

SEND Information Report

Hull Trinity House Academy SEN Information	
What kinds of SEN are provided for at Hull Trinity House Academy?	<p>At Hull Trinity House Academy we provide inclusive education for boys aged 11 to 16 years. This includes students with a wide variety of Special Educational Needs. These include:</p> <ul style="list-style-type: none"> • Cognition and Learning Needs, such as Specific Learning Difficulties (SpLD) or Moderate Learning Difficulties (MLD) • Behaviour, Emotional and Social Difficulties (BESD) • Communication and Interaction Needs, such as Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD) • Sensory and/or Physical Needs, including Visual Impairment (VI) and Hearing Impairment (HI).
Who is the Special Educational Needs Coordinator (SENCo)? How can they be contacted?	<ul style="list-style-type: none"> • The SENCo at Hull Trinity House Academy is Mrs. Zoe Kirk. She can be contacted via telephone at the Academy, or through the general contact form on the Academy Website.
How are students with SEN identified? How are their needs assessed? What is the name of the SENCO and how can they be contacted?	<ul style="list-style-type: none"> • The Academy identifies students through the Common Transfer Form, and the transition process. • The SENCO liaises with primary schools when students are in Y5 and Y6 to gather information regarding SEN. • Concerns can be raised by staff which will then be investigated by the SENCO. • If a parent believes their child may have SEN, the SENCO is available at regular parents' evenings, and can be contacted at the Academy. • Social and emotional needs will be identified and addressed by Student Services. • Each case is considered individually.
What arrangements are in place for consulting parents of children with SEN and involving them in their child's education?	<ul style="list-style-type: none"> • School reports are sent out for all students three times per year. • Parents are involved through information evenings, one to one meetings and Annual Reviews. • Mrs Atkinson, Mrs Waterman and Mrs Kirk may contact parents to involve them in decision making with regards to the support put in place for their child. • In addition to this there are regular opportunities for consultation with staff at parents' evenings. • Parents are actively encouraged to contact Student Services with any queries or concerns.
What are the arrangements for consulting young people with SEN and involving	<ul style="list-style-type: none"> • Students with SEN will have regular reviews with regards to the provision put in place for them. Their views will be sought and taken into account via review meetings and discussions with staff. • As with all students, those with SEN can have their voice heard through surveys, the school council and the Officer System.

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How does the academy assess and review student's progress towards outcomes?	<ul style="list-style-type: none"> • Staff in the academy track the progress of students in their classes and report to SLT for monitoring. • If a student's progress is becoming a concern, action may be taken, including working with the student to help him identify and overcome barriers to learning. • When concerns arise parents may be contacted and invited in to the academy to discuss what measures can be put in place.
How does the academy support children and young people in moving between phases of education, and in preparing for adulthood?	<ul style="list-style-type: none"> • The SENCO liaises with primary schools when students are in Y5 and Y6 to gather information regarding SEN, and may attend annual reviews. • Students with SEN may be visited by key members of staff in their primary setting, and/or visit them at the academy. Parents may also be invited. • When moving towards Y11 work towards becoming an independent adult and managing their own lives as an active and valuable member of society takes place in social skills groups and life skills classes in the ALG/nurture group. • All students have access to an independent careers advisor in KS4. • Arrangements for transition support should the young person choose to move on to further education follow a similar structure to those when students join us in Y6.
What approach is taken to teaching children and young people with SEN at Hull Trinity House Academy?	<ul style="list-style-type: none"> • Each student receives the support relevant to their individual needs. • The SENCO and SEN assistant determine which students will receive intervention based on information gathered, including parental feedback, assessments and test results. • External agencies will be involved when necessary to provide specialist services, e.g. Northcott Autistic Outreach. • Parents will be kept informed of progress and provision for their child. This may be by letter, phone call, or face to face meetings when required. • The SENCO will liaise with staff, parents/carers and external agencies.
How is the curriculum and the learning environment adapted to meet the needs of students with SEN?	<ul style="list-style-type: none"> • The curriculum is adapted to be challenging yet accessible for all, including those with SEN. • Students may receive support from a TA to enable them to access learning, a scribe or a reader, physical aids such as coloured overlays, angle boards or handwriting pens. • Multisensory learning programmes cater for a variety of learning styles. Students are taught in ability sets and the work is differentiated to provide a suitable challenge for all abilities.
How is equipment and facilities to support children and young people with SEN secured?	<ul style="list-style-type: none"> • The Academy works with agencies such as the Integrated Physical and Sensory Service (IPASS) to assess the need for specialist equipment and/or facilities. These are then provided by the outside service or by Hull Trinity House Academy.
What expertise and training do staff who support students with SEN have?	<ul style="list-style-type: none"> • The SENCO has completed the National SENCO Award, and there is a wealth of expertise and qualifications amongst staff in the department, including degree level qualifications and others in safeguarding and counselling, and HLTA status.

<p>How will specialist expertise be secured?</p>	<ul style="list-style-type: none"> • Any training needs identified will be addressed as part of the ongoing professional development programme for all staff. • Referrals to outside agencies such as Educational Psychology and CAMHS will be made where a student requires more specialist intervention than the academy can provide. • A dyslexia specialist comes into the academy once a week to carry out specialist literacy lessons with a small number of dyslexic students.
<p>What measures are in place for evaluating the effectiveness of the provision made for students with SEN?</p>	<ul style="list-style-type: none"> • A cycle of planning, assessment and review runs continuously to ensure that the right support is being given to students. • Progress of groups receiving intervention such as the ALG is closely monitored to ensure the support is effective. • Staff report progress in subjects three times a year following assessment.
<p>How are students with SEN enabled to engage in activities available with students in the academy who do not have SEN?</p>	<ul style="list-style-type: none"> • All SEN students are able to access all academy activities, including trips and extra-curricular activities. Parents are involved through consent forms. • The building is fully accessible with a lift to all floors, and disabled toilet and changing facilities. • Evacuation chairs are in place on each landing area. • For those families who do not speak English as a first language, the Academy is able to access interpreters.
<p>What support is in place for improving emotional and social development?</p>	<ul style="list-style-type: none"> • The Student Services team train a group of students to become Anti bullying ambassadors to support the school anti bullying work. They also act as peer mentors. • Restorative Practice is used to resolve situations without conflict and help students understand the implications of their actions. • The academy works with outside agencies and voluntary organisations to ensure the wellbeing of our students. • Social and emotional needs will be identified and addressed by Student Services. Each student receives support which is relevant to them individually.
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<ul style="list-style-type: none"> • The Academy accesses specialist services in the areas of health, therapy and social care as required. • The academy has access to educational psychology services when needed. • We work closely with Northcott autistic outreach services, which provides outreach support for our more vulnerable students. • The school nurse is in school at least once a week as part of a lunchtime 'drop-in' for students. • Headstart programmes are run in conjunction with the academy to help students with emotional and mental health difficulties.
<p>What support services are available for parents of Children and</p>	<ul style="list-style-type: none"> • KIDS is a support service for disabled children and young people and their families. They can support with many issues, including the Education Health and Care Plan transfer/application process, transition, and SEN Mediation and Disagreement Resolution.

<p>Young people with SEN? How can they be contacted?</p>	<ul style="list-style-type: none"> • SENDIASS (Formerly Parent Partnership Services) is a service offered by KIDS which gives independent support and advice to parents and carers whose children have special educational needs. They can support parents at school meetings, annual reviews and tribunals. • Both of these services can be contacted on 01482 467540. The postal address is: KIDS Yorkshire and The Humber, 182 Chanterlands Avenue, Hull, HU5 4DJ The website can be accessed at http://www.kids.org.uk/
<p>Where can I find details of the Local Authority's Local offer?</p>	<ul style="list-style-type: none"> • All Local Authorities are required to produce a Local Offer detailing what is available within their area for families, young people and children with Special Educational Needs and Disabilities (SEND). Details of the Hull Local Offer can be found at • http://hull.mylocaloffer.org/s4s/Wherellive/Council?pagelId=3018&lockLA=Tr ue
<p>What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?</p>	<ul style="list-style-type: none"> • Complaints about provision can be directed to the SENCO, the Principal, the Chair of the Educational Advisory Body, or DELTA directly.