

# **SEND REPORT**

**2017-18**

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## **1: What kinds of SEN do we make provision for at Blessed Trinity Roman Catholic College?**

SEND Policy and practice at Blessed Trinity Roman Catholic High School reflects the principles outlined in the Code of Practice (2014/15) on Special Educational Needs and Disabilities. During 2017–2018 there are 210 pupils on Trinity’s SEND Register and there are a range of other pupils who receive additional support through the SEND department in recognition of their physical, medical or specific learning needs.

Aligned with the advice set out in the Code of Practice SEN at Blessed Trinity is categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

These four broad areas give an overview of the range of needs that is planned for. The purpose of categorisation is not to ‘label’ a child, but instead to plan out what action the school needs to take. A detailed assessment of each individual child’s need ensures that the full range of needs is identified, not simply the primary need (which is identified above). The support provided to a child with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary making appropriate use of specialist staffing and specialist equipment or software.

Here at Blessed Trinity we recognise a broad spectrum of Special Educational Needs and Disability. The kinds of special educational needs and disabilities for which provision is currently made at Blessed Trinity include:

- Specific Learning Difficulties which includes Dyscalculia, Dyslexia, Dyspraxia
- SEMH/ADHD / ADD /ODD
- Autistic Spectrum Disorders
- EAL and Physical Difficulties which includes Hearing Impairment, Visual Impairment, Cerebral Palsy

Data on the levels and types of SEND at Trinity was updated on SIMs prior to the October 2017 school census, thus ensuring that school statistics relating to SEND are available to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND.

## **2: Policies relating to the assessment, identification and review of pupils that may have SEND?**

Admission to Blessed Trinity is not based on ability but on the parents’ wish for a Catholic comprehensive education for their child. Children with SEND are admitted to the school equally as any other child. At Blessed Trinity, we will use our best endeavour to ensure that provision is made for all pupils who have SEND and we constantly strive to improve the accessibility of our school and curriculum for all learners. We will make reasonable adjustments to ensure that disabled children are not disadvantaged compared with their peers.

The identification and assessment of pupils with SEND include the following:

- If a pupil has already been identified as having SEND, appropriate provision will be maintained. Parents are regularly invited to conduct visits to see Blessed Trinity’s facilities & SEND resources and thus inform planning for the transition to secondary education.

- For pupils already identified as having SEND, the school provides for these needs by regularly consulting with External Agencies, who are already involved in the support of these pupils.
- Parents are consulted regarding the needs of SEND pupils through the transition process which takes place at Open evenings, primary visits, taster days and parent consultation meetings.
- At the start of Y7 the English department assesses the current attainment levels of all pupils in reading, & handwriting. The SENDCO works closely with the English department in helping to analyse the results and determine which students are SEND and which have low literacy levels.
- Where available, Key Stage 2 test data is gathered from primary schools and this is analysed alongside the school's own intake assessment data to support the identification of children with SEND.
- At the end of the first half term all staff at Blessed Trinity are surveyed regarding the progress of all Y7 pupils. This information helps to ensure that all pupils with SEND have settled into secondary school life and it also helps to inform the identification of new or emerging needs in Y7.
- The cycle of planning, action and review is informed by classroom based assessments and monitoring arrangements. The ongoing reviewing process is supported via the assessment of mid-year reports, end-of-year reports, Key Stage 3 test results, Key Stage 4 test results and feedback through the pastoral systems. The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:
  - Is significantly slower than that of their peers, starting from the same baseline.
  - Fails to match or better the child's previous rate of progress.
  - Fails to close the attainment gap between the child and their peers.
  - Widens the attainment gap.

Where there are possible concerns the SENCO will meet with parents to discuss the school's concerns and to agree the support that will be made at school. Parents are consulted on all aspects of provision.

- When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – this is called SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.
- The names of all children that require SEND Support are kept on the school's SEND Register. This document is always available for all staff to access through the school's intranet. Close liaison is maintained between the SENDCO and each Year Leader to ensure close monitoring of SEND students and regular meetings occur.
- All pupils at Blessed Trinity that require SEND Support (including pupils with an EHC Plan or those that currently have a Statement) and are not making expected progress have an Individual Educational Plan (IEP) that will provide the following information:
  - Stage and category of Special Educational Needs.
  - Summary of the child's learning needs.
  - Clearly articulated SMART targets.
  - Summary of the additional support made available through the school.
  - A list of proposed classroom strategies that will support progress towards the stated targets.

A copy of the IEP is available to all staff through the school's intranet and a copy of the IEP will be placed on the pupil's school file. The SEND IEP is also sent home for the parent/carer and pupil.

- At Blessed Trinity we adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice 2014. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.
- A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will inform our SENDO Tracey Scotland and request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.
- The progress of all pupils on Blessed Trinity's SEND register is formally reviewed twice yearly. Subject staff, pastoral staff, parents and the pupils themselves are involved in the review process. Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's SEND register. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.
- All statutory policies can be viewed on Blessed Trinity's website ([www.btrcc.lanccs.sch.uk](http://www.btrcc.lanccs.sch.uk))

### **3. Access for Children with Special Needs**

#### **3a: Information about provision for pupils with SEND:**

At Blessed Trinity, all teachers are teachers of special needs - pupils with SEND are taught alongside their peers in either mixed ability or streamed settings and this implies that all abilities will be catered for in all lessons. We also recognise that all pupils make progress at different rates and not all pupils learn in the same way and therefore pupils with SEND have access to a differentiated curriculum which means that we will teach pupils in ways and at levels which match their ways of learning. At Blessed Trinity, lessons will show flexible planning, careful assessment and the provision of a variety of approaches to teaching and learning.

- The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.
- Provision for SEND is a cross-curricular aspect of teaching and learning and the SEND Department works closely with other departments to ensure that there are appropriate and diverse teaching & learning opportunities for pupils with special needs in all curriculum areas. The SENDCO along with Curriculum Leaders (CLS) triggers robust quality assurance systems (lesson observations, learning walks, book checks, planner checks...etc.) to help ensure that all pupils (including those with special needs) are accessing a curriculum that is matched with their needs.

- The SEND department has an experienced team of 9 SEND Teaching Assistants and a Special Educational Needs Disability Coordinator (SENDCO) that all work together with the whole school teaching staff to provide support that is cross curricular and can be whole class, small group or individual.

- The SEND Teaching Assistants (TAs) provide in and out of class support for pupils that have statements of SEND/ EHC Plans. The nature of this support is agreed between the TA and the SENDCO and will be linked to the needs of the pupil. In this way, the TAs role is to take part in the planning and to contribute to the teaching of pupils with special needs. The SEND TA also helps implement access arrangement entitlements by acting as a scribe or reader during examinations.

- Blessed Trinity places great emphasis on the early assessment, the early identification and the early provision of support for any pupils who may have SEND. The rapid identification and deployment of support is a very successful element of Blessed Trinity's support strategy. In recognition of this the SEND Department implements a highly-coordinated cycle of assessment, identification, implementation and monitoring of learning needs through which a host of learning support interventions are available to help raise academic achievement and to help move all pupils forward in their learning. These support programmes are additional / different to the usual curriculum and the specific initiatives that each pupil partakes in are tailored for their needs.

Some of the SEND Interventions coordinated by the SEN Team include:

The Spelling & Literacy Skills programme

The 1:1 Reading Scheme

IDL

The Accelerated Reader Programme

The Phonics Intervention Programme

Toe by Toe

The KS3 Games Club

Reading and Writing Programme

Homework club

- The Code of Practice 2014 considers that children with Social, Emotional and Mental Health Difficulties may also have learning difficulties. In some instances, such children may be making satisfactory progress through the National Curriculum but their behaviour will hinder them from having access to the school's normal educational provision. These children will need differentiation of the curriculum where necessary and factors such as teaching approaches, grouping within the classroom, praise and encouragement to reward good behaviour/work, less explicit attention to poor behaviour and so on may need to be considered by subject staff. This will be in line with the procedures outlined in Blessed Trinity's pastoral systems and, if necessary, with external specialists.

- Some pupils with special needs may require special arrangements in order to access public examinations such as GCSEs and these will be requested & facilitated by the school as long as the candidate meets the criteria for all of the arrangements requested. The criteria for all Access Arrangements, Reasonable Adjustments and Special Considerations for general and vocational qualifications are stipulated in the Joint Council for Qualifications (JCQ) annual publication relating to Access Arrangements. Pupils will be taught examination skills in order that they will make best use of any special access arrangements which have been agreed for examinations.

### **3b. How do we evaluate the effectiveness of our SEND provision?**

The monitoring and evaluation of the effectiveness of our provision is carried out through: • Classroom observations of subject teachers and TAs by the SENDCO, other relevant coordinators and senior leaders • Observations of interventions • Assessment of progress made by intervention groups • Monitoring and evaluation of the progress made by intervention groups • Regular book checks and sampling of pupil work • Teacher interviews with the relevant key stage coordinator • Monitoring of pupil progress using assessment data • Regular review meetings with pupils and parents to help inform pupil support • Regular feedback from teaching staff and TAs • SEND reports to the governing body

### **3c: How do we enable pupils with SEND to engage in activities with pupils who do not have SEND?**

At Blessed Trinity we try to ensure that all pupils with SEND can take part in all aspects of school life. We endeavor to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. All teachers address the learning needs of all pupils in the classroom. Teachers receive regular training and support to ensure that they are skilled in differentiating the curriculum – this is quality assured through monitoring of planning, lessons and progress data by senior leaders. Pupils are regularly encouraged to review their own learning and reflect on their learning styles. They are given the opportunity and the support to develop self-help strategies to ensure their full access to the curriculum and to help them develop as independent learners. A wide range of pupils are encouraged to attend the nurture groups, this provides an opportunity for all pupils to mix widely both within their peer groups and across other key stages. Additional planning and risk assessments are carried out to ensure that pupils with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

### **3d: How do we support pupils with SEN to improve their emotional and social development?**

Our school has an AntiBullying Policy, which is published on the School's website. Our school encourages pupils to discuss concerns with key adults and we provide opportunities for pupils to talk with teachers and key pastoral staff in a safe environment where they can share any information that may be concerning them. Our school completes regular Student Voice Surveys with pupils and also has a confidential ways that pupils can use to raise any concerns. Additional emotional support for pupils is provided through nurture groups and the school Counsellor. For pupils with more complex special educational Disability needs, advice is sought from outside agencies as required. Pupils who are looked after and have SEND are directly supported by the school's SENDCO.

### **4: The name and contact details of the SEND co-ordinator.**

SENDCO: **Miss Jo McCue** – email: [jmccue@btrcc.lancs.sch.uk](mailto:jmccue@btrcc.lancs.sch.uk) – Tel: 01282 506200 – Post: Blessed Trinity Roman Catholic College, Ormerod Road, Burnley, Lancashire, BB10 3AA

### **5: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- All teachers at Blessed Trinity are teachers of children with SEND and all have Qualified Teacher status (QTS).
- Our SENDCO is currently completing her additional qualification in Special Educational Needs.
- Across the school, every endeavor is made to ensure that pupils with SEND will have access to trained / qualified staff in the area of learning support and therefore CPD is an ongoing priority for

CLs and teaching teams within all departments. The SEND Department contributes every year to CPD by organising Inset and Training opportunities for teaching staff and the SEND Teaching Assistants.

- Through this structured programme of training, the SEND TA's have become an enriched resource and a valued asset for staff and pupils in the classroom. All TAs are provided training prior to running an intervention group and the SENDCO monitors the quality of provision.
- Every year extensive use is made of the Specialist Outreach Support Services that are available to our school to provide training and CPD opportunities for learning support & teaching staff at Blessed Trinity. It is already planned that all of Blessed Trinity's outreach workers will deliver SEND training for class teachers on the management of SEND matters during the course of the next year.

#### **6: Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school has a notional SEND Budget which is used to provide school wide initiatives to ensure the best outcomes for all students. Pupils with Special Educational Needs, may require provision that is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school. Pupils with a SEN Statement/EHC Plan may receive additional High Needs Funding to ensure that their underlying special educational need is being addressed. This funding helps to resource additional TA support for these pupils, where appropriate. Blessed Trinity's SEND Department is well resourced and there is a raft of tailored materials available for supporting pupils with a wide range of learning difficulties.

Funding has enabled the SEND department to write and develop their own literacy support programmes for reading, writing and spelling.

#### **7: Arrangements for consulting parents of pupils with SEND and involving them in, their education.**

At Blessed Trinity we promote a partnership with our parents to ensure that all pupils enjoy, achieve and continually make progress. Working in partnership with the parents of children with SEND can be through:

- Parents and class teachers can communicate with one another daily through the pupils' planner.
- Parents can make appointments to see subject teachers, form tutors, Year Leaders, and the SENDCO if they wish to discuss matters relating to their child's progress and learning.
- Parents are provided with subject progress reports throughout the year. Parents have an opportunity to meet with each pupil's class teachers to discuss their child's progress at the parent / teacher evenings.
- The SENDCO coordinates a programme of mid-year and end-of year reviews with the parents of SEND pupils to help gather family/pupil views and to agree and plan out all support.
- Parents are invited every year to forward "Parental Views" on the provision for SEND children.
- The SEND Team conducts SEND Annual Review (AR) meetings with the parents of pupils that have SEND Statements / EHC Plans.



### **8: Arrangements for consulting pupils with SEND and involving them in, their education**

We encourage all pupils, including those with SEND, to be involved in making decisions about their education. All pupils are involved in monitoring and reviewing their own learning success and discuss their needs with their teachers. Pupils have further opportunity to discuss their learning and progress in the following ways:

- Pupils can discuss their learning and needs at the twice annual formal SEN Review meetings.
- Pupils are expected to attend the subject open evenings with their parents.
- Pupils are invited to complete a detailed “Pupil Voice Survey” at the end of the spring term.
- Pupils partake in SEND Intervention Surveys at the end of the year
- Pupils have opportunity to partake in pupil/teacher interviews to discuss their learning and progress.
- Pupils have regular opportunity to provide feedback on bullying surveys.
- Pupils with SEND statements / EHC Plans partake in a Pupil Centred Planning Meeting (PCP Meetings) which forms part of the annual review of their Special Educational Needs.
- Pupils and their parents are invited to forward their own Pupils’ Views as part of the SEND Annual Review meetings with the parents of pupils with SEN Statements/EHC Plans.

### **9: Arrangements relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.**

- Where parents have a query or anxiety with regard to SEND provision within the school they should contact the SENDCO in the first instance (email: [jmccue@btrcc.lancs.sch.uk](mailto:jmccue@btrcc.lancs.sch.uk) or Tel: 01282 506200). The school acknowledges all complaints immediately and undertakes to address the concerns as quickly as circumstances permit.
- There are currently systems in place to provide parents and pupils an opportunity to raise concerns regarding Blessed Trinity's SEND provision.

These include:

- Twice annual formal SEND Review meetings.
- Full school parent meetings.
- Parental View Forms (forwarded to the parents of children on Blessed Trinity's SEND register).
- Pupil Voice Survey.
- SEND Intervention Surveys.
- Pupil interviews and bullying surveys.
- Pupils Centred Planning Meetings (PCP Meetings) for pupils with SEND Statements/EHC Plans.
- SEND Annual Review meetings with the parents of pupils with SEN Statements/EHC Plans.

If a solution cannot be reached then parents should seek the advice of the SEND Governor Andrew Hutchinson and if pupil has an EHC Plan, the Local Authority. Parents may also be signposted to the local Parent Partnership Service SENDIASS

**10: How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. Agencies and outreach services that the school works with include:

- Sara and Paul Graham at Literacy Solutions
  - Acorn educational Psychology services
  - Suzanne Wilcox at Broadfield specialist school
  - Speech and Language services
  - CAF and TAF Teams
  - ELCAS (East Lancashire Child and Adolescent Mental Health Service)
  - Virtual School for Children Looked After
  - Social Care services
  - Local NHS Services
  - Wellbeing and prevention Welfare and Support Service
  - Parent Partnership Service, SENDIASS
  - Local Authority Safeguarding Services
  - The school maintains strong links with the School Nurse Team who are directly involved in preparing medical advice for pupils that require Medical Management Plans in school.
  - The School Nurse also provides support for the annual staff medical training programme.
  - Our Careers officer Mrs Katie Hart is involved in the annual reviews of statemented/EHCP pupils of fourteen or more years of age, that is, those pupils who require a Transition Plan to be produced which will consider their long term needs beyond the period of statutory schooling. Mrs Hart is also involved at times with non-statemented pupils with special educational needs who may require extra support in their career choice.
- In accordance with the Code of Practice we invite all relevant agencies to Annual Review Meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. We have a clear point of contact within the school who coordinates the support from outside agencies. This will often be a member of the SEND Team.

**11: The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

SENDCO: **Miss Jo McCue** – email: [jmccue@btrcc.lancs.sch.uk](mailto:jmccue@btrcc.lancs.sch.uk) – Tel: 01282 506200 – Post: Blessed Trinity Roman Catholic College, Ormerod Road, Burnley, Lancashire, BB10 3AA

Governor for SEND: **Mr. Andrew Hutchinson** – Tel: 01282 506200 – Post: Blessed Trinity Roman Catholic College, Ormerod Road, Burnley, Lancashire, BB10 3AA

SEND Team:

**Miss Tessa Walsh** TA3 SEMH Lead - email: [twalsh@btrcc.lancs.sch.uk](mailto:twalsh@btrcc.lancs.sch.uk)

**Mrs Nicola Daulton** TA3 SPLD Lead - email: [ndaulton@btrcc.lancs.sch.uk](mailto:ndaulton@btrcc.lancs.sch.uk)

**Mrs Caroline Totty** TA3 ASD Lead - email: [ctotty@btrcc.lancs.sch.uk](mailto:ctotty@btrcc.lancs.sch.uk)

**Mrs Jolanta Green** TA3 EAL/PD Lead - email: [jgreen@btrcc.lancs.sch.uk](mailto:jgreen@btrcc.lancs.sch.uk)

**Mr. Jake Lane** TA2 – SEMH - email: [jgregory-lane@btrcc.lancs.sch.uk](mailto:jgregory-lane@btrcc.lancs.sch.uk)

**Mr. Chris Baldwin** TA2 SPLD - email: [cbaldwin@btrcc.lancs.sch.uk](mailto:cbaldwin@btrcc.lancs.sch.uk)

**Miss Z Lightfoot** TA2 SPLD - email: [zlightfoot@btrcc.lancs.sch.uk](mailto:zlightfoot@btrcc.lancs.sch.uk)

**Mrs Marta Wilkinson** TA2 ASD - email: [mwilkinson@btrcc.lancs.sch.uk](mailto:mwilkinson@btrcc.lancs.sch.uk)

**Mrs Julia Cooper** TA2 EAL/PD - email: [jcooper@btrcc.lancs.sch.uk](mailto:jcooper@btrcc.lancs.sch.uk)

## **12: Arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.**

### **Primary / Secondary Transfer:**

- It is important that the transition from Primary to Secondary school is as successful as possible and therefore regular liaison with primary schools is maintained so that, as early as Year 5, the needs of any potential pupils with SEND may be discussed with the Primary Schools and with parents. Blessed Trinity's SENDCO conducts transition meetings with the parents and teachers of our feeder schools and will attend transition review meetings for pupils in Y5 and Y6 as appropriate.
- The SEND Team at Blessed Trinity participates in planned transition activities with our feeder schools.
- Prospective parents have an opportunity to meet with Blessed Trinity's SEND team during the Open Evening for prospective Parents.
- Where there is a proposal that Blessed Trinity will be named on a pupil's Education Health Care Plan the local authority will consult with the Head during Year 6 regarding the suitability of our school to make the required provision for secondary education. The Head will consider the data made available when forming a view and making recommendations on the suitability of our school to meet the educational needs of a pupil with an Education Health Care Plan. Once Blessed Trinity has been named on a pupil's Education Health Care Plan then the pupil will take part in an enhanced school transition process – staff from Blessed Trinity will attend the Annual Review and/or the Transition Review, the pupils will have opportunity to visit Blessed Trinity as often as is needed, the SENDCO will meet with parents/pupil prior to transition and information regarding the needs of pupils with EHC Plans is circulated to all teaching staff prior to the commencement of the pupils at school.

### **Y9 Transition:**

- All pupils with a statement of SEND / EHC Plan will have a Transition Review during Y9. This forms part of the annual review of the statement / EHC Plan. After this review a Transition Plan is completed which identifies some of the support that a young person needs as they move into adulthood, this may involve several different organisations.

The Careers team may also support young people through the transition to adulthood. They will be involved with young people in school from Y9.

### **Transition to another school / Further Education:**

- Close links are maintained with Special Needs Departments of local further education colleges to support the smooth transition to further education for children at Blessed Trinity with Special Educational Needs. Whenever a pupil moves to another school or further education we will pass on our school records to the new school and provide the next setting with up-to-date SEND information and assessment records.

## **13: Information on where the local authority's local offer is published.**

Further information on arrangements for supporting pupils with SEND in Lancashire can be found in the Local Offer which can be accessed via their website.