



**Trinity Academy Leeds**  
**SEND Information Report 2023-24**

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**Our Aim**

Trinity Academy Leeds 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, provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes.

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 curriculum we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend Trinity Academy Leeds.*
- *Highlight that all teachers at Trinity Academy Leeds 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 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 Leeds offers to students with special education needs and disabilities. It meets the requirements ( 6.79 – 6.83) of the “Special educational needs and disability code of practice: 0-25 years (January 2015) on publishing information about the implementation of the MAT’s policy for pupils with SEND.

**What is a special educational need or disability?**

A child or young person has a SEND if they have a 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, January 2015)

**SEND Headlines - A data overview of the impact of SEN provision to date**

**Academic Progress 2022-23**

Due to the school only being open for 2 years and no Y11 cohort having studied at the academy to date, academic progress data is limited to internal data gathered based on Y7 and Y8 student attainment in 2022-23. A key measure for this is “Masters of Recall”, termly assessment points across all subjects.

Outcomes are shown below.

**MOR (Masters of Recall)**

	Average score (%) MOR 1	Average score (%) MOR 6	Change (MOR 1- MOR 6)
<b>Whole Y7</b>	72	88	+16
<b>SEN Y7</b>	57	80	+23
<b>Whole Y8</b>	83	84	+1
<b>SEN Y8</b>	72	78	+6

In both year groups the increase in MOR scores from MOR 1 to MOR 2 was greater for students with SEND than for the year group as a whole, indicating that students with SEND made greater progress during the academic year.

**What reviewers have said!**



Pupils from a range of starting points and with a broad spectrum of need are impressively articulate and confident, and evidently emotionally invested in their school as a result of the very deliberate approach taken to teach and nurture the personal dispositions and habits expected of them.

MAT SEND Review, Oct 2022

There is genuine understanding by staff that all are teachers of SEND, that high-quality teaching is at the heart of inclusion, and that the achievement of SEND learners is a core barometer of organisational effectiveness.

AHT with responsibility for SEND. Dixons Trinity Academy, July 2022

True inclusion for all pupils regardless of their prior attainment. Exceptional levels of pastoral care. A remarkable offer for extra curriculum provision. You are doing something remarkable here.

Mary Myatt, Sept 2022

## Attendance 2022-23

	Attendance 2021-22	Attendance 2022-23
Whole School	95.8	94.2%
SEN	95.5	91.3%

SEN attendance and behaviour is tracked each week using Power BI. Support is put into place proactively. Attendance for students with SEN was above national average for all students (92.4%) in 2021-22 and above national average for SEN attendance (89.9%) in 2022-23

## SEND in Context at Trinity Academy Leeds – November 2023

Criteria	Data
Total number of students on roll	719
% of students with EHCPs	0.55%(4)
% of students identified as SEND Support	13.3% (96)
% of school population with SEND provision	13.9% (100)

## SEND 'Per Year Group' at Trinity Academy Leeds

SEND student numbers per year group 2022-2023			
Year	SEN K	SEN E	Total
7	34	0	34
8	29	2	31
Total	63	2	65

## Admissions

Children in receipt of an Education, Health and Care plan (EHC) that name Trinity Academy Leeds 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 SENDCo in liaison with the wider pastoral team, 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 2023-2024

Type of support	Objective	Evidence base	Expected outcome
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Quality first teaching	To ensure that all students with SEND receive high quality teaching every lesson, every day.	EEF High impact and strong evidence base, particularly if the student is also disadvantaged	There will need to be limited intervention due to the quality in the classroom. Staff will be given high quality CPD to skill them up.
SENDCo support and the overview of SEND provision	To lead on all policies, tracking, paperwork, monitoring and quality assurance; ensuring SEND students make progress	As stated in job description and roles and responsibilities of the SENDCo	<p>All students will be given a 'graduated approach to the needs', including those identified as SEMH.</p> <p><b><u>What does a graduated response look like at Trinity Academy Leeds?</u></b></p> <p>Detailed and documented response that monitors and tracks all interventions available at each wave of intervention. A SEN support plan initiated for all K students that is driven plan an Assess, Plan, Do, Review approach in three cycles. Parents/carers and the student will be invited to meet three times a year to review these documents and the targets set and interventions in place.</p>

<p>Maths and English curriculum and Senior Leadership SEND Link</p>	<p>To develop and implement TAL's literacy and numeracy interventions for all those students who need it.</p> <p>To complete NGRT reading tests, baseline assessments and CAT tests</p>	<p>EEF</p> <p>To ascertain a clear baseline level for all students but even more so for those with SEND.</p>	<p>Address numeracy and literacy concerns for those students identified during lessons and add in extra wave 2 intervention.</p> <p>Increased understanding, increased reading ages.</p>
<p>Student Liaison Officer and Wider Pastoral (Student Wellbeing) Team</p>	<p>To be responsible for managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in their year</p> <p>To assist the SENDCo with key worker roles for students who may need it.</p> <p>To develop SEMH approaches that give students resilience and specific strategies to regulate their emotions.</p>	<p>The strong correlation between high attendance and high attainment. Strong research indicating the power of positive relationships in supporting those students with SEND needs, particularly those with SEMH needs.</p> <p>Having a clear understanding that behaviour could be the outcome of an unmet need and establishing strong triangulation with SEND, pastoral and teaching and learning.</p> <p>EEF Mentoring +2 Behaviour interventions + 4</p>	<p>The attendance of SEND students is at least in line with their peers.</p> <p>The behaviour of students is understood and clear correlations are made to learning when appropriate – graduated responses indicate this.</p> <p>That all students feel safe and supported in the academy.</p>

Library area	This gives a quiet space for any SEND students who may need some peace and quiet and to self-regulate during busy unstructured times	SEND research and National Autistic Society – to enable ASD children to have quiet space.	To aid students who find unstructured times of the day challenging and would benefit from adult support.
SEMH support including external partnerships and the implementation of Strong Foundations Mentoring program	To offer one to one sessions for those students with SEMH needs where appropriate as well as signposting young people and families the free support services offered within the Leeds area and where necessary as part of a graduated response provide external professional support.	Children with special educational needs may experience a range of social, emotional and mental health problems, which can create a barrier to learning. We are also training a mental health lead in line with the new Government push.	To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place.
Empower	Empower is the academy's careers curriculum. This will include 5 external visits within each year group to sites of local interest with the aim of building students' awareness of possible careers pathways as well as enriching through cultural capital.	The empower curriculum aims to provide above and beyond that required by the National Curriculum for KS3.	All students engage in an enriching careers curriculum to help prepare them for adult life.
Specialist service, advice and support	There are a wide variety of specialist services we may work throughout the academic year to support our SEN students such as: Educational Psychologist support	As recommended by colleagues and the LEEDS SENIT team	Students in need of support from external agencies (to aid teaching staff and the SEN team to support their learning in school) benefit from the advice of experts.

	<p>Speech and Language support Occupational Therapy Specialist Inclusion services (DAHIT) CAMHS Alternative providers</p> <p>Please note that the list above is not exhaustive</p>		
Establishment of a Trinity MAT SEND hub	This will enable all Trinity MAT secondary and primary SEND teams to share best practice and work together to further develop and refine our SEND systems.	The Behaviour and Teaching and Learning Teams across the Trinity MAT work together on a frequent basis to share best practice, review provision and refine practices. It is hoped that the SEND hub will also enjoy success.	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. SEND teams are peer reviewed by SEND teams within the MAT and timely, constructive feedback provided.

## How will the academy support my child or young person's learning?

### Accessibility of the academy

Where students require support with physical and mobility needs the academy has lift access to all floors, accessible classrooms and modified facilities for students. Key staff will be aware of students' particular physical and sensory needs and be available to provide assistance when required.

### Support provided by academy staff.

When children or young people join the academy information regarding their specific needs is gathered and made available to key staff, individuals who will be interacting with that student, to plan appropriate provision and support. The SENDCo liaises 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. Students check in daily with their form tutors and will have Student Liaison Officers 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.

### **Support with Curriculum**

Teachers at the academy deliver outstanding quality lessons appropriately differentiated and personalised to match the students' needs and targets. Based on the severity of the children or young person's needs they may receive additional classroom support, targeted small group tuition, or placed on alternative support pathway that compliments the Mainstream Curriculum and extra interventions to ensure they make the best progress they can. 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. Parents/carers will receive termly reports and be asked to attend Parent Consultation Evenings to meet with form tutors and class teachers. Appointments can be made with the SENDCo and pastoral team to discuss any particular concerns regarding the students' progress or support requirements.

### **Support for children and young people's well being**

The academy strives to maintain a supportive environment for students and understands that a priority is students' emotional wellbeing whilst they continue their academic journey. Pastoral support is available for all students. Students will see their form tutors daily and have the opportunity to discuss any concerns or issues; these may be referred to Student Liaison Officers or another member of the Pastoral support team to be resolved. Attendance data is monitored by form tutors and Student Liaison Officers, if there are concerns regarding students attendance these will be directed to the wider pastoral team.

Students with additional educational needs will be able to meet with the SENDCo or a member of the SEND team when they feel it is necessary. Depending on the students specific requirements, support can be provided by assigning mentors or key workers, a single point of contact for student and parents/carers who will monitor the students' progress and requirements and feed back to the SENDCo with any changes to provisions or circumstances. Students may also work with the pastoral team or targeted support sessions in school. When necessary, students and parents/carers may be directed to additional services in the area.

### **Support of students with medical needs**

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. 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.

### **Support for students who require help with literacy and numeracy**

Subject teachers will look at assigning additional provisions for students who they feel may benefit from additional tuition, this may include small group work, and after school targeted support sessions or an alternative support pathway which will complement the main curriculum. Parents/Carers will be advised if students are being placed on alternative pathways or are required to attend afterschool interventions to ensure they are making progress.

### **Support outside of the classroom**

The academy aims for all students to be able to participate in all the activities provided from extra-curricular afterschool sessions to school trips. If a student requires additional provisions for these activities the academy will endeavour to provide support. Staff will consider any specific needs when planning and running these activities or organising school trips. If you have any concerns regarding your child or young person's medical needs in relation to extra-curricular activities please contact the school to discuss.

### **Students moving to a new setting/school/college or continuing their academic journey**

The academy will provide a dynamic transition process where Year 6 students have



opportunities to visit the academy prior to their start date. The SENDCo can arrange for additional visits for students with special educational needs to help them adjust to the big change from Primary to Secondary school. If your child or young person has an Education, Health Care Plan, the SENDCo may attend meetings with the previous school to gather all the necessary information on the student and attend EHC Planning or Annual Review meetings to ensure the students' transition to the academy is as smooth as possible and suitable provisions are established ready for their arrival. When a student leaves Trinity Academy Leeds to move to a new setting, the academy will forward on all relevant documentation and information regarding their needs. If required academy staff may accompany students on visits to the new setting and meet with appropriate staff.

### **Services available or can be accessed by the academy.**

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 Leeds SEN team to review students with 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.

### **What can you or your child/young person do to support their learning?**

It is essential that parents/carers are involved in their child's education. Parent/Carers are invited to attend transition events, Parents' evenings, SEN review meetings and other meetings the SENDCo or yourself may feel are required to support the child's needs. Termly 'SENDCo Surgeries' are held where parents/carers have the opportunity to discuss their child's progress outside of the normal parents' evenings. As mentioned the academy tries to promote a comfortable environment for students to feel confident to approach staff with comments regarding their education, this might be from homework queries or if they feel they need more support. Students will participate in review meetings where they will be able to contribute their opinions regarding provisions they feel might benefit them to achieving their goals.

### **How do we evaluate the effectiveness of the provision made for children and young people with SEND?**

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.

### **What support is in place for improving emotional and social development?**

The SEND team works with pastoral staff (the Student Liaison Officer 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. 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, initially through the academy's Strong Foundations mentoring scheme. Team Leaders work to support the specific emotional and social development of any SEND students in their team. Extra support is usually provided by the SENCO and wider pastoral team, mindful of working to include rather than exclude the pupil concerned within the school day and culture.

### **What do I do if I think my child may have special educational needs?**

In the first instance you should contact the Academy's Special Educational Needs Co-Ordinator, Oliver Harrison to discuss your concerns. This can be done by e-mail [contactus@leeds.trinitymat.org](mailto:contactus@leeds.trinitymat.org) or by telephone on 0113 4831126.

### **What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?**

**If you still have concerns about your child's SEND support after consultation with the SENCO:** Young people and parents with concerns about SEND provision should contact Mrs H Collins (Vice Principal) if initial concerns raised with the school's SENCO remain. Depending on the key areas of concern, complaints from parents are dealt with using the academy

complaints procedure or through referral to the Local Authority.

### **Leeds Local Offer**

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND and their families. This information is held in a centralised location and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them. Leeds City Council's local offer can be found at: [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)

For additional information regarding SEN at Trinity Academy Leeds please feel free to contact at [contactus@leeds.trinitymat.org](mailto:contactus@leeds.trinitymat.org) or 0113 4831126.

**Completed:** November 2023

**Review Date:** November 2024