

**TRINITY ACADEMY
NEWCASTLE**

SPECIAL EDUCATIONAL NEEDS POLICY

**Approved by the Resources Committee – October 2016
On behalf of the Governing Body
Next Review Date – October 2017**

Special Educational Needs Policy

Rationale

At Trinity Academy we are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. We recognise that individual's learning, emotional and physical needs must be met in order for them to achieve their potential.

Aims

1. To ensure that the needs of every student are met within a framework of equal opportunity.
2. To ensure that the needs of individuals are understood and that systems exist to respond to them.
3. To ensure that the needs of students are assessed and reflected in their curriculum offer, Education Inclusion Plans (EIPs), Parenting Contracts, Annual review advice and Annual reports.

Educational Provision

All students at Trinity Academy have special educational needs. Student's identified needs are complex and significant in the area of Social, Emotional and Mental Health as described in the SEN Code of Practice. Some students may also have associated needs in the areas of cognition/learning and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). All students attending Trinity Academy have a Statement of SEN or an EHC Plan. There may be agreement with the Local Educational Authority that a child or young person is placed at Trinity pending the outcome of an assessment for a EHC Plan.

They attend Trinity Academy because the local education authority or parents have recommended that their needs can best be met in this setting. The variety of needs represented by the academy's student population requires a range of responses, some of which will apply to every student and others which will apply to smaller groups or individuals. All of our students have an equal right to access to the academy's resources.

Implementation and Review

- Resources will be allocated to groups and individuals in a way that ensures equality of opportunity for all. Where specific equipment is required for individual students, this will be provided.
- The needs of all students will be considered as part of their admissions procedure and appropriate packages will be provided that reflect their learning needs as identified in their statement or EHC plan.
- While all students will normally be taught as members of class groups, assessments will be used to determine when a student's particular needs might require small group or 1:1 teaching.
- The access of groups and individuals to the curriculum will be monitored as part

- of the annual timetable preparation procedure to ensure that students access a rich and personalised curriculum.
- The 'Annual Educational Review' is an opportunity for all the people involved with a young person to come together to discuss progress and plan for the coming year.
 - Some students access Education Inclusion Plans which are tailored to meet their individual needs and plan for success. All EIPs are reviewed formally every 4 weeks; some cases will be informally reviewed with increased frequency.
 - All staff in academy will regularly review student progress and raise any concerns immediately to Assistant Head or Subject leads.
 - If a student requires an increase in funding allocation (change in banding) a recommendation will be made to the LA through an Annual or Emergency review. This will be made on "Exceptional Needs Student Support Application" form.

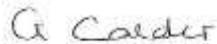
Continuing Professional Development:

- A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

Evaluation

This policy will be reviewed annually.

Signed on behalf of the Governing Body:



Ann Calder (Chairperson of the Governing Body)

Date: 04.10.2016