mrs Helen Wilson

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This Special Educational Needs Information Report should be read in conjunction with the SEND Policy which can also be found on the Trinity Academy website within 'Key Info / Policies'.

Inclusive Practice

At Trinity Academy we believe in a whole school approach to the teaching of students identified as having a SEND. Every teacher is a teacher of students identified as having a 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.

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.*

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.

Trinity Academy hold weekly Inclusion Panel Meetings to ensure that all possible interventions have/are taking place prior to support that is different from and additional to that which is offered at a school level. This level of inclusive practice supports with providing each student at Trinity Academy a bespoke support package for any additional need.

Categories of Special Educational Needs

A student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children and young people's SEND are generally thought of in the following four broad areas of need, all of which are supported at Trinity Academy:

1. **Communication and Interaction** [For example, but not limited to - *Autism*, *Speech, Language and Communication Difficulty*]

2. **Cognition and Learning** [For example, *Moderate and Specific Learning Difficulties*]

3. **Social, Emotional and Mental** health [For example, *ADHD*, *Attachment Disorder*]

4. **Sensory and/or Physical needs** [For example, *Cerebral Palsy*, *Muscular Dystrophy*]

Trinity Academy have nearly 200 young people receiving some form of SEND Support. We offer support to a variety of needs including, but not limited to, Autism, ADHD, physical disabilities, Specific Learning Difficultes, visual impairments and hearing impairments. We have internal processes for monitoring quality of provision and assessment of need. These include termly meetings to focus on specific outcomes for pupils, which are tracked and monitored through support plans. These are effectively assessed, as is all SEND provision through regular:

- analysis of data
- observations of students and staff
- meetings with interested parties, including careers advisors as required or requested

This enables us to ensure the highest quality provision for students.

Children and young people identified as having a SEND are enabled to engage in activities available with children and young people in the school who are not identified as having a SEND. This is an essential part of what we do and this is managed on a case-by-case basis.

Identification and Assessment of SEND

Transition: Many of the students arriving at Trinity Academy are previously identified as SEND at KS1/KS2.
SENDCO's from feeder primary schools (5 in total) meet in person multiple times per year to discuss particular needs and Year 6 Transition. In addition to this, SENDCo's meet on a one-to-one basis between both Primary and Secondary to share key student information. Staff visits from Trinity Academy include the SENDCO, Learning Mentors and the Learning Support Assistant with Transition responsibilities to gain a holistic picture of each SEND student in Year 6. This also takes place multiple times throughout the academic year. The SENDCO is involved in the annual review meetings for those anticipated to be transitioning to Trinity Academy from Year 6.

This academic year, we aim to continue the enhanced transition support with the SENDCo, Assistant SENDCo and transition lead LSA to meet students and collate information from October. One-to-one Year 6 SEND parental tours are available on request and begin as early as September.

Trinity Academy have appointed Mr Lambley (Assistant Vice Principal) to oversee transition from feeder Primary schools to Secondary school. The AVP for Inclusion 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 and Spelling. 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 High-Quality Teaching. If further investigation is needed, this is explored in the following sequence:

1. Cross-curricula teacher feedback from subject teachers. This is to examine whether the concern is across all subjects or in a specific area
2. Academic progress
3. Attendance figure. Academic progress may be due to gaps in learning if the student has a low attendance, rather than a disability
4. Progress from Universal and Universal Plus 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.
5. Pastoral feedback
6. Feedback from the previous Primary School. This will support establishing if this has been a long-term need
7. Classroom Observations. These will take place several times within different lessons at different point sof the day/week to assess if the student presents consistent difficulties

Supporting Young People who are looked after by the Local Authority and have SEN

'Looked after children and previously looked after children are significantly more likely to have SEN than their peers' (Promoting the education of looked after children and previously looked after children, 2018).

For looked after children with an EHC Plan, the Virtual School, SENCo, Designated Looked After Teacher, Social Worker and Carer will collaborate to ensure that these documents work in conjunction with each other. This will provide a clear and comprehensive approach to support a young person's strengths and difficulties within education to ensure that their needs are met. For those students that are beyond Year 9 with an EHC Plan, provision to prepare for adulthood are put in place in line with requirements.

For looked after children without an EHC Plan but with an identified SEND (SEN Support Level), then these needs are addressed as part of the student's Personal Education Plan (PEP) and steps to suitable provision are planned in conjunction with student Support Plan updates.
High aspirations are encouraged as part of the core values of Trinity Academy and requirements of Virtual Schools to ensure that students' strengths and capabilities are a focus to achieve desired outcomes of the student.

The Graduated Approach: Continued Assessment of Barriers to Learning

The Graduated Approach is the system of SEND support within mainstream settings in Doncaster. It refers to the different levels of help that are available to meet the needs of children and young people.

The graduated response that is applied to the identification, assessment and teaching of students with SEND as follows:

Universal and Universal Plus Support: High-Quality Teaching involves adults delivering inclusive teaching to all learners. It recognises that children and young people learn at different rates and in different ways and it takes into considerations that we are all unique and sometimes other services, such as school nurse or health visitors, may be involved.

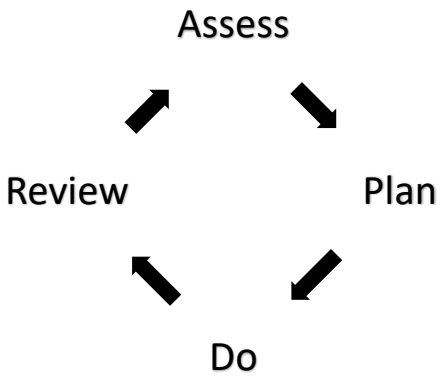
Targeted and Targeted Plus Support: In addition to inclusive High-Quality Teaching and provision at Universal and Universal + Level, some children and young people may require support that is 'additional and different' to that offered to most other children. The student may also have an SEND Support Plan. Occasionally, some extra funding is needed to support learners at this level. This funding is usually only required for a limited period of time and is known as having Targeted + Level support.

Specialist Support: In addition to High-Quality Teaching and Targeted support, a very small number of learners may require **high levels** of 'additional and different provision' because they are not making progress and the gap between them and their peers is significant or their needs that are complex and long-term.
At this stage a learner will have a SEND support plan in place, and they will have received support at Universal +, Targeted and Targeted + Level. There will have been numerous cycles of the Assess, Plan, Do, Review process and it will be clear that a Specialist Level of support is required for them to achieve their full potential.

This approach ensures that all earlier actions are revisited, refined and revised.

The four stages of the cycle are:

- **Assess:** Assess the needs of students who have been identified as SEND
- **Plan:** Meet with interested parties to create an outcomes based support plan
- **Do:** Make necessary provision as outlined in the support plan
- **Review:** Evaluate progress – either removing students from SEND register or beginning the process again



The Graduated Approach starts at a whole school level. Where a child is identified as SEND, the cycle becomes more personalised thus leading to a greater understanding of the barriers and gaps in a student's learning. Having consulted with children, young people and their parents, all additional provision (internal or external) is based on an *agreed outcomes* approach.

These outcomes are assessed 3 times per year where parents have the choice as to whether they would like to support assessing and updating outcomes via meeting, over the telephone or by letter. This process was refined during a Trinity Academy SEND parental forum.

SEND Training and Staff Qualifications for SEND

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
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** *(SEND Code of Practice, 2015)*
SENDCo	SEND	Post Graduate Certificate in Special Educational Needs Co-ordination
SENDCo	Access Arrangements	CCET + AAC = CPT3A
Assistant SENDCo	Access Arrangements	APAAC
SENDCo	Autism	Autism Essentials for Leadership
One Learning Support Assistant	Braille	Level 2
Three Learning Support Assistants	Moving and Handling	Level 1

Staff deployment:

Additional support for learning available to students with SEND including SEMH

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Support staff are only deployed to work on a one-to-one basis in specific cases. They most often deployed to support in small groups and to supplement the Quality First Teaching delivered by the classroom teachers. The team of Learning Support Assistants have a wealth of knowledge and experience and are confident to deliver a variety of interventions for which many receive additional training, qualifications and support.

We provide support for emotional and social development through specialist groups and through using programmes such as Talkabout and Dove Self-Esteem. 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
- Outcomes Star (Pastoral/Mentor Team)
- Access to support before school and at social times
- Peer mentoring
- Access to Learning Mentors
- With Me In Mind

- Short Term Cornerstone provision

Facilities

As a purpose build Academy we are in the privileged position as our building was created with the needs of all students in mind.
Some of the facilities we have include:

- Adapted alarms to alert students with visual/hearing impairment;
- Adapted carpets to support students with visual impairments;
- Lift Access
- Room numbers and key signs in Braille
- Multiple lift access on each floor;
- Wet room;
- Evacuation chairs and trained staff.
- Additional changing and toilet facilities for students in need of support as well as trained staff.

To ensure our facilities are secured for students with physical disabilities we have an on-going commitment to continue working with Heatherwood Special School.

Access to the curriculum

We recognise that all students have unique talents and want to ensure these are unlocked within both our curricular and extra-curricular provision. To increase participation in the curriculum, this will sometimes mean that adaptations are made to ensure the highest level of provision. These include, but are not limited to, 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
- Reading Plus
- 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. Students 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 support on a case-by-case basis
- Support and/or staff training for school trips
- Route alterations for the whole-school Sponsored Walk
- Communication with outside providers to ensure awareness and amendments are ready in advance of trips/visits

Admissions

Students with an Education, Health and Care Plan are admitted into school via consultation with the Local Authority and the feeder Primary school in Year 6. The SENDCo attends all transition meetings to enable Trinity Academy to best support the student.

In some cases, this process does not occur in Year 6, such as when a student moves into area. In-year admissions (admissions after the start of Year 7) are carried out in liaison with the Local Authority.

Students identified as having an SEND who do not possess an Education, Health and Care plan are supported in the same way as students who hold one (please see Admissions Policy). The SENDCo liaises with the prior school (primary or secondary) to ensure that the needs of the student are met.

Consulting with children, young people and their parents

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

Transfer between phases of education and preparing for adulthood

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 multiple times per year to discuss specific needs and year 6 transition. Initial information gathering meetings take 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 44 young people with special educational needs or disabilities into Trinity Academy.

- ***Transition from KS3 to KS4:*** All students with SEND in Year 9 will receive a personalised careers guidance appointment to support future aspirations and inform pathway planning. In addition, Miss Durose, who is currently undertaking the Post Graduate Certificate in Special Educational Needs, will provide targeted support to SEND students throughout the GCSE options process. She will work closely with students, families, and staff to ensure a smooth transition into Senior Academy, ensuring that receiving staff are fully aware of each student's strengths, identified barriers to learning, and the interventions and support strategies that have previously been effective. This collaborative approach aims to promote continuity of provision and positive outcomes as students move into Key Stage 4.
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- ***Graduation from KS3 to KS4:*** Student needs are considered by the pastoral and academic team when addressing their ability to access the graduation criteria. The SEND support team are available on a case-by-case basis to help students with graduating into Year 9.

- ***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 students 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

receive a careers meeting during the first term to ensure appropriate planning can take place as well as accurate targets and interventions. This helps to inform and direct reviews and PEP meetings. The SEND department works 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.

Adapted curriculum (including SEMH needs)

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
- Reading Plus
- 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

Finance

Our notional SEND Budget this year was allocated within the following areas of spend:

- Support staff
- Commissioning of external services
- Additional teaching resources
- Training for teaching staff and support staff
- Smaller class sizes
- Additional Literacy Lessons
- A full list of our external partners can be found on the Doncaster Local Offer website

Parental Support Services

SENDIAS (Doncaster SEND Information, Advice and Support Service)

SENDIAS is a service that provides independent advice and support for parents. The service is free and they offer:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements

Older students (aged 16+) can also access SENDIASS for help with all of the above issues.

How to access SENDIAS

Individuals who require support from SENDIAS do not need anyone to make a referral for them. Parents (or older students) get in touch themselves.

- Tel: 01302 736 920
- Email: sendias@doncaster.gov.uk
- Web: www.doncaster.gov.uk/services/schools/sendias
- Facebook: www.facebook.com/DoncasterSENDIAS

Doncaster Local Offer

The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our local area. It includes (but is not limited to):

- Support services
- Leisure activities (e.g. SEN sports clubs)
- Health services (e.g. contacts for the NHS speech and language team)
- Contacts for SEN charities

This can be accessed via the following link: Doncaster Special Educational Needs & Disabilities (SEND) Local Offer - City of Doncaster Council

Governing body

Our SEND Governor is Helen Wilson. Both Mrs Wilson and the school SENDCo meet on a regular basis to ensure that students receive the highest levels of provision. The Governing body works with the SENDCo; guided dually by Health and Social Services, Local Authority Support services and Voluntary organisations in meeting the needs of students [and families] with SEND.

SEND Interventions

At Trinity Academy, additional SEND interventions are selected based on identified individual need and barriers to learning. Provision is not implemented solely on the basis of a pupil's SEND category; instead, consideration is given to the pupil's starting point, identified areas of need, current presentation and intended outcomes. The impact of provision is

regularly monitored through appropriate assessment, observation, pupil and parent feedback, and review of progress. Where an intervention is not having the intended impact, the provision is reviewed and adapted, with alternative approaches or further assessment considered where appropriate.

Examples of Targeted/Targeted + Interventions available at Trinity Academy based upon category of identified need are in the table below:

Communication and Interaction	**SEMH**	**Physical and/or Sensory**	**Cognition and Learning**
Communication Club	SEND Social Club	First-Aid Pass	SEND Homework Club
SEND Social Club	Sensory diet schedule	Braille	McGraw-Hill (7-9)
McGraw-Hill (7-9)	Time-Out Pass	Touch Typing	Key Worker
Time-Out Pass	Key Worker	Accessibility Pass	Visual Timetables
Key Worker	3/5 point scales	Key Worker	Inference Training
Social Stories	Steps to Success (10-11)	Steps to Success (10-11)	Steps to Success (10-11)
Steps to Success (10-11)	Leeds Anger Booklet	Physiotherapy	Precision Teaching
ASCETS Sensory Assessment	Self-Esteem Program	ASCETS Sensory Assessment	Use of ICT

Evaluating the Impact of Intervention

All additional provision is intended to be purposeful and outcome-focused. For each intervention, staff consider the identified barrier or need, the pupil's starting point, the reason the provision has been selected and the intended outcome. Progress is reviewed at appropriate intervals using assessment information, observations, work scrutiny, attendance or engagement data, and feedback from pupils, parents/carers and relevant staff. Where progress is limited or the intended outcome is not being achieved, the intervention is not simply continued by default; the approach, frequency, level of support and suitability of the intervention are reviewed and adapted, with further assessment or alternative provision considered where appropriate. This ensures that SEND provision remains responsive to individual need and supports pupils towards greater independence and their intended outcomes.

Complaints

The Academy has the best interest of the students at heart and want to work with parents to resolve issues as they arise. If there are any complaints relating to the provision or organisation of SEND, these will be dealt with in the first instance by the class/subject teacher and SENCO.

If necessary, further involvement from the Assistant Vice Principal for Senior Academy will take place.

If unresolved, then by the Principal. The Governor with specific responsibility for SEND may be involved if necessary.

In the case of an unresolved complaint the issue should be taken through the Academy's complaints procedure (see separate Complaints Policy). Trinity Academy complaints procedure can be located here.

Further development

Our strategic plans for developing and enhancing SEND provision within the school next year center around four primary goals:

- The further embedding of Inclusive High-Quality Teaching.
- Reduction of fixed term exclusions for students with SEND through the ongoing development of our internal provision, Cornerstone.
- Closing the gap between SEND and non-SEND academic attainment.

Relevant school policies

The following policies located on the Academy website are to be read in conjunction with this SEND Information Report:

- SEND Policy
- Anti-Bullying policy
- Supporting Students at School with Medical Conditions
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act (2014)
- Equality Act (2010)
- Mental Capacity Act (2005)