

Introduction

Trinity School is the lead school in the Newbury Academy Trust based in the north of Newbury. It is smaller than the average sized Secondary school with 961 students on roll between the ages of 11 and 16 and 89 students in our Sixth Form. We sponsor two local primary schools - Fir Tree School and Speenhamland School.

Trinity School benefits from housing two specialist Local Authority Units: one for students with an EHCP for Dyslexia (Cognition and Learning) and the other for those with an EHCP for Autistic Spectrum Disorders. Speenhamland School also houses a specialist unit for young people with physical disabilities, and Fir Tree School has a specialist unit for children with an ASD which opened in 2017. Students are placed in these units by the Local Authority through a separate assessment process.

The Trust's ethos is to make a substantial difference to the lives of young people through the education and experiences we provide. To achieve our mission, we expect all our young people to:

- have high expectations in all they do
- respond positively to challenges
- develop a love of learning that remains a lifelong legacy
- take increasing responsibility for their own learning
- show respect for each other and their environment

1. The kinds of SEND provided for at Trinity School

In accordance with the 2014 SEND Code of Practice, and the 2010 Equality Act, The Trust is committed to meeting the needs of all of our young people so that no individual or group is disadvantaged or discriminated against in any way. Consequently, the various and changing profiles of SEND within The Trust's schools are monitored closely by their SENCOs, to ensure appropriate support is provided that is 'additional to or different from'¹ standard mainstream classroom provision.

When monitoring the different kinds of SEND within the schools in The Trust, our young people's needs are categorised according to the four areas of need cited in the 2014 SEND Code of Practice:

AREA OF NEED	CODE	DETAILS
Communicating & Interacting	C&I	Including Autistic Spectrum Disorders (ASDs) and Speech, Language and Communication Needs (SLCN)
Cognition & Learning	C&L	Including Specific Learning Difficulties – Dyslexia or Dyscalculia
Social, Emotional and Mental Health Difficulties	SEMHD	Including Attention Deficit [Hyperactivity] Disorder – AD[H]D and difficulties with stress, anxiety and depression
Sensory or Physical Impairment	S/ PI	Including difficulties with vision, hearing, mobility

The following table shows the **primary** areas of need in Trinity School, October 2018, according to the SEND register. Some children on the register may have an identified secondary need.

Need	%
Communication & Interaction	48%
Cognition & Learning	32%
Social, Emotional and Mental Health	13%
Sensory or Physical Impairment/ Medical	7%

Fig.1: SEND Register breakdown – Areas of Need Profile

As indicated above, it is 'Communicating and Interacting' needs which form the largest area of need at Trinity School, followed by 'Cognition and Learning'. This information is used to provide guidance to teachers on general strategies broadly helpful in addressing these needs.

Trinity School also supports 45 young people who have a SEND and who are eligible for assistance provided through the Pupil Premium Grant. The break-down of those with an EHCP or categorised as SEN Support can be seen below.

SEND students with Pupil Premium Status	
SEN support 59%	EHCP 41%
Whole School figures	
SEN support 9% of school	EHCP 7% of school

Fig. 2: breakdown of students with SEND and PP status

All young people identified with a Special Educational Need or Disability are listed on our SEND Register and flagged as either having a Statement or Educational Health and Care Plan (EHCP), or as 'SEN Support'. Each of these students has a Support and Achievement Plan (SAP) which details their difficulties and outlines strategies for teachers to use in meeting their needs. Specific targets, called 'desired outcomes' are also specified, so that the student and his/ her teachers have clear guidance regarding measuring success. These desired outcomes are monitored and reviewed throughout the school year. It is the responsibility of every teacher to know, understand and provide for the specific needs of all their students, including those with a SEND, as stipulated in the 2014 SEND Code of Practice.

1.1 The ACE Unit (for young people with an EHCP for Dyslexia)

The ACE Unit is able to house up to thirty young people with Dyslexia and is run by specialist teachers who provide discrete lessons in The Unit. These lessons form part of the timetable for ACE students. In addition to this, specialist ACE Unit Teaching Assistants support the ACE students in their mainstream lessons.

In order for a student to be accepted into the ACE Unit, they have to go through the Local Authority selection process.

In line with the Trust's ethos to make a substantial difference to the lives of young people through the education we provide, 100% of the students who sat their exams in the summer of 2018 went on to access further learning or training of their choice.

1.2 The ASD Unit (for young people with an EHCP for an Autism Spectrum Disorder - ASD)

The ASD Unit opened in September 2015 and currently caters for four Year 7, two Year 8, three Year 9 and two Year 10 students. The Unit is run by a specially designated team of teachers and TAs who deliver discrete lessons there and who support their students in mainstream lessons.

In order for a student to be accepted into the ASD Unit, they have to go through the Local Authority selection process.

2 Identifying young people with SEND

We work closely with local primary schools during the process of transition to secondary school, to ensure we receive relevant and accurate information regarding young people with special education needs. We then monitor students' performance and investigate further where students perform below expected levels or where concerns have been raised by teachers and parents. In such instances, it may be necessary to involve other agencies, such as the Local Authority's Cognition and Learning Team or the Educational Psychologist to investigate a student's underlying difficulties and determine if they have a Special Educational Need or Disability.

Throughout their time at Trinity School, all students are carefully monitored and may be referred for additional support at any point. This may be through subject teachers raising concerns about a student's progress or lack of it. It may be through contact from the Heads of House, Tutors or the Heads of Year. In order to streamline the process of referral there is now a referral pro-forma that is accessible to all staff, on our Virtual Learning Environment. Furthermore, it might be that the parents of a student contact school because of worries that they have about their child's learning or well-being. In all cases, staff and parents know to contact the SENCo so that investigations can commence.

3 Contacting the school about SEND

All concerns about a young person with existing SEND, or worries about a student who may be showing signs of a SEND which needs investigating, should be directed to the SENCo – Miss Joanna Passey jpassey@trinity.newburyacademytrust.org

There will be three planned opportunities during the year to meet with the class teacher. Children with SEND will have a Support and Achievement Plan which will be reviewed at the termly meetings. You will also receive an annual report about your child's progress. Additional meetings can be set up at the request of the class teacher, SENCo or you as parents to ensure effective communication with regard to support for your child.

3.1 Support for children with special educational needs

Staff responsible for supporting SEND students:

Class teacher, responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCo know as/ when necessary.
- Tracking progress of additional support provided and measuring the impact of additional support.
- Writing Support and Achievement Plans (SAP), with the support of the SENCo and sharing and reviewing these with parents once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so the child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO, responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy/ Information report,

to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are progressing
- Liaising with all the other people who may be coming into school to help to support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, School Nurse etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher, responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about the progress of children who have SEND.

SEN Governor, responsible for:

- Meeting with the SENCO and feeding back information to the full governing body regarding the provision for and progress of children with SEND in the school.

4 The SEND Register

All young people with a Special Educational Need or Disability, as defined in the 2014 SEND Code of Practice, are included on our SEND Register. At Trinity School, 16% of the school population is indicated as having SEND, which is higher than the average for West Berkshire, which is 12.8% and the National Average, which is 12.4%². This is largely due to having two Local Authority Specialist Units on site.

The SEND Register records the students' status as being 'SEN Support' or as having an EHCP. Every student listed on the register is then issued with a SAP (Support and Achievement Plan) which records key detail about his or her needs, provides strategies to help teachers accommodate these needs and lists two or three 'desired outcomes' for the student to work towards. When the SAP is produced, students and their parents are invited to collaborate in the process. This may be at a face-to-face meeting such as an Annual Review, or it might be through telephone or email correspondence. All Year 7 and Year 11 students with a SAP have had a 1:1 meeting with the SENCO.

Furthermore, in line with the ethos of the 2014 SEND Code of Practice, the SENCO will meet with parents of students who have a SAP at Parents' Evenings, so that the desired outcomes can be discussed and amended in light of the latest feedback from subject teachers. Every teacher is responsible for knowing the details in the SAPs of the

children that they teach, so they can differentiate their lessons accordingly. It is the responsibility of the SENCO to ensure that this is so.

5 Assessing, reviewing and monitoring the students' needs

The process of assessing students' needs is part of the school's continuous programme of monitoring and review. Trinity School has a robust pastoral system which ensures a young person's needs are quickly-identified so that support can be put into place swiftly. The SAP, as outlined above, is the primary mechanism for outlining the needs, defining 'desired outcomes' and monitoring provision for students with SEND. The SAPs are maintained by the Heads of House/Year, the SENCO and her SEND Team, but are accessible to all teachers and TAs.

The SAPs are reviewed each term, when progress towards 'desired outcomes' is evaluated and/ or new outcomes are established. At these points, students identified as having 'SEN Support' status will have meetings with their Tutor, or a member of the SEND Team, to discuss and agree the extent of progress/ the need for new outcomes. Once these are agreed, the SAP is sent home so that parents can read, amend and sign, so that they are part of the process. Year 7 students have an updated format of their SAP which is included within their school planner.

Students who have an EHCP have their SAPs maintained by the SENCO, who carries out similar meetings as those described above. However, in addition to these meetings, students with an EHCP also have a mandatory, more formal, Annual Review meeting to monitor and evaluate their progress. These meetings are attended by the young person, their parents/ guardians, the SENCO and, for those in Key Stage 4, a colleague from the careers service, Adviza, is also present. There may also be a representative from the Local Authority SEND team.

In addition to these mechanisms of monitoring, the Pastoral Team meets every day to discuss concerns that have arisen that day, so that support can be put into place immediately, and contact with parents/ guardians can be made swiftly, where necessary. Furthermore, should parents have concerns about their child/ children, they can contact the school; the website details the email addresses for members of staff and the contact number for main reception.

6 Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo and outside professionals, as needing a particularly high level of individual teaching and support, which cannot be provided from the budget available to the school. This usually means that the child is working at a level approximately 2 years or more behind his/her peers. Their needs are often complex, they will have had difficulties for a long time and they may have a diagnosis of one or more difficulties such as Autism, ADHD or a range of physical or emotional difficulties.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Physiotherapist or Occupational therapist.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an EHC (Education and Health Care) assessment of your child's needs. This is a legal process which, if deemed necessary, sets out the amount of support that would be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to require an EHC assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support the child from their own budget, using advice from outside professionals. In this instance, the Local authority will come to the school to hold a meeting to explain why they decided not to carry out the EHC assessment and to offer other suggestions of how the school could use their budget to support your child.
- If the EHC assessment is agreed: After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than £6000 support in school to make good progress. If this is the case, they will write an EHC Plan.
- The EHC Plan, written by the school, the local authority, the child and parents will outline amount of money the Local authority will provide to top up the school's budget to support your child and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

7 Establishing 'desired outcomes' for students with SEND

As indicated previously, the SAP is the document used to ensure students' needs are clearly outlined, and steps towards success (desired outcomes) are recorded. In establishing suitable desired outcomes, the SENCO, members of the SEND Team, and the Heads of House use their knowledge of the students to identify key focuses by which to measure success for each one. This process is shared with the student and their parents. Teachers and Form Tutors are directed to be mindful of these individual focuses when working with students who have a SAP. The Heads of House, their Tutors and the SENCO and her team are then responsible for checking that teachers are familiar with, and responding to, the SAPs.

The desired outcomes cited on the SAPs are reviewed on a termly basis. In order to monitor progress, current and previous SAPs are saved on SIMS electronically, and in hard copy in the school's SEND files.

7.1 Monitoring progress towards meeting 'desired outcomes'

As outlined above, everyone in school is involved in monitoring the desired outcomes for those with SEND; Form Tutors, Heads of House, subject teachers, Heads of Year and the SENCO.

7.2 Meeting needs in mainstream lessons

It is the responsibility of each and every teacher to ensure that they meet the needs of every student that they teach, including those with SEND. This is stipulated in the 2014 SEND Code of Practice. In most cases, those with SEND can have their needs met through mainstream teaching, which has been appropriately differentiated in accordance with individual needs. The needs of those with SEND are outlined on the SEND Register, and detailed on individual SAPs. In addition to this, the SENCO monitors whole school teaching and learning by carrying out observations, learning walks and book scrutiny's.

Furthermore, all teachers receive training on SEND as part of their induction programme, and then through the ongoing INSET provision. For example, training has been delivered regarding the 2014 Code of Practice and the responsibilities of teachers, and around how to differentiate for the range of SEND in our school. In addition to this, the SENCO produces briefing notes for the staff briefings held every week, on Mondays and Thursdays, and teachers are encouraged to contact the SENCO whenever they have concerns regarding students with SEND. There is a monthly drop in session with our ASD advisor from West Berkshire and our Hearing Impaired Teacher of the Deaf.

In addition to providing advice and guidance to teachers, the SENCO is also responsible for ensuring that Teaching Assistants (TAs) are deployed appropriately in class. The TA team meets, formally, with the SEND Lead practitioner every week, to share best practice and updates regarding students' needs. In addition to this, we have a dedicated 'SEN' email group where concerns can be shared amongst the team on a daily basis. Furthermore, there is regular, informal, dissemination of information among staff, through regular contact with the SENCO and/ or the SENCO's administrative assistant.

7.3 Additional support

In most instances, the needs of those with SEND can be met through careful differentiation of learning material by subject teachers, in line with advice outlined in students' SAPs. However, whilst it is the expectation that all students are in all of their lessons, all of the time, we acknowledge that there are times when other mechanisms of support are necessary to ensure a young person is able to access learning.

Thus, our Inclusion Unit is available to those who need help with their studies, support with accessing mainstream lessons or with managing difficult emotions. This support may take the form of 1-to-1 or small group sessions to help deal with anxieties, for example, or it could just be a place to work quietly rather than face the hustle and bustle of the busy school at a particularly difficult time. The unit also provides an alternative place to spend social times, where students can feel secure that the staff there will watch over them and/ or provide a friendly ear.

For students who come to us in with 'below expected' attainment scores, we provide a discrete Intervention programme, which is timetabled instead of MFL lessons. These lessons are staffed by one teacher and two TAs, which allow students to be taught in small groups, using Precision Teaching methods to target very specific elements of Literacy or Numeracy.

Students go through an initial period of testing to generate reading, spelling and number ages, and Standardised Scores. These scores represent a 'base-line' starting point from which to measure progress. The aim of the Intervention lessons is to double the rate of students' progress, so that they can catch-up with their peers functioning at age-related standards.

The students' performance in these tests is analysed and used to identify specific areas of weakness which then help the Intervention Manager to develop a programme of Intervention tailored to students' individual needs.

This timetabled Intervention provision remains in place for Years 7, 8 and 9. Some students may still need support with Literacy or Numeracy when they start their GCSEs, in Year 9, so they are able to access this, in place of one of their option choices.

In addition to this timetabled Intervention provision, we also operate a programme of 'Responsive Intervention' which provides an opportunity for students flagged as having particular difficulties in Literacy and/ or Numeracy. This provision is based on the Precision Teaching method and provides support for an eight week block so that students can have intensive one-to-one or one-to-two input on a specified area of need. These students are identified by their English and Maths teachers who refer them to the Intervention Manager with details of their particular need. This mechanism of support addresses the needs of students not otherwise receiving assistance. Once students have completed their Intervention block, they are monitored by the Intervention Manager who discerns whether any further support is necessary.

Finally, we have two Emotional Literacy Support Assistants, and we offer packages to help students deal with anger issues and anxieties. We, The Trust, also employs its own Educational Psychologist, who works with young people across all of our schools.

8 Transition

Transition from primary school

At Trinity School, we take great care in assessing our students' needs even before they start school in Year 7. We ensure that we have detailed knowledge of each individual about to join us. This is facilitated by the Head of Year 7 and her pastoral team who visit every child in his or her primary school, to speak to them, and their teachers, in order to find out all about them. The information gathered is then used to identify vulnerable students, in order to ensure appropriate provision is in place as soon as possible. For example, students who have an ASD or suffer with anxiety are afforded additional transition visits to help them familiarise themselves with the school, and build initial relationships with key members of staff who will support them. On top of this, these students will take part in the whole-school transition days, in July, when they are able to meet their tutors, take part in 'sample lessons', so they know what to expect, and start to familiarise themselves with the school site. Furthermore, parents of rising Year 7s are invited to a special welcome evening in July, so that they can meet key members of staff who will have responsibility for their child's learning and general welfare.

In addition to these support mechanisms available in the Summer Term, we run a one-week Summer School towards the end of August. To ensure students' well-being, support staff from our Inclusion Unit help to run these sessions. Again, this provides further opportunities to help our rising Year 7s familiarise themselves with the school site and some of the staff that they will come into contact with. All students who were identified as needing the enhanced transition package are encouraged to attend, at least in part. Furthermore, students about to become part of the ASD Unit are supported by Unit staff to help them cope with the changes that they face.

8.1 Transition from Key Stage 3 to Key Stage 4

At Trinity School, students begin their GCSEs in Year 9. In order to ensure that those with SEND are fully supported, when facing transition into Key Stage 4, we provide them with extra guidance and options. For example, whilst every student is given information about the different option subjects available, in the form of special assemblies; a bespoke Options Evening event; 1-to-1 guidance from tutors and a personal appointment with a representative from the careers advisory service, 'Adviza', those with SEND have access to additional option choices.

For example, we run a Work Skills BTEC for students who would struggle to do a full set of GCSE subjects and/ or those who need a greater emphasis on practical skills to help them in the world of work. Furthermore, we have been able to run a Level 1 Childcare which very successfully allows lower-ability students to access these vocational studies. Thus, in line with our ethos, to make a substantial difference to the lives of young people through the education we provide, we are ensuring all of our students are given appropriate learning programmes so that they are ready for their next steps, into Sixth Form, Further Education or the world of training and work.

8.2 Transition beyond Key Stage 4

As students consider their options beyond Key Stage 4, we ensure that those with SEND have access to additional careers guidance, in the form of additional sessions with representatives from Adviza and/or Miss Ruth Crossley, our Careers Lead. Furthermore, for those SEND students who are statemented, or who have an EHC Plan, the Adviza representative attends their Year 11 Annual Review, to ensure that the student and his/her parents are aware of the full range of routes available for these next steps.

In terms of the provision available in the Sixth Form at Trinity, students can study A Levels, BTECs or a mix of the two. We offer a range of BTEC courses, such as Travel and Tourism, Public Services and Health and Social Care, which accommodate approaches which are more vocational/ practical than those of traditional A Levels. Students and their parents/ guardians are given guidance regarding the best packages to suit their needs through the mechanisms of our Sixth Form Open Evening, the application process and the subsequent interview process. In addition to this, at every one of these steps, parents and students can make an appointment to speak to the Head of Sixth Form, Mr Rhodri Watkins, the Deputy Head of Sixth Form, Ms Ruth Crossley or the SENCo, Miss Joanna Passey.

For those with SEND who opt to move on to college, we support our students every step of the way, by helping them to produce their applications, arranging visits with a member of staff present, to help the young person feel more confident in attending Open Days, or personal appointments and helping them make phone calls or contacts to arrange transport etc.

9 Working with the Governing Body to ensure good quality SEND provision

The SENCo and the SEND Link Governor meet three times a year to review provision so that this information can be fed back in Full Governors' Meetings. These meetings are minuted, using a pro-forma which promotes easy comparison across the year. It is the same format used by Governors linked to faculty areas, thus promoting the importance of SEND at Trinity. The objectives are clearly stated at the top of the pro-forma:

Faculty:	Date:	Staff present:	Governor:
<p>Objectives of visits</p> <p>October: To meet with Head of Curriculum Area, to review results from summer exams, to understand the faculty development plan and its links to the school development plan, and to be aware of particular successes or future events.</p> <p>February: To review progress from previous meeting and establish how HoCA is prioritising targets for the rest of the year</p> <p>June: To see elements of the development plan in action e.g. new approaches to Teaching and Learning, use of new resources</p>			

The meetings are then largely structured around the School Development Plan statements, as shown below, so that the SDP is at the heart of discussions between the SENCo and the Link Governor.

October only:			
Exam results review			
Development Plan Targets	October notes	February Notes	June Notes
Summary headings			
Every learner an outstanding learner			
Every teacher an outstanding teacher			
Every student valued and supported in their learning environment			
Every opportunity taken to develop excellence			
Are there any particular successes or events that the HoCA would like to outline?			
Is there anything the faculty needs to ensure that targets are delivered?			
Other points of discussion			

SEND is monitored as part of the whole school Monitoring and Evaluation timetable. The SENCo also meets with the Deputy Headteacher responsible for Pastoral Care every week. These processes ensure that the ways in which expertise and resources are used to support those with SEND are reviewed and evaluated regularly and frequently.

9.1 Record keeping

All SEND records are maintained by a designated SEND administrative assistant and the SENCo. SEND files for all students on the SEND Register are kept securely, in hard copy and are constantly updated as new information becomes available. Key SEND documents are also uploaded onto SIMS so that the most up-to-date information is readily available to help teachers meet the needs of their students. Details and outcomes of interventions and support are also recorded on SIMS.

9.2 SEND and Performance Management cycle

All teachers are responsible for all students, including those with SEND, and all teachers have one Performance Management target based on student attainment. Thus, end of year results for SEND students feed into the Performance Management dialogue of every teacher. Furthermore, the progress towards desired outcomes as specified in students' SAPs also forms part of the measure of progress and attainment for students with SEND. The SENCo meets with Heads of Curriculum Area in order to ensure that the needs of those with SEND are addressed by subject teachers.

9.3 SEND and whole school monitoring procedures

The progress and attainment of all students, including those with SEND, is monitored through the whole-school reporting cycle which generates three reports per year. The Senior Leadership Team, which includes the SENCo, analyses this data, in detail, as the level of individual students, as soon as it has been collated. The data and formative comments within these reports are also monitored by Heads of Faculty, Subject Leads and Heads of Year.

Furthermore, less formal monitoring is an ongoing process which enables teachers, tutors and members of the pastoral team to 'flag' issues or concerns as they arise. In many cases, this will mean that parents are contacted by telephone or email, or asked to come in to school for a face-to-face meeting, in order to discuss worries about attainment, progress or emotional well-being. The outcomes of these communications may then result in academic intervention (attendance at homework club; the provision of a mentor; the use of a daily report card or a change of timetable) or referral to the Educational Psychologist, an Emotional Literacy Support Assistant (ELSA) or a member of the Local Authority's Specialist Support Service.

9.4 Professional Development in the arena of SEND

The SENCo has undertaken and gained the Post Graduate National SENCo Award and, more recently, she has qualified as a Specialist Assessor in order to be able to carry out testing for Access Arrangements.

The SENCo and members of her team provide a rolling programme of training for teaching and support staff at Trinity School. This has included training on the implications of the New Code of Practice in meeting needs in mainstream classes; how to differentiate to meet a variety of SENDs; the role and importance of the SAP; awareness raising about the needs of young people with ASD and how to help them in the classroom; understanding ODD, and strategies to help students and helping students with Tourette's Syndrome.

The SENCo is also involved in the induction programme for new members of staff and ongoing training for those new to teaching.

All teaching staff and Teaching Assistants attend training, annually, to keep them up-to-date regarding safeguarding issues and procedures and managing the use of

epi-pens. Furthermore, training has been delivered to help staff support our children who are hearing impaired.

10 The Local Offer

The Local Offer for Trinity School is available on the School's website – www.trinitynewbury.org - please activate the drop-down menu by hovering over the 'information' tab.

Footnotes

1. *“Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges MUST use their best endeavours to ensure that such provision is made for those who need it.” 2014 SEND Code of Practice p25.*

2. See <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-20167> for these latest statistics.

