

SEND Report 2025-2026



Trinity Sixth Form Academy SENCO: **Miss Louisa King**

SEND Governor Links: **Nick Robinson**

SEND Senior Leader Link: **Mrs L Smith**

What is the SEND Information Report?

The SEND Information Report details the provision that Trinity Sixth Form Academy offers to students with special education needs and disabilities. To find out more about the SEND code of practice 2015, please refer to the 'SEND code of practice: 0 to 25 years' on the Department for Education website or TSFA website.

Our SEND Intent

'Every individual, every opportunity': Our aim at Trinity Sixth Form Academy is to be passionate about, and dedicated to, ensuring that all our students meet their full potential in the pursuit of becoming 'life ready learners'. In practice this means we have the highest expectations for all students, regardless of need. We will make reasonable adjustments so that no students are left behind or discriminated against due to disability and/or medical need. We provide individual support and targeted interventions throughout the academic year to ensure that all students can fulfil their potential. We pay special attention and dedicate additional time to students on the SEND register as we are fully aware that they may have bespoke needs. TSFA is committed to providing an inclusive education and takes a triangulated approach to developing life ready learners. SEND Calderdale's 5th area of need is developing student independence so that they are ready to access the wider world after they have completed year 13. We ensure that all students gain powerful knowledge, understand professional standards and have an awareness of civic virtues. We aim to create a culture that is understanding of the challenges involved in providing a fair and appropriate education for students with special educational needs or disability. In order to achieve a fully inclusive Sixth Form Academy, we aim to:

- Ensure all staff are made aware of who our high needs students are (all students with additional educational needs or disabilities).
- Educate staff on how to be inclusive of these students at A-level standard to ensure students succeed. We are unapologetic about having the highest expectations of all.
- Provide tailored intervention to ensure that students have access to a broad and balanced curriculum that meets their needs.
- Work in a partnership with parents/carers in promoting a culture of collaboration and co-production.
- Support the work of the Local Authority and external providers so that the child's full potential can be reached.
- Provide students with the tools they need as they prepare for adulthood and become 'life ready'.

What is a special educational need or disability?

A child or young person has a SEND need if they have 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. (Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2015)

SEND Headlines

Examination Data

	2024		2025	
	APS	VA (6D)	APS	VA (6D)
A-level SEND	33.2	+0.51	36.4	+0.38
2025 National A-level SEND (E/K) 32.1/32.8 (Overall—32.45)				
A-level NSEND	33.06	+0.05	32.37	+0.05
AG SEND	36.05		34.5	
2025 National Applied General SEND (E/K) 26.8/26.7 (Overall—26.75)				
AG NSEND	34.85		34.97	

Attendance Data

	2022	2023-2024	2024-2025
Overall academy		93.1%	94.1%
SEND		92.5%	92.6%
National Average 2023-2025 – 92.27% for A-level and 89.2% for vocational based on SFCA data			

OFSTED:

“All teachers learn how to support students with their English and literacy development, including those with dyslexia. Special educational needs coordinators and support staff work very effectively with teachers to ensure that students with SEND, including those with high needs, make significant progress and achieve their aspirations to progress to employment or higher education”.

Current ‘Overall’ data at Trinity Sixth Form Academy – 2025

N.B - The SEND register is a working, live document

Year 12	Year 13
Number on register: 43 Number on monitoring register: 20 Number SEN K: 38 Number SEN E: 5	Number on register: 60 Number on monitoring register: 29 Number SEN K: 52 Number SEN E: 8

Systems for support

Pre enrolment

Admissions

TSFA welcome applications from students who may have a physical or learning disability, a medical condition or mental health issue and recognise the rights of all learners to be treated fairly, regardless of disability. We pay special attention and dedicate additional time to students on the SEND register as we are fully aware that they may have bespoke needs. Policies are in place to ensure that all students have equal access to high quality education. It is vital that students arrive at TSFA feeling confident and receive high quality care and so we ensure students have multiple opportunities to make disclosures of any additional needs and support needed:

- At application via admission+
- At the guidance meeting
- During the enrolment process
- Via exam officer
- Via weekly self-appraisal
- During monitoring meetings
- During PPT meetings

Transitions

We work with applicants to ensure that they have access to our building prior to enrolment. In addition to the two open evenings students with SEND needs are welcome to attend individual tours of the building accompanied by our SENDCo to ensure that everything is in place for a successful transition. They are also invited into an additional session prior to lessons beginning to work with the SENDCo on producing their 'one page profile' this will be shared with staff so that they are able to best support students when they arrive at their lessons.

Post enrolment

Please note that this is not an exhaustive list

Daily
<ul style="list-style-type: none">• 24/7 access for staff to all SEND student information• SENCo support• Wave 1/2 intervention• Availability of CPD resources• Early concerns form – Filled out by curriculum staff if they feel there are SEND needs that have not been picked up previously• Access to independent career advice• PPT support• Student Well-being support• Trinity + sessions to prepare students to be life ready• Opportunity to submit referral for an identified unmet SEND need
Weekly
<ul style="list-style-type: none">• SEND line management meeting – learners need discussed• Student wellbeing meeting to discuss high needs students• PPT pastoral care meeting• PPT Achievement and Improvement meeting (bi-weekly and data driven)• POD meetings• PPT CPD
Termly
<ul style="list-style-type: none">• 3 x APDR• SEND data drop – Each PC data• 3 x SEND parents evening• A&I meeting with SEND questions embedded• 1 x careers meeting

- SEND learning spotlights
- Staff CPD sessions with a SEND focus
- QA process
- Careers workshops

Annually

- Trinity MAT INSET cluster meetings
- Parent induction (virtual or face to face)
- SEND transition visits prior to September start
- Taster sessions for all students (especially useful for SEND students) to trial their lessons prior to the start of the academic year
- Coffee morning/afternoon for SEND parents
- SEND student induction
- Form 8s completed
- Lucid exact testing
- Availability of the Lucid Exact data to guide teaching and learning
- Stakeholder feedback

Our SEND support systems (listed above) enable us to:

Please note that this is not an exhaustive list

Develop student independence	<ul style="list-style-type: none"> • Independent study • Trinity + (Life ready sessions) • Enrichment and work experience offer • Curriculum maps are accessible online, and parents/carers have access • Developing professional standards • Providing students with powerful knowledge • Self-appraisal
Improve student communication skills	<ul style="list-style-type: none"> • Trinity + sessions (Life ready sessions) • All students take part in a mock interview and gain feedback on their performance • Literacy focus of pushing tier 2 and 3 vocabulary • Lesson spotlight focus on passive/active learning and effective student oracy • Students are reflective learners and have 1:1 meetings with all their subject teachers after key assessment windows • Students are encouraged to attend SEND parents' evenings and share their academic and pastoral successes and areas for development
Make relevant personal choices and decisions	<ul style="list-style-type: none"> • Trinity + (Life ready sessions) • Career appointments • Monitoring meetings with subject teachers • Parents' evenings • PPT meetings • Creating life ready learners who adhere to the civic virtues
Prepare students for adult life	<ul style="list-style-type: none"> • Trinity + (Life ready sessions) • Career appointments • External inspirational speakers from the wider community • TSFA Talks (based on Ted Talks)

	<ul style="list-style-type: none"> • Work experience and enrichment • Focus on professional standards and civic virtues • University visits • Career workshops • School nurse
Coordinate specialist support when necessary	<ul style="list-style-type: none"> • Access to: Speech and Language support Autism support CAMHS Bid for MHST in process Awaiting Leeds Beckett counsellors x 2

SEND Expenditure 2025-2026 will be allocated as stated below:

Please note that this is not an exhaustive list

Type of support	Objective	Evidence base	Expected outcomes
Quality first teaching.	To ensure that all SEND students receive quality first teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Limited intervention is needed due to consistent, high-quality provision.
SENCO support and overview of SEND provision	To lead on all matters regarding the provision, support and tracking of students with special educational needs.	As stated in the SENCO roles and responsibilities.	SEND parents' evening takes place regularly throughout the year. It is at this point that the student pen portraits are reviewed with parents/carers and students. The student's latest attainment data will also be discussed. The 'graduated approach' refers to the assess, plan, do, review cycle that we follow for all SEND students in accordance with the SEN Code of Practice. At every data drop opportunity, staff and the SEND team assess student progress, make recommendations as to how SEND students have fared in their assessments and what we could do better to support them to improve.
Senior Leadership SEND link	Raise the profile of SEND across the academy.	SEN Code of Practice 2015.	That all staff know, value and understand all students including the high needs students who have additional needs.
Trinity+ life skills	To create life ready learners through a rigorous programme of personal development.	Internal qualitative feedback/observations SEN Code of Practice 2015. SEND Calderdale's 5 th area of need.	That students are aspirational, ambitious and ready for independent life after year 13.
Pastoral Staff (PPTs)	The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including	Equality Act 2010. Children and Families Act 2014.	To maintain better SEND attendance and behaviour.

	those with SEND needs, who are placed in their house. Reasonable adjustments will be made and shared by the PPT/SENCO should it be required for students who have SEND.		
Access to Autism MAT Lead for ASD student support	As a high proportion of EHCP students have Autism, the opportunity to meet with the Autism Lead when necessary is a benefit to our students.	DfE Autism awareness strategy 2021-2026.	That all staff are aware of Autism needs and understand how to help students with Autism manage any daily challenges.
On site counselling & external MH agencies	To support our SEND students with any challenges they face as regards their mental health. Our internal data over the past year has indicated that counselling and guidance services are more in demand than in previous years. We have submitted a bid for MHST workers in TSFA.	Children with special educational needs may experience a range of social, emotional and mental health problems, which can create a barrier to learning. We want to overcome these barriers by providing mental health care to students who need it.	To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place.
Specialist service advice and support	There are a wide variety of specialist services we may work with throughout the academic year to support our SEN students such as: Educational Psychologist support, Speech and Language support, Occupational Therapy. The Autism outreach team Expert behaviour support from a local SEND provision CAMHS The Dyslexia assessment service.	As recommended by Calderdale SEN team and in the SEN Code of Practice.	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.
Successful application for college-based education and mental health workers from	To support our SEND students with any challenges they face as regards their mental health. Our internal data over the past	Children with special educational needs may experience a range of social, emotional and mental health problems,	To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place. The in-college education and mental health workers will work alongside our

Open Minds (CAMHS) to support all students including SEND	year has indicated that counselling and guidance services are more in demand than in previous years due to lockdown restrictions and the impact of students' mental health.	which can create a barrier to learning.	student wellbeing and student support teams to provide much needed wellbeing support.
Access to Learning Mentor	To support our SEND students with any challenges they face as regards their academic attainment.		To ensure that students are fully supported during their studies.

Meeting the guidelines set out by the SEN Code of Practice 2015

The SEN Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEN report each year. The table below provides the information that we are instructed to include. If you have any further questions or require further help for your child with SEND, please do not hesitate to contact the school SENCo whose details are provided in the table.

What kinds of SEND do we provide support for at TSFA?	<p>TSFA provides support for all types of SEND. Reasonable adjustments are made for SEND students when we are notified of the need.</p> <p>SEND students at TSFA have support for and adjustments to assist them with:</p> <ul style="list-style-type: none"> • Areas of need with regard to communication and interaction such as Autistic Spectrum Disorder/Condition • Areas of need with regard to cognition and learning such as Dyslexia, Dyspraxia • Social, emotional and mental health difficulties such as anxiety and depression • Sensory and other physical needs such as issues with sight, hearing, or physical issues such as hypermobile joints 						
What are our policies for identifying children and young people with SEND and assessing their needs?	<p>Whether we are aware of a child's SEND when the student becomes a member of TSFA, or whether the child's SEND becomes apparent at a later stage, all staff work with the SENCO & Associate SENCo who carries out a clear analysis of the student's needs. Need could be identified by:</p> <ul style="list-style-type: none"> • Early concerns form • Parent/carer feedback at parents' evenings • external agency feedback - this can lead to the assessment of teachers' and parents'/carers' views and the advice from relevant external services. • APDR cycle <p>The PCE's of SEND students reviewed carefully, seeking the views of students and teachers by inviting them in for a 1:1 meeting to discuss progress through the APDR process. Updates and reviews will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome. As a parent/carer, should you feel that your child could have a special educational need, please contact the academy's Special Educational Needs and Disability Specialist, SENCO</p>						
What arrangements are in place for consulting with parents of children with SEND and	<p>Parents/carers of all pupils with an identified SEND need are contacted regularly and invited to a meeting three times a year in order to gain their views on their child's attainment and progress and to contribute to their child's 'my support plan' and to make changes/amendments to their child's pen portrait. SEND Parents' Evenings in 2022-23:</p> <table border="1"> <thead> <tr> <th>Year 12</th><th>Year 13</th></tr> </thead> <tbody> <tr> <td colspan="2">November 2025</td></tr> <tr> <td colspan="2">April 2026</td></tr> </tbody> </table>	Year 12	Year 13	November 2025		April 2026	
Year 12	Year 13						
November 2025							
April 2026							

involving them in their child's education?	<div>June 2026 (Year 12)</div> <p>We also have a SEND coffee morning/afternoon each year. The year 12 focus is transition and an opportunity for us to introduce you to our systems. The year 13 focus is looking at post 16 e.g. student finance</p> <p>Year 13 – March Year 12 – November</p>
What arrangements are in place at TSFA for consulting young people with SEND and involving them in their education?	<p>Pupils with SEND are fully involved in developing and reviewing their pen portraits. There have access to regular meetings with the SENCO, a member of the SEND team or their PPT to gather the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies. Pupils are also invited to attend the thrice yearly SEND parents' evenings (see dates above).</p> <p>SEND pupils will also be represented during 'SL Tea' sessions with the principal or a member of the senior leadership team which provides opportunity for them to feedback on their educational experience.</p>
What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?	<p>Students have regular assessment throughout the year via progress checks. Year 12 will have 3 PCs, year 13s will have 4 PCs, 3 of which will take place in exam style settings. This involves the review of progress towards expected outcomes from progress data inputted by teaching staff (available on the termly student report sheet) and any other additional information. Further relevant and appropriate intervention is put in place to support SEND students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.</p> <p>Staff will also be required to complete an 'ADPR' document which involves them assessing whether each student is progressing towards their target grades and considering what needs to be put in place to support their learning, followed by setting targets for learners to support this. Staff will be required to review targets in each cycle and consider how students are progressing towards meeting these targets.</p>
What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and	<p>We develop student independence in the following ways:</p> <ul style="list-style-type: none"> • Through independent study in the Achievement Centre (with PPT monitoring when needed) • Trinity + (Life ready sessions) • TrinityXtra • Enrichment and work experience offer • Curriculum maps are accessible online, and parents/carers have access • Developing professional standards • Padlet • Transition day • Careers guidance • Providing students with powerful knowledge

participation in society	
What is our approach to teaching children and young people with SEND?	Support with the curriculum: Teachers at TSFA deliver high quality lessons appropriately differentiated and personalised to match the students' needs and targets. There is a clearly written and structured curriculum map, which considers the needs of our SEND students. Based on the severity of the children or young person's needs they may receive targeted small group tuition (TAP), placed on PPT support programmes, 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 the SENCO. Appointments can be made with the SENCO and PPT team to discuss any concerns regarding the students' progress or support requirements.
How do we support students with medical needs?	If your child or young person has specific medical factors contributing to their educational needs, please contact the academy 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.
How do all TSFA staff help students with SEND to achieve their best?	Support provided by TSFA staff: <ul style="list-style-type: none"> • Trinity + sessions provide students with the tools they need to be successful learners • Teaching and learning is of the highest quality • Reasonable adjustments are made to ensure that SEND related barriers to learning do not affect a student reaching their potential
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	<p>Accessibility of TSFA: Where students require support with physical and mobility needs TSFA has lift access to all floors, accessible classrooms and modified facilities for students. The lay-out of the building allows students to navigate easily to specific curriculum areas and key staff will be aware of students' physical and sensory needs and on hand to provide assistance when required.</p> <p>Rest Breaks are provided where needed and staff are considerate of students needs when arranging seating plans.</p>
Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured	<p>Staff are regularly updated with information so that awareness of SEND student issues and how they can have a detrimental impact on emotional well-being, as well as progress, is high on teaching and support staff agendas. Time is provided for whole staff training to raise staff awareness of practical ways to improve support for SEND pupils facing barriers to learning. Key learning needs at TSFA include: Autistic Spectrum Condition, Dyslexia and Speech and Language and communication needs.</p> <p>Staff audits are carried out to ensure that staff feel fully supported with any CPD they feel they may need to best support learners.</p>
How do we evaluate the effectiveness of the provision made for children and	TSFA's evaluation of SEND provision takes into account parental/carer views (at induction/APDR review points), 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.

young people with SEND?	
How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	<p>The academy provides this through:</p> <ul style="list-style-type: none"> • the assessment of need and reasonable adjustments being made • allowing additional time for work/assessments (Lucid Exact Test is utilised to identify if students need exam access arrangements) • adjustments to materials for example, colour of paper, font size availability of lifts for wheelchair access and other disabilities • Specialist work experience • Enrichment
What support is in place for improving emotional and social development?	<p>The SEND team works with pastoral staff (The PPT team and the SWB 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. 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. The Trinity+ programme offers opportunity to support learning about specific emotional and social development needs of all students with helps to promote a positive and inclusive community. Extra support is usually provided by the SENCO or pastoral staff, mindful of working to include rather than exclude the pupil concerned within the school day and culture. We also have a dedicated mental health and wellbeing mentor who works closely with students who might need support and is able to signpost into a range of agencies.</p>
How do we 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>Services available or can be accessed by the academy:</p> <ul style="list-style-type: none"> • Educational Psychologist support Speech and Language support Occupational Therapy • The Autism outreach team Expert behaviour support from a local SEND provision CAMHS • The Dyslexia assessment service
What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	<p>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 Lucy Smith (Associate Assistant Principal) if initial concerns raised with the academy's SENDCo remain.</p>