Trinity puts children’s rights at the heart of our provision in order to improve well-being and develop every child’s talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.
## SCHOOL INFORMATION

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About Cavendish Education
Cavendish Education is a unique schools group. We challenge, with humility, the common perception of specialist education. Our co-educational independent day and boarding schools provide an all-round education for students aged between five and nineteen years old.

Schools
Our schools offer a warm and friendly mainstream environment with outstanding specialist support for students with dyslexia, dyspraxia, high functioning autism, Asperger’s Syndrome and associated communication and language needs. We believe that such learning differences need not be a barrier to success.

Each School has its own distinctive character, atmosphere and facilities, but they all provide a well-rounded, differentiated and skilfully-supported academic curriculum. Sport, technology, the arts, outdoor education and life skills all feature highly in our enrichment activities.

Through our distinctive approach we encourage and develop our students to be the very best they can be – giving them the confidence to be themselves and drawing out their incredible abilities. Our students are happy, they experience success and each finds their individual opportunity to shine.

Trinity School and College joined the group in 2017.

Information about Trinity School and College
- Trinity is a specialist provision for boys and girls with dyslexia, dyspraxia, and language and communication difficulties as well as those with additional learning difficulties, such as autistic spectrum conditions and Asperger’s Syndrome. Registered by the DfE as an 'Approved' school for Dyslexia, Speech, Language and Communication difficulties and Autism. Trinity has been recognised as an educational provision which can support learners with Anxiety and Adjustment challenges.

- The Executive Headteacher joined the school in September 2013 and works with a highly professional team of Senior Leadership team which include two Deputy Headteachers, three Assistant Headteachers and a Head of Education.

- Trinity School occupies three Georgian houses, with the college situated 5 minutes away at 41 New Road. Close to the centre of Rochester in Kent Trinity provides a safe and secure area for play and socialisation. There are specialist Art Rooms, a Science lab, Food Technology and Life Skills Classroom, Catering and Hospitality Kitchens and Learning Zones, an ICT suite, a Library and Textile room, Dyslexia and Speech Language and Communication Centres for the School and College and an Occupational Therapy resource room and a further fifteen classrooms. The College is located at 41 New Road, in a former school building and has an Art, Expressive Arts and Music Rooms, Vocational Learning Classrooms, for Construction and Hair and Beauty and a further 8 additional classrooms.
Assemblies are held within the College provision.

- The school is registered for male and female students aged between 6 and 25 years of age and are registered for 180 places across the school (120) and college (60).
- Currently with student numbers at 140 over the school and the college, Trinity has twenty seven qualified teachers (four of which are part-time), eight completing their QTLS year and ten trainee teachers working towards their Diploma in Education and Training. There are fourteen qualified assessors which support the qualified teaching team and a further group of 12 qualified teachers who have achieved the IQA qualifications as the school continues to improve outcomes for learners.
- Trinity works with a wide number of Local Authorities which include Medway Borough Council and Kent County Council, together with Richmond and Kingston Authorities: Lewisham, Kensington and Chelsea, Southwark, Jersey, Camden, Croydon, Greenwich and Bromley Councils to supply the specialised learning environment for pupils for learners with EHC Plans which identified needs which can be met within Trinity.
- All but one student has an Educational Health and Care Plan in place and most are funded by their local authority. At the time of writing this Information Book there were fifteen learners designated as Children in Care.
- The school provides high-quality specialist provision in a calm, caring and supportive environment. Trinity is registered by CReSTeD as a ‘Specialist Provision School, Corporate member of the British Dyslexia Association.
- Trinity provides onsite provision of a Speech, Language & Communications Therapist, Occupational Therapist, an Emotional Wellbeing Practitioner (2) and a Counsellors (2) within the College provision within dedicated SLCT and Dyslexia Centres, Occupational Therapy Room, an Emotional Wellbeing Consultation Room and a Counselling Centre. The work of this therapy team is supported by Learning Mentors and Emotional Wellbeing support staff who provide on demand support and facilitate attendance and engagement with learning.
- Trinity also provides Autistic Spectrum Condition (ASC) Specialist Teachers and Dyslexia Specialist Teachers and is an approved Training Centre for NCFE Diploma in Education and Training, Diploma in Specific Learning Difficulties (Dyslexia), Vocational Assessor Qualification, Internal Quality Assurance and the Specialist Support for Teaching and Learning in the classroom. Trinity Training also provides ELKLAN Speech and Language Support Qualification, NCFE Understanding Autism Certificate and the Safeguarding and Child Protection Qualification at Levels 2 and 3.
- Trinity works with other educational facilities and community organisations to support its growing range of personal and social, vocational learning qualifications. Our partners are:
  - NACRO for mechanics curriculum
  - Kent Beauty School for Beauty Therapy Studies
  - Huguenots Museum for Art and History Projects
  - Anne Frank Trust – Ambassador Programme and supporting History, Citizenship
  - British Legion – Rochester and Stroud supporting History, Curriculum for Life
  - AcSEED – Supporting Emotional Wellbeing
  - ASDAN – Supporting Projects within the School and College
  - John Nike Leisuresport – Chatham Ski & Snowboard Centre Alpine Park
supporting work experience
- Bridgewood Manor Hotel supporting work experience and shadowing
- Kent Film Office supporting Media Studies
- Topps2Toe Hair and Beauty – Supporting work experience and shadowing
- QHOTELS – Supporting work experience
- Rochester Cathedral – Supporting the Curriculum for Life, PSE, Art and Design, History and Religious Education.
- Medway Park Leisure Centre – Supporting Physical Education and Expressive Arts
- SB Hair and Beauty Academy

Ofsted (June 2017) stated that
- ‘Staff at all levels work together effectively to support pupils’ special educational needs and/or disabilities.’
- ‘Pupils make good progress overall against their individual educational plans’
- ‘The curriculum is designed well to provide a range of experience and meet the specific needs of pupils, as a result, pupils enjoy their learning at school’.
- ‘Safeguarding is strong because staff know the pupils well. Leaders work closely with external agencies to ensure pupils stay safe. Pupils know how to protect themselves from risks’.
- ‘Safeguarding is strong because staff know the pupils well. Leaders work closely with external agencies to ensure pupils stay safe. Pupils know how to protect themselves from risks’.
- ‘Staff have many opportunities to improve their teaching skills and share good practice. As a result, teaching, learning and assessment is good.’
- ‘Pupils’ personal development and welfare are outstanding. The school provides exceptionally well for the individual needs of pupils. All staff care deeply for pupils’ welfare’.
- ‘Parents are overwhelmingly positive about the support and education their children received.’
- The College ‘students receive good preparation for their future as a result of an individually tailored programme of study and support.’

Council for the Registration of Schools Teaching Dyslexic Pupils [CReSTeD] (November 2015) stated that
- “In many respects Trinity school and College is a very special establishment with a charismatic Headteacher, substantially and appropriately qualified team of enthusiastic staff”
- The approach to learners challenges is “holistic and child centred, with a clearly thought out curriculum and pastoral program of the highest order. Delivery of lessons was both entirely appropriate and effective from a team of staff who clearly supported the regime. ‘Partners in learning’ defines the caring approach”.
- “Trinity School and College provides an outstanding Education to its many pupils in a thoroughly appropriate and successful way concentrating on what is a
realistic for each pupil to achieve. Functional Skills in core subjects with ASDAN certificate of Personal Effectiveness together with GCSE courses for those deemed suitable. Vocational learning is very much part of the many options available to pupils.”

- Trinity provides “Documentation is comprehensive and informative; ‘state of the art’. Full information is very well set out together with full index and clear helpful information on every aspect of the school and college.”

- The inclusion of learners with a range of personal challenges is supported through “A most caring approach which importantly works well and is highly effective and commendable”. Trinity prides itself on supporting a listening culture and works with the individual to find the best way forward using intervention, strategies and access to technology to facilitate inclusion, engagement and progression. “Trinity have substantially happy learners who speak highly of the support they receive”.

- The Dyslexia Centre and Provision within Trinity is led “by a highly enthusiastic and knowledgeable expert”; with highly qualified specialist teachers and a commitment to training and development of all staff in the area of Dyslexia which is commendable”.

- CReSTeD gathered information from parents who were “positive” about Trinity. Many stated how they “welcomed the increase in functional and emotional development” within Trinity and described the leadership of the school as “dynamic, approachable and with the best interests of the pupils at the forefront”. All parents would recommend the school to other parents.

- The inspection collected evidence from learners who described the Trinity provision as “the teachers are best fun but make you work!”; “I class this school as my second family, not school”; “helping with our difficulties and everybody is positive”; “They have really helped me with my stress and anxiety”.

CReSTeD conclude with “Make no mistake, Trinity school and College is providing a very special and effective holistic education to those pupils lucky enough to be attending”.

The next CReSTeD inspection is set for the 10th October 2018.

**Quality Mark in Basic Skills (November 2015 and reviewed in June 2017)**

Trinity was awarded both the Primary and Secondary Quality Mark Award for good practice identified as outstanding. Quality mark identified that -

- the provision of whole school and college based activities and events which enable learners to achieve core skills for life.
- a positive atmosphere with personalised work and peer support evident.
- CReSTeD (Council for Registration of Schools Teaching Dyslexic Pupils) rated School and College as outstanding in an inspection in Nov 2015.
- excellent data programmes together with engagement scores which support texts are sent home for above average scores and letters for fantastic scores.
- highly effective use of emotional and wellbeing mentors which are available at any time of the day to support students.
• the person centred Annual Reviews which learners compile and present a powerpoint presentation to those who attend.
• the commitment and dedication to improving standards which is modelled by the headteacher who internal quality assures 100% of work within ASDAN and NCFE programmes of study.
• the provision of two taster days which enables parents, students and Trinity to make the appropriate offer of place following this combined assessment period.
• the breadth of the curriculum which has developed enormously over the last 2 years to include a wider range of vocational subjects and accreditation possibilities.
• a strong shared partnership has developed with parents.

AcSEED Advanced Award (November 2015)
The AcSEED Award is a quality assurance mark presented to schools and colleges that have made a substantial effort to support the mental health of their students. It encourages and rewards the provision of high quality emotional wellbeing services, from the broad provision of information right through to appropriately targeted intervention. Based on best practices, the scheme defines a set of standard criteria that all schools must meet in order to receive the award.

The AcSEED review team were particularly impressed with:
• Dedicated policy on mental health and emotional wellbeing.
• Emotional wellbeing policy emailed to parents termly.
• Use of ASDAN and other programmes targeting practical exploration and vocalisation of emotions and effective communication.
• Good use of external resources and expertise to support the provision.
• Good range of participation opportunities with respect to the learning of Personal and Social Development and opportunities to learn within the community.
• Excellent provision of wellbeing expertise.
• Excellent level of wellbeing awareness throughout the school staff, and continued learning programmes.
• Availability of staff through the Emotional Wellbeing Mentor Team.
• Opportunity for some parents to join staff training at the Trinity Training Centre.

Bullying Intervention Awards (March 2017)
The BIG AWARD is given for excellence in bullying intervention. It is offered to schools, services, groups or Local Authorities. Trinity has achieved this award, four years running the most recent achievement was in March 2017. The work of the school is externally accredited and the award is earned and evidenced.

Trinity has also achieved the Workplace BIG Award (October 2015) for their work in supporting their staff making Trinity a caring place to learn and work. Trinity was the first school to ever achieve this award.
Learning Outside the Classroom Bronze Award (October 2016)
Trinity achieved the Bronze Award which recognises schools and other educational settings which have an awareness of the benefits of providing frequent, continuous and progressive Learning outside the Classroom (LOtC) opportunities for all their learners. Trinity has integrated LOtC into the life of the school, identified LOtC within each curriculum framework and has adopted a LOtC Policy. Trinity is committed to the development of the curriculum to enrich the learning and development of learners and believes that the LOtC Bronze award will recognise this development area for the school.

UNICEF Rights Respecting School Award (January 2017)
The Rights Respecting Schools Award is a UNICEF UK programme that aims to put children’s right at the heart of school in the UK. Trinity embeds young people’s rights in our culture as we strive to improve well-being and develop every child’s talents and abilities to their full potential.

This award recognises Trinity’s achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) into practice within the school and beyond the classroom.

Amateur Swimming Association : Swimming Charter (November 2016)
Trinity has adopted the ASA School Swimming Charter and is improving standards of swimming teaching and assessment which is impacting positively on students by recognising the progress in swimming; enabling Trinity to comply with curriculum requirements; supporting, motivating and valuing the assessor with access to specialised resources on how to teach swimming and finally parents are reassured of the focus to improve swimming achievement.

Medway Inspection December 2016
Trinity offers value for money provision which provides exactly what they promise to deliver. An excellent provision which goes above and beyond to provide the education required to meet the learner’s needs.
Parents (and staff) believe the school is led well. Parents are overwhelmingly positive about the progress their child is making at the school. Many pupils start at the school after experiencing difficulties in their previous school. One parent summed up the feelings of many: ‘This school is led by a truly compassionate head and staff, they take the greatest care in learning what each child is capable of and channelling the child’s education accordingly.’

Ofsted 2017

Parents of leavers
- Trinity has enabled my daughter to move forward to mainstream further education, thank you [2016]
- Sad to leave, thank you for all you have done for my son and I. [2017]
- This is an outstanding school and college which has changed my son’s life by providing him with the confidence to go forward, the character to cope and the qualifications to open doors.[2018]

Parent of a non-reader on entry
- All I wanted was my son to be able to read, he can now and he won the Trinity Reading Star Trophy! We are so proud [2017]

Parent of a student with literacy difficulties
- I cried tears of joy when my dyslexic son achieved two GCSEs at C and B in Maths and History. I cannot commend Trinity enough for the confidence they have given my son. [2017]

Parent of a student with numeracy difficulties
- My daughter has done it, she has achieved her Functional Skills Mathematics. What a joy. To think we were told she would never ever complete any GCSE or Functional Skills examinations. [2016]
- No other school has been able to identify the barrier to achievement in this subject, Trinity found a way through and my daughter has now achieved her Level 2 Functional Skills and is now working towards her GCSE in 2018. What an amazing place Trinity is. [2017]

New parents(s)
- After visiting so many places, I have found the perfect place for my son. [2016]
- You walk through to reception and you just know, it’s the right place for your child [2017]
- Such a warmth of caring, it hits you as you walk through the front door. Every child has a smile on their face. Extraordinary School and College. [2017]
• Found today quite emotional as I now can understand how after just a few days at Trinity my daughter was saying how she feels she ‘just fits and feels safe’. Fantastic and welcoming staff and pupils. [2018]
• Feeling so emotional today. This morning my daughter thanked me, her dad and her brother for talking her into attending school full time. She said she can’t believe she didn’t want to because it’s just the best school ever, so amazing!! Yesterday my daughter said her and her friends (friends!!) were asked to sing a little quieter on the train. (My girl singing out in public..!!) How did we go from where we was to where we are now. I feel so lucky.... my daughter’s life has changed... for the first time ever at school she feels wanted, included, liked, safe, popular, confident (!!) normal. You couldn’t buy this for any amount of money. [2018]

A hopeful prospective parent(s)
• This is definitely what we want, a school where everyone is happy. [2016]
• It’s amazing how excited and happy he is. He has already learnt so much, but most importantly he has said how great it is to be back at school. A school where he feels safe and everyone is really nice. [2016 After one week in our school]
• You know the minute you set foot into Trinity, that this is a special place. Every child I saw was smiling, we will be fighting for a place for our daughter [2017]
• You know as soon as you step through the door that this is the school you have been searching for [2018]
• We are considering moving half way across the country to get a place at this school its simply wonderful [2018]

Parent(s) at the Annual Review
• Since beginning at Trinity, he is happy and feels safe [2016]
• My son is now doing homework when he gets home! [2016]
• My son has now gained confidence in drawing and writes independently [2016]
• Since he started at Trinity, we have seen a huge change in our son. He is much happier and wants to come to school [2016]
• You always do what you say you’re going to do, this is such a comfort to us. Finally we have a school which supports my child in moving forward [2016]
• Thank you for every bit of loving magic that you have sprinkled over my daughter [2017]
• There is no other school like Trinity, this is a school worth fighting for [2017]
• No words can express how thankful we are [2017]
• After the previous Medway ASD Specialist provision we now have a school that understands our son and supports us as parents, thank you [2018]

A volunteer parent(s)
• It’s such a joy to be part of it all, ring me anytime! [2016]
• It’s a privilege to support this team. You are what you say you are and much much more. Amazing [2017]
• Where does the Headteacher get the energy and drive from. Her door is never closed to anyone. [2017]
- I got to that place where I needed to be doing something worthwhile for a place who sees that what they are doing is worthwhile. I found that in Trinity and have never looked back. They believe in educating and training all, and I am on a journey of learning again. [2017]
- Not only is this a great place for our children, it's a wonderful community to work in. They truly are exactly what they say they are. Simply a brilliant team of professionals. [2018]

Anxious learner’s parent(s)
- Thank you for showing us that our son is at the heart of all you do (following a home visit by the Home Liaison Coordinator, due to reported high levels of anxiety) [2016]
- My son eats lunch at school for the first time in 6 years…. You simply are amazing. Every success is celebrated, you notice everything. Thank you. [2017]
- I didn’t think it was possible that there was a school for my daughter, and then I hear about Trinity….I walked into Trinity and then met the Headteacher, and I knew this was the school for my daughter. And I could not have wished for more. [2017]
- All those years of not being heard, and then you find Trinity. Your child’s difficulties don’t change but the support and help that is available makes it easier to find a way through to a happier and more content child. [2017]
- You’re frightened that no school will ever be able to reach your child, everything has failed, and then you walk into Trinity, meet the Headteacher and your belief in the education system starts again. Trinity is truly a place that cares. [2018]

Parents at the Awards Ceremony
- We [parents] are so proud to be part of Trinity, and already my son is happier, thank you [2016]
- The buzz about Trinity is spreading far and wide, I am so proud to be part of it all [2016]
- Thank you for everything that you do, the smiles the joy and the sheer pride of the teachers was evident here [2017]
- Trinity is a unique place, a unique family full of love caring and understanding. Wonderful, thank you for everything you have done for our son [2017]
- I am lost for words, just simply can I say ‘Thank you’ [2017]
- How can we thank these teachers, Friends of Trinity Award will be presented for the first year for that person who has gone over and above to make a difference to Trinity students. [2018]

Supporting Transition and Ongoing Progress
- I thought you would like to know, our son has a full time job, has been to mainstream college, has passed his driving test and is an independent young man. Thank you Trinity [2016]
- Thank you for everything you have done for my daughter, and I could not be prouder of her academic progress [2016]
- Straight talking and they understand, Trinity staff understand and work with you every step of the way. [2017]
Our son after attending Trinity College is now going on to University, we are overjoyed at how Trinity has been able to realise his potential, rather than focus on his difficulties, thank you. [2017]

Sad to say goodbye, grateful for all you have done. We wouldn’t be here without you. Thank you everyone in Trinity [2018]

Parents at Ofsted 2017 [82% feedback]

- 100% of parents agreed or strongly agreed that their child was happy and feels safe at school;
- 98% of parents agreed or strongly agreed that their child was making good progress, that management and leadership was good at Trinity and that there is effective behaviour management in place;
- All parents agreed that their child was well looked after and 93% strongly agreed with that statement;
- 100% of parents stated that they would recommend the school to others.

TRINITY AUTISM SPECIALIST PROVISION

Many learners with autism have sensory sensitivity. This can affect one or more of the five senses sight, sound, smell, touch and taste. A person's senses can be over-developed (hypersensitive) or under-developed (hyposensitive). Both can have an impact on how our learners experience, and cope with, different environments. Within Trinity School and College, learners are supported with modifications to the learning environment to take these sensory sensitivities into consideration. Classrooms are calm, friendly, accepting and sensitive to sensory issues. As the school operates a person centred approach to its provision, the school can adapt to the needs of young people who join our learning community. Young learners with hyposensitivity are supported to be able to identify strategies to cope with their issues and to become more independent in their personal and health care. For example, the water temperature within the school is monitored and set so that it is not too hot, allowing more independence within the school.

Not every person with autism will need all the strategies and therefore our school focuses all modification in relation to the community of learners within the school and college during an academic year.

Trinity uses the principles of SPELL and TEACCH. All staff have completed Autism Awareness Training or Qualifications and there is a constant cycle of training in place for all staff (see staff profiles).

Structure, Positive, Empathy, Low arousal and Links [SPELL]

The SPELL framework recognises the unique needs of each ASC learner and emphasises that all planning and interventions should be organised with these needs in mind.

Structure
The main reason for incorporating structure into the daily life of an ASC learner is to help them to predict events and avoid anxiety. Many people with autism are happier if they know what they are going to do on a given day. In Trinity School and College, the
learning environment manages any changes to a person’s daily routine with sensitivity and preparation. This also applies to the cancelling of activities without prior warning, including changes to staffing or teaching methods can all increase anxiety. All learners within Trinity have their own personalised learning timetable. This will show when intervention, support and therapies for all groups together with choice subjects (for Year 9 and above). Timetables are presented in visual terms as well as in the conventional written form. Classrooms have visual timetables on the whiteboard, and with younger learners, this will be discussed following registration, some learners will have their timetables at their personal workstation. The timetables allow our learners to have ownership of their daily and weekly written or visual order of events which provides reassurance.

The timetable is set within the planner and this is able to provide home with information on the planned learning opportunities for each day. Many parents and carers find this helps to focus the discussion on expectations on what will be happening the next day, which reduces anxiety.

Trinity School and College has autism-friendly classrooms with soft furnishings and carpeted flooring (with the exception of the art, design technology, catering and science lab). Book shelves and cream walls create a calm, structured environment with boards which support the young learners’ recognition of the types of learning that will take place in the room. Lower windows within classrooms have obscure coating together with safety glass to ensure that our learners are safe.

As our learners are vulnerable members of the communication, some may have little or no awareness of danger, and therefore Trinity School and College gives high priority to the development of life and social skills through its Personal, Health, Spiritual, Moral, Social and Cultural Curriculum which was recognised by Ofsted in 2017 as a strength.

The pupils’ spiritual, moral, social and cultural development is a strength. Visiting speakers promote thought and discussion, for example a visit by an Auschwitz survivor enabled pupils to communicate their feelings about historical events. There are other rich opportunities for pupils to speak about their views during specific themed days. Pupils are encouraged to explore tolerance, respect, democracy and the role of government. Key stage 2 pupils explained they had been learning about Parliament. Other opportunities to celebrate diversity are woven effectively throughout the curriculum. Pupils are prepared well for life in modern Britain. Ofsted 2017

All learners have pupil profiles which highlight issues which make them vulnerable and have risk management recommendations which are personal to each learner. All College Learners have a student card, and currently Trinity School is looking into the development of a learner passport with emergency contact details which they can keep with them when on out of school events and activities. The school has a risk management document for each learner, which ensures good communication between staff to ensure the safety of learners when out of school.

Positive
Trinity School and College has a positive approach which means we encourage learners to develop their skills by giving them opportunities to try new activities in a supportive and caring environment. This positive attitude includes clear and supportive communication about forthcoming events, how they will be supported and time to reflect on their achievements. Attempting tasks, activities or events which can realistically be
accomplished, increases their self-esteem and self-confidence through increased experience of coping with small step and supported changes to a set timetable. This positive, can do approach to education enables young learners to make informed changes.

**Empathy**
The staff of Trinity School and College are specialists in working with the ASC learner, High Functioning ASC learner and those who have Dyspraxia, through countless years of experience, qualifications that recognise knowledge and understanding and attendance at training courses through CPD school systems (staff profiles and qualifications, school training schedule). Teachers, instructors, tutors and teaching assistants are able to offer empathy, acceptance, consideration and care which our parents and carers have a great level of confidence in (see what others say about us section).

**Low arousal**
ASC learners can be very sensitive to noise, light, heat or smells. The school has no catering facility, and learners bring in their own food from home. The lessons within Trinity School and College are carried out in a calm environment, free as far as possible from disruption, noise or interruption which can cause anxiety and stress to the learner. The specialist teacher uses a tone of voice and body language which is welcoming, supportive, caring and calm.

Trinity continues to monitor the environment in order that it responds to the needs of learners, showing our awareness of environmental stresses and remediate these when responding to the individual needs of learners within our community. The school uses no bells to end lessons, and all teaching and most high traffic areas are carpeted. Soft lighting is used in the school, and all fluorescent and harsh lighting being removed as it had a distracting affect upon ASC learners. The plastic stick on covered on the safety glass within the windows of the school ensures maximum natural light whilst providing privacy and reducing distracting movements outside of the classroom (people, excessive sunlight).

Whilst Trinity makes every attempt to minimise noise levels within the school and college, learners may still find it difficult to filter out noises when they are taking on new concepts or working independently on tasks. Learners are able to wear headphones or ear plugs to support them in these situations.

Trinity gardens can be used as outlets for young learners with autism. Some learners find running around the garden an effective way of relieving stress in a safe environment.

Every person with autism is different, and will be affected by their environment in different ways and so the school provides a range of capsule areas which enable the learner to find a place which helps them manage their stress levels. The use of some areas within the garden are timetabled in order to ensure that the garden area supports the need for routine. The school is working towards the development of a sensory garden and currently provides areas which offer a low arousal environment.

Therapy rooms provide calm and stress free therapeutic provision to develop speech, communication and language intervention, occupational therapy, mentoring and coaching.
Learners have access to sensory items which can help them to manage any stress, anxiety or sensory overload.

Links
Trinity School and College has good communication links with parents and carers through the learners own planner. These books provide parents with a daily account of the school activities and how their child has coped in the learning environment. Good communication between teachers is supported through daily briefings, and a weekly dedicated learner focus briefing. The links with external agencies begin with the annual review and transitional review process, high levels of attendance at external agency meetings and engagement with professional teams focused on improving outcomes for young learners and their families. The school has developing links with partnership working centres who provide further opportunities for young learners to follow learning programmes which motivate and engage for the Arts, Design and Media.

Whenever necessary, the school supports further communication via email and text, together with regular telephone calls with parents and carers to support the transition from home to school. When learners are struggling due to anxiety, Trinity provides parents with support and in extreme cases, the school works with learners in the home to re-integrate into school following any personal incident which may have disrupted previous high levels of attendance.

Our Autism Specialist School and College provides

- Balanced differentiated curriculum
- Flexible teaching arrangements
- Frequent breaks
- Sensory fiddlers
- Move and sit cushions
- Back cushions for comfort
- Time out for calming down
- Mentoring
- Concrete apparatus
- Instant feedback with marking
- Routine
- Personalised learning programmes
- Topics changed frequently to support skills in dealing with change
- Autism specific teaching using written step by step instructions with colour coding
- Windows frosted to allow in light but minimise distractions
- OT checks for seating heights of chairs and tables
- Help with communication skills through a variety of teaching and therapy approaches
- Contact books for daily communication with parents
- Students own learning styles considered in planning
- Desk alphabet, name and number-line to promote independence
- Understood and discussed personal targets

TRINITY DYSLEXIA SPECIALIST PROVISION

Many of our learners have a diagnosis of dyslexia or dyslexic-like profile. The strategies which are used in our classrooms are intended to make the classroom
conducive to learning for all students as it is now widely accepted that by teaching in a dyslexic-friendly style all students benefit and develop confidence, self-esteem and emotional intelligence which are the keys to maximising strengths and minimising weaknesses.

“Dyslexia-friendly” teaching techniques will be helpful to children without specific difficulties, while children who have dyslexia may not be able to learn effectively without particular consideration of their needs. What is essential for the learner with these specific difficulties will be helpful for all those developing their literacy”.

Leicester City Council – Education and Lifelong learning: MIN SpLD

The following are features of our classrooms which are particularly dyslexic friendly:

- The rooms are well ventilated and at an appropriate temperature
- The rooms are well lit with natural light as far as possible
- Dyslexic pupils are placed near to the front of the class within easy view of the teacher
- All pupils are positioned so that they have a clear view of the board
- All pupils have sufficient space to accommodate their work, particularly left handers
- Classrooms are as quiet as possible to avoid noise disturbance
- Sources of equipment/resources are clearly labelled and organized
- Key words/vocabulary are placed strategically around the classroom to support current topics
- Desk top aids are available (key stage 1/2/3) and their use encouraged
- Clear objectives are stated at the start of the lesson (the big picture is given)
- Links to previous learning are made
- Priority points and/or new key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays, etc.
- Teachers utilise a multi-sensory approach for all learning points throughout the session, taking into account all learning styles
- There is a minimum requirement for dyslexic pupils to record/copy information from the board or from books.
- Teacher notes/handouts that contain the learning points are readily available for pupils
- Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.
- All pupils are actively encouraged to make verbal contributions and take part in discussions
- Resources/hand-outs are tailored to meet the needs of dyslexic pupils
- Collaborative working is encouraged including, group work, the sharing of notes, learning buddies, etc.
- The pace of the session takes into account the needs of learners with time built in for thinking time/brain breaks
- Frequent and effective use is made of questioning both open & closed questions to check understanding
- Pupils are not expected to multi-task and tasks are clearly demarcated as looking, listening and writing with an equal balance of such tasks being evident
- The lessons follow a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit
- Pupils are encouraged to ask questions and make oral contributions
- Additional time is allowed within sessions for pupils to process information and for reading and writing
- Key points are reinforced and highlighted both orally and visually
- Instructions and information are broken down into small steps
- Checks of understanding are made after each stage
- Positive and constructive feedback is given to pupils at appropriate intervals
- Marking criteria are clearly explained to pupils
- There is a recap of the objectives and key learning points at the end of the session
- Clear and realistic deadlines for the submission of homework are set, communicated and confirmed with the pupil
- Reminders within planners, visual prompts, etc. are used to help pupils remember specific items/equipment for future sessions.

Dyslexia support intervention/workshops are timetabled to support learners throughout the week on their personalised learning programmes with related targets identified on the Intervention Schedule.

There are seven dyslexia specialist teachers in Trinity. All teachers who teach English are completing their Level 5 Specific Learning Difficulties (Dyslexia) Diploma. All remaining staff complete the Level 5 Diploma are completing a Module (Level 5) Understanding SEN policy in relation to Dyslexia/SLD and the Dyslexia Therapy Short Course.

**SUPPORTING ANXIETY AND TRANSITION STRESS**

Anxiety is a well-recognised problem for children and adolescents with autism. Furthermore, reported rates of anxiety are higher than those in children with language disorders. Anxiety disorders can be differentiated from 'normal' fears and worry on the basis of severity of symptoms, persistence and impact on functioning. Anxiety encompasses feelings of fear, worry, dread or irritability.

The relationship between anxiety and ASC specific factors, include impoverished empathy and social skills. However, Trinity School and College has developed strategies to engage these young learners with the student voice meetings, and there these sessions, ASC learners have overcome barriers to social communication and been able to make increasing accurate reports on anxiety compared to those presented by teachers, parents and carers in relation to a range of incidences and issues.

Through understanding more about the relationship between ASC and anxiety Trinity Specialist Teachers have been able to support new learners with taster days, reintegretion with education, transition through phases of education and into college and even returning to mainstream education where appropriate. As young learners improve their emotional intelligence and thereby become more self-aware, they are able to make better decisions about their own education (particularly in relation to academic choices). The school uses the 5 point scale to teach social and emotional concepts to individual who have difficulty in expressing anxiety. The stress scale indicator provides students with a support to report anxiety which was known and understood.
Vertical transition (transition through the various phases e.g. Key Stage 2 to 3), although predictable, developmental and experienced by all in education, would have a major effect on ASC learners. At these pivotal points, Trinity School and College works with parents, carers, internal therapy, support and intervention teams and external agencies including other schools and colleges in order to support the transition programme.

Trinity provides a transitional programme which supports skills with independent travel and safety on the roadside (Roadwise Programme) and with supporting choices for the future through the careers guidance programme (ASDAN Careers Short Course). The school has a social use of language programme which supports the development of social interaction skills for life. Trinity has introduced peer mentoring and tutoring course which is run through the Emotional Wellbeing programme. This is in its early stages, but already it is showing that it supports the development life and social skills, empathy and friendship making skills in the Mentor as well as supporting peers. The learner mentoring programme within the school supports reintegration to learning and enables young people to have a voice in expressing their concerns.

Having good friendships can buffer the impact of stressful life events and correlates positively with self-esteem and negatively with anxious and depressive symptoms, therefore Trinity believes that the development of friendship making skills will enable young learners to learn social rules through specialist teaching processes. Learning to make and keep friends may be especially difficult for learners with ASC. In order to support the friendship making and retaining skills are taught through the Social Use of Language and the Curriculum for Life programme and supported by the Speech, Language and Communication and Emotional Wellbeing Therapy Teams. The skills necessary for making friends are highly promoted within our curriculum as it has been shown that these skills have a significant lifelong impact for young learners and can have the effect of reducing anxiety throughout their life. This learning is all recognised through the ASDAN Short Courses and Bronze and Silver Award Programme.

**Therapies to support include:**
- Cognitive Behavioural Therapy
- Anger Management
- Lego Therapy
- Coaching and Mentoring
TRINITY COLLEGE (and GATEWAY 19-25)

Trinity School and College has responded to information included in the report written by Kent County Council entitled


This report is focused on a common goal to improve outcomes for these young people

The report states that

‘one of our biggest challenges is to ensure that all children and young people with Special Educational Needs who are disabled receive good teaching at ALL times so that they make good progress and the adults supporting them have the right levels of skill to promote good learning and achievement’.

Trinity School and College has extensively invested in highly qualified and trained staff and provided a comprehensive and high quality training programme (see staff profiles and training information). We are able to offer well planned continuum of provision from aged 6 to 25 years of age which meets the needs of children and young people.

Our vision for the Trinity Gateway is to provide an opportunity gateway to the individual’s aspiration for the future. The programmes are set to preparing each of our learners for adulthood. We believe that all our young people have the right to life chances and need to prepared to take on each opportunity for paid employment, housing, independent living, choice and control, community engagement and inclusion, friends and relationships within their grasp. We are committed to collaborative working with parents, carers, agencies and other educational provisions in order to make this happen. We are interested in giving our learners access to highly qualified and motivated staff who share the common goal to create an opportunity gateway for each of our learners.

The Gateway provision provides study programmes which are person centred. The learners will be able to access the programmes that will support them to achieve all the opportunities of the future. This could include work experience, apprenticeship schemes, continued literacy, numeracy and ICT development for life and work, higher level qualifications at level 3 with a significant focus on the personal and social effectiveness for life.

Trinity College and Gateway Leadership is strong by Ofsted who also recognised that there is a growing demand for this provision. During their inspection in June 2017 they found that

Student outcomes are improving and academic standards are rising. Students receive good teaching, similar to the rest of the school. Activities are carefully adjusted to meet the needs of each student. As a result, typically students make good progress in their chosen courses.

Students are supported well. Teachers know their students’ special educational needs and disabilities and ensure they receive appropriate
guidance. Leaders prepare them for their future lives well. Opportunities such as travel training and working within the community are readily taken up by students.

The curriculum programme focuses on the core skills of literacy and numeracy, and personal, social, health and economic education. Many additional courses are available according to students’ interests, including construction, bookkeeping, accounts, catering, media and the arts. Because of the high degree of individual help available to them, students enjoy their learning experience.

Leaders ensure that impartial careers advice and guidance is included in ongoing discussions that staff have with students. For example, students’ career aspirations are taken into consideration when arranging relevant courses. All staff take an interest in students’ career aims and help them plan for their next steps. As a result, students feel supported and valued by the Trinity.

Students are helped to understand life in modern Britain. Workshop days on relevant topics are received well by students. Students feel they acquired an improved understanding of extremism after a recent workshop event.

Trinity effectively supports students to continue to their next stage of education or employment. Students become confident learners, ready to take their next steps in education or employment. Recent student destinations include further education colleges, higher education, apprenticeships and employment.

TEACHING AND LEARNING IN TRINITY

Ofsted 2017 stated

The curriculum is designed to meet pupils’ individual needs. At key stages 2 and 3 the curriculum follows the national curriculum, providing a broad and balanced experience. At key stages 4 and 5 the pupils follow a core curriculum, including English and mathematics. Pupils also make choices and follow courses that more precisely meet their interests. For example, a number of pupils take construction-related courses and hair and beauty run by alternative education providers. Other subjects such as the arts, French and technology broaden provision well.

Trinity provides rich opportunities for extra-curricular trips and visits, including foreign travel. Pupils engage well with these opportunities. For example, pupils enjoy attending an ‘emotional-well-being’ club, sharing lunch together while sharing views and experiences.

The curriculum is supplemented with appropriate therapies including speech, language, communication and occupational therapy. Additional small-group or one-to-one support with specialist teachers increases pupils’ rates of progress.

Ofsted 2017 stated that the teaching was strong and good throughout the provision
Staff know pupils very well. Teachers use information about pupils’ current achievement to plan appropriate learning activities. Most classes have pupils with a wide range of abilities, and teachers typically adjust learning activities to match each pupil’s ability. Teaching assistants work effectively with the teacher to support pupils’ needs. As a result of good teaching, pupils receive a highly consistent experience and make good progress.

Induction procedures for pupils are thorough so that useful information is provided to staff about pupils’ special educational needs and/or disabilities. Staff work together to provide suitable experiences to enable pupils to experience initial success. As a result, pupils settle in quickly when they join the school.

Teachers assess pupils’ work and provide effective feedback, often as an instant verbal response. Written feedback follows the school’s assessment policy. As a result of teacher feedback, pupils know their strengths and areas of development. Pupils are keen to improve their work.

Excellent relationships at all levels contribute to strong teaching. Pupils have confidence in their teachers. Typically, pupils have high levels of anxiety. Teachers’ methodical approaches enable anxious pupils to be reassured and they make good progress.
Bullying Intervention Group: Challenging Bullying

Trinity School and College won the BIG AWARD in April 2018 for the fifth year running and has celebrated the advantages of promoting a bullying free learning environment for all learners.

The BIG AWARD is given for excellence in bullying intervention. Trinity has externally agreed criteria to be awarded. This award is both earned and evidenced.

Trinity School and College has achieved the BIG AWARD by

- demonstrating that we are working to an externally agreed standard;
- consistently and embedding good practice;
- fully included all children and young people by valuing the student voice;
- tailored the bullying intervention to meet the needs of all learners;
- ensuring that every child is enabled to fulfil their true educational potential, and enjoy their learning community without fear of being bullied;
- ensuring that every child is rewarded for their achievements.

The BIG award shows that our school takes bullying seriously; maintains good practice, provides parents and learners with confidence in our approach to bullying. Evidence shows that a happy and safe environment for young learners, improves attainment and wellbeing. Within the process of self-evaluation, learners are actively involved in making their school a caring environment.

Ofsted 2017 agreed with this stating in their inspection report that

"There is a very strong safeguarding culture in the school. The school has taken into account current government legislation to produce an appropriate safeguarding policy that is published on the school website.

Risk assessments are extremely thorough and take into account controls needed to keep pupils safe. Staff anticipate any likely issues, especially related to pupils’ special educational needs and/or disabilities that may affect an individual's safety. Excellent communication between adults contributes to keeping pupils safe.

Pupils explain that they feel safe. Teachers and parents agree that pupils are safe in school."

Ofsted stated that Trinity’s work to promote pupils’ personal development, behaviour and welfare is outstanding. They expanded on this judgement by stating that

"Pupils are looked after exceptionally well. Staff make sure that the well-being of pupils is put at the forefront of all they do. Pupils are thriving because of the care they receive. All parents agree that their children are looked after well.

Pupils enjoy coming to school. They are keen to learn, and they take pride in their work. Teachers provide a very positive learning environment so pupils
feel able to express themselves. Pupils recognise others’ difficulties and often help their peers.

Pupils say they feel safe and secure. They are able to explain how the school helps them to keep safe. Pupils explain that bullying happens rarely and that teachers resolve relationship issues quickly and effectively.

As a result of the excellent standards of care and welfare, the school is a peaceful and calm haven. Parents commented that their children are happy at school.

Pupils behave exceptionally well within lessons and around the school. They are polite and courteous to others, including visitors. Older pupils are excellent role models for their younger peers. Ofsted 2017

AN ACTIVE LISTENING CULTURE

Legislation now highlights the importance of young learners’ participation and consultation. Trinity recognises that the ‘voice’ of the learner is now enshrined in legislation with respect to the rights of young people to be heard and considered through a process of participation and collaboration. The school community exists to support the personal and academic development of learners, and listening to the views of both teachers and learners will enable the educational provision to move forward in a dynamic and innovative way meeting the ever changing demands placed upon the community.

Trinity values all learners within their learning community and the contributions they make. Recently learners contributed to the achievement of the BIG award, alongside parents, carers, teachers and professionals. Weekly, our learners meet to discuss issues within student voice meetings, which are attended by the school Pastoral Care Coordinator.

THE CONSULTATIVE COLLABORATIVE APPROACH

The consultative collaboration practiced by Trinity is particularly important for all our learners as it places the interests of the child at its heart. This relies upon a continued greater collaboration between a range of services such as Speech, Language and Communication Therapists, Occupational Therapists, Mentors, Coaches and Counsellors, parents and carers, as well as professional external agencies. This approach promotes a multi-person, multifaceted approach to planning and implementing the personalised learning and development programme and provides the most efficient and effective means of support teachers working with our special learners. The consultative collaborative approach to meeting the needs of learners is
supported within research and encourages the shared responsibility for improving outcomes between education professionals and care personnel.

Trinity School and College creates the conditions for a positive parent-professional cooperation that extends beyond legislation and supports the child, the family and the school equally and we seek to be able to work with parents every step of the way. Trinity demonstrates a commitment to listen to and recognise; be knowledgeable of and to accept the value of each stakeholder within the learning community as having a contribution to make to the development of a fully inclusive provision. Through a range of reviews, meetings and daily communications, parental involvement is identified as beneficial in building a strong and effective educational experience for all our learners.

**EXTRA-CURRICULAR ACTIVITIES**

These include
- Lunchtime clubs and activities which include a homework club, sports activities and social skills for life.
- Overseas trips and residential trips
- College Life and Social Skills residential trips
- Summer School (one week) focused on education in the community supporting life and social skills, anxiety management and transition.

All our extra-curricular clubs, activities and events are run by staff within Trinity School and College. They extend the learning times of the school day and bring a range of benefits which include consolidating learning, independent learning, friendship making, communication, problem solving and team working skills. Students who attend these events are able to develop an understanding and knowledge about a range of experiences which facilitate improved management of anxiety and transitional stress.

**THERAPIES, INTERVENTION AND SUPPORT**

Each therapy and support provision reports on progress half termly to the school Special Educational Needs Coordinator. The school is able to provide a holistic approach to all therapies and support, achieved through the high quality training (Section 3), half termly consultative collaborative approach to education and therapy, the range of programmes managed and delivered by both the therapy professionals and teaching team (e.g. Get it Write Programme, Core Skills within Literacy, Social Use of Language Programme, Peer Mentoring). The Autism, Anxiety and Transition Specialist works with the Counselling, Mentoring and Coaching team to ensure that the social and emotional wellbeing of young learners are met. The Dyslexia Team ensures that assessments are completed yearly to inform the teachers, parents and carers on progression with literacy and numeracy skills.
Speech, Language and Communication Therapy
Speech, Language and Communication Assistance is provided within the classroom weekly, and training events provided by the Speech, Language and Communication Therapist at least twice a year to all teachers and support staff.

The school has two professional Speech, Language and Communication (SLC) Therapists together with three dedicated Speech, Language and Communication Assistants, and they work directly with children and also work alongside the educational and care teams. As members of the staff team within Trinity they are effectively part of the provision, rather than offering packages of care through half termly attendance.

The SLC Therapist works closely with the all members of the educational team and most importantly, parents and carers in completing assessments on learners. This information together with observations of the learner within class ensures that the intervention is of the highest quality and responsive to the needs of the learner.

The SLC Team offer Trinity School and College
- Training on Speech, Language and Communication within the classroom together with training for the delivery of whole School for the Core Skills Literacy Programme and the Social Use of Language Programme.
- One to One SLC therapy within the School Therapy Room and where appropriate small group intervention.
- Supported Social Use of Language Practical Activities within the community
- Training and support for parents and carers through home based activities and a strategy which ensuring that good practice continues outside of school in the development of speech, language and communication. Telephone consultations with parents and carers when required.
- Support multi-disciplinary working

As learners reach their speech, language and communicative potential (in line with their typically developmental peers), then the team with report to the Annual Review or Transitional Review process, liaise with parents and carers and complete reports of the impact of their intervention. However, all learners within Trinity School will continue to receive Social Use of Language Programme which supports the development of key and wider key skills for life.

Occupational Therapy
Occupational therapists and occupational therapy assistants employed at Trinity School and College are part of the education team. The assistant works under the supervision of the occupational therapist and support academic and non-academic outcomes including social skills, gross and fine motor skills, self-help, key and wider key skills for life, participation in sports and movement, vocational studies and inclusion for all learners. The team works in collaboration with the school, external agencies, parents and carers to ensure a provision which impacts positively on a learner’s engagement, progression and attainment in school or college.
The Occupational Therapy Team facilitate student access to curricular and extracurricular activities through support, design and planning and recently have supported young learners with amazing feats of sporting achievement within cycling, rowing and running.

The Occupational Therapist Team

- observe a student engaging in an activity and provide strategies to facilitate the student’s full participation;
- liaise with the SENCo to meet the requirements of the Statement Objectives;
- reduce barriers to inclusion within the practical aspects of learning within the school environment;
- advise on the use assistive technology to support student success;
- support the needs of students with significant challenges, such as by helping to determine methods for alternate assessment;
- help identify long-term goals for appropriate post-school outcomes;
- help plan relevant instructional activities for ongoing implementation in the classroom, including the Trinity Get it Write Programme; and
- assist students in preparing for successful transition into appropriate mainstream and/or further, higher education opportunities; employment or training;

Occupational therapy team collaborate with the education team to address student needs to improve the learners performance in more than their academic, social and life performance. The team helps to promote healthy school which are conducive to learning and particularly support the Get it Write Programme, advise on modifications, design of classroom environments and resources particularly capable of ensuring full inclusion for all learners.

**Autism Support**

Many teachers within the school are trained up to Level 6 – 7 in the Principles and Practice of Working with Individuals on the Autism Spectrum as well as the Headteacher who has a Masters in Autism, Transition and Anxiety. All staff have the Level 2 Qualification in the Knowledge and Understanding of Autism.

**Dyslexia Support**

Dyslexia Specialist Team provides one to one intervention and/or small group sessions to those who require this level of intervention. This is identified on the personalised learning programmes of young learners, both in the School and in the College. Trinity provides dyslexia friendly classrooms, and the team provides up to date training and development for all teachers. All staff complete a minimum of the Level 5 Certificate in Knowledge and Understanding of Dyslexia/Specific Learning Difficulties through the Trinity Training Centre and all teachers who are involved with teaching English are required to complete the full Diploma at Level 5 to ensure that all students have access to fully qualified specialists.

**Stretch and Challenge Extension Intervention**
Those learners who are identified as working above or below the level of their peers within their classroom, work in small groups across the key stages to continue to develop their knowledge and understanding in both literacy and numeracy. This provision is identified and shown on the learner’s personalised learning programme. Within Key Stage 4 learners are placed in progression pathway groups for English and Mathematics, ensuring that they are working with peers with group targets and accreditation learning outcomes. Within the College learners work within access, foundation, intermediate and higher groups in order that the appropriate curriculum and challenge is provided within the classroom.

**Counselling, Emotional Wellbeing Provision**

**Coaching Team**
Elizabeth Baines
Thomas Furnell

**Team Teach Senior Staff**
Thomas Furnell
Kieren Martin
Michaela Bolton

**CIC/LAC Team**
Georgina Moorcroft
Rebecca Kennedy
Paula Brett

**Counselling**
Angela Fowler
Joe Moorcroft
Lara Hawkings
Kelly Bates
Dallis Hart-up

**Trinity Wellbeing Team**

**Anger Management Therapist**
Nikita Mead
Tina Austin

**Emotional Wellbeing Manager**
Linda Hurren

**Art Therapy**
Beth Lanning
Angharad Lanning
Charys Beswick
Michaela Bolton

**Cognitive Behavioural Therapy**
Elizabeth Baines
Kieren Martin
Linda Hurren
Carol Sargarent
Jenny Stevens

Source: Trinity Staff Structure 2018/19

All therapies, interventions and support provision is reviewed and evaluated to ensure that the allocated resource impacts positively on progress towards statement objectives long and short term targets. This is based on individual personalised learning programmes within the school and evidence of impact is discussed at Annual Reviews, Transitional Reviews and within personal reports.

**Careers and Work Experience**
This is a highly person centred programme and therefore this depends on the learner.
This study programme forms part of the educational provision from Key Stage 4 Employability Skills and Occupational Studies programme of work. The programme is accredited through ASDAN and NCFE. Work experience is undertaken by learners according to their ability to cope with the emotional challenges of the experience, and many learners complete their first work experience within Trinity. Some learners have completed short term work experience within the community, whilst others have taken regular one day a week work experience over a longer period of more than one term. Success from the programme has meant that some of our learners have been able to complete organisational health and safety training and entered the world of employment from Trinity.

**Personalised Learning Programmes**

Trinity School and College has created an educational system with personalised learning at its heart. Within this system, every child matters, and every child is seen as an individual. Attention is given to the learning styles, motivations and needs. There is target setting linked to good quality formative assessments and marking. Lessons are enjoyable, and provide dyslexia and autistic friendly environments. Learners are supported with therapies, interventions and support, which exist within the school community, and create a more adaptable and flexible learning experience. The personalised learning timetables and programmes of young learners become increasingly more individual as they progress towards Key Stage 4, where choices and accreditation options create a range of educational pathways.

The personalised learning programmes within Trinity, give every single learner, the change to be the best they can be, whatever their talents or background. It’s our commitment to excellence in education which will provide every child with the confidence to learn, and the pathway to success for life.

**Individual Study Programmes**

There is a dedicated team of professionals within Trinity to provide individual study programmes which have been designed in order to support learners who are developing life, social, emotional, personal and employment skills as well as providing access to English, Mathematics and ICT at Functional Skills up to and including Level 2. Access to these courses are according to the needs of learners and discussed at Annual and Transitional Reviews. The individual study programmes ensure that the targets of the learners EHC plans are facilitated through a comprehensive range of educational, health and care provision.
ASSESSMENT AND TRACKING

General Assessments

Wide Range Achievement Test, Fourth Edition [WRAT4] All Phases
This assessment is suitable for learners aged between five and ninety four years of age and provides assessment of academic progress over time; a re-evaluation of individual’s diagnosed with learning and/or cognitive disabilities and highlights discrepancies between attainment and reasoning ability. It is used as the initial measure on entry to Trinity School and College and influences the personalised support and learning programme for the individual. The WRAT4 is completed once a year to give a measure of raw data showing if the learner has made expected progress relative to starting points and a standardised score which illustrates the learner’s progress against a typically developed peer.

The WRAT4 includes four sub-tests:
- Word Reading measures letter and word decoding through identification and word recognition
- Sentence Comprehension measures ability to gain meaning from words and to comprehend ideas and information contained in sentences through the use of a modified closed technique
- Spelling measures ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words
- Maths Computation measures ability to perform basic mathematical computations through counting, identifying numbers, solving simple oral problems and calculating written maths problems.

In addition to providing detailed scores and interpretative information for the sub-tests, WRAT4 also yields a Reading Composite score obtained by combining the Word Reading and Sentence Comprehension scores.

A measure of personal and social skills needed for everyday living which can be managed only by trained professionals within psychology, education and health care. The assessment offers both respected interview format which focuses on discussion and gathers in-depth information together with rating forms. The assessment supports the identification of intellectual and development disabilities, developmental delays, attention deficit/hyperactivity disorders and those identified on the Autistic Spectrum. These forms are completed through an initial interview, parent/carer and teacher rating forms.

The assessment provides valuable information on measuring self-sufficiency:
- Communication : Receptive, Expressive and Written
- Daily Life Skills : Personal, Domestic and Community
- Socialisation : Interpersonal Relationships, Play and Leisure Time, Coping Skills
- Motor Skills : Fine and Gross

The assessment supports diagnose of intellectual and developmental disabilities, autism and developmental delay, determines eligibility for special considerations in examinations, support transitional, reintegration and intervention programmes and finally tracks and reports progress in skills for life.
Normal Way of Working Form (year 9 upwards)
Completed by teachers this assesses how the learner is supported in learning and ensures that EHC plans reflect the provision requires to enable the learner to show progress and achieve.

The Boxall Profile
Provides a framework for the precise assessment of children who have social, emotional and mental health difficulties. It helps teachers to plan focused intervention and provides insights and suggests points of entry into the child's world and provides a deeper understanding of the learners needs.

This assessment supports the Trinity teachers to provide an improved person centred curriculum which impacts positively on learning and development.

Detailed Assessment of Speed of Handwriting DASH
The Detailed Assessment of Speed of Handwriting is ideal for providing evidence for Access Arrangements for Tests, Assessments and for General Qualifications. Trinity uses the results to support intervention programmes for learners with handwriting difficulties

The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.

Symbol Digit Modalities Test [SDMT] for Year 4 and above
This brief and easy to administer test can identify changes in cognitive function over time and processing speed supporting the Access Arrangements Application.

Teacher Assessments
Are linked to the Entry Level, GCSE grading 1 – 9 using set NCFE, OCR assessment resources and are completed three a year to provide evidence of progress.

TRINITY ENGLISH AND MATHEMATICS ASSESSMENT

ENGLISH : Reading Age

York Assessment of Reading for Comprehension (YARC)
YARC is an individual diagnostic test, which provides assessment of the essential components of reading containing age appropriate content.

YARC enables the School and College to carry out an in-depth, individual assessment of a pupil’s reading and comprehension skills. The test is done twice a year

ENGLISH : Writing
Trinity School Levelled Writing Assessment
Key Stage 1 - 4
Conducted termly, these teacher assessments are taken from a set writing task to be completed within the term. The records of assessment are recorded for the assessment folders and provide a national curriculum level. Learners have access to a Child Friendly level descriptors in order to support their self and peer assessment skills.

ENGLISH : Speaking and Listening
Trinity School Speaking and Listening Assessment
Key Stage 1 - 4
Using the learning criteria within the Entry Level and GCSE specifications, controlled assessments are conducted termly and the teacher assessments are made. These assessments are recorded and reported termly.

MATHEMATICS
Key Stage 1 and 2 CGP Continuous Assessments Tests (previously used for Key Stage 3)
Used for Key Stage 1 and 2 provides an assessment for Number Calculations, Shape, Space and Measure and Data Handling. The test provides a national curriculum fine graded level and provides an overall maths level. Similar to the SATs they provide young learners with the experience of tests and controlled assessments within the classroom.

FURTHER TEACHER ASSESSMENTS
As from 2018, all KS4 and above will have assessments completed for all subjects. This will be presented as an interim report for each review. The information provided will include
- Current levels of achievement with a predicted grade for the end of the course.
- Progress through the course together with results from module completion evidenced within Assessor Feedback documentation.
TRINITY 2017/18 ADDITIONAL NEEDS AUDIT:

<table>
<thead>
<tr>
<th>Audit of Need</th>
<th>No of Students</th>
<th>Percentage of Total Students population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td>13</td>
<td>9.2%</td>
</tr>
<tr>
<td>Speech and Language</td>
<td>78</td>
<td>54.9%</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>55</td>
<td>38.7%</td>
</tr>
<tr>
<td>Social and Communication Difficulties</td>
<td>49</td>
<td>34.5%</td>
</tr>
<tr>
<td>Emotional Wellbeing Support</td>
<td>140</td>
<td>98.6%</td>
</tr>
<tr>
<td>Autistic</td>
<td>132</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

Many learners have complex and multiple difficulties. Significant or primary difficulties have been identified which may include more than one challenge for the learner.

Source: Trinity School and College Data Analysis September 2018
READING REPORT FOR TRINITY 2017/18

<table>
<thead>
<tr>
<th>Key Stage 2</th>
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</thead>
<tbody>
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<td>12.1</td>
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</table>

73% are reading above chronological age, while 27% are below their chronological age.

<table>
<thead>
<tr>
<th>Key Stage 4 Learners</th>
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</thead>
<tbody>
<tr>
<td>Chronological age</td>
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<td>13.6</td>
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<td>16.1</td>
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<td>16.4</td>
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</tbody>
</table>

Of the students identified as not reading at their chronological age (red), these are all, without exception, late entrants into Trinity from other educational placements. The lowest scores for reading is identified for two learners with who are CIN and have joined Trinity within the year and in both cases their reading has improved during their time with us. Only students identified as needing to work through the English Reading Intervention Programme are identified in this list, and therefore six learners have now reached their targets and are working with teachers in the classroom on their continuing targets from now on.
<table>
<thead>
<tr>
<th>Chronological age</th>
<th>Reading age</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
69% of learners are working at or above their chronological age, with the remainder working below. There are some significant differences between the cohorts of learners, as many learners start with us in Year 7. All those who have started within Trinity prior to Year 7 are within the higher ability readers, due to the daily reading sessions and reading interventions in place for learners on arriving at Trinity.

Reading ages have improved significantly through the dedicated intervention and the daily reading programmes.

Progress with reading is good taking account of starting points and barriers to progression due to Dyslexia and other Speech, Language and Communication difficulties identified in learners EHC plans.

September 2018
SCHOOL AND COLLEGE CURRENT ATTAINMENT LEVELS

OFSTED stated that

Pupils join the school at varying points of the school year, with different needs and abilities. Often, pupils have had a period of absence from education immediately prior to joining the school. The school helps pupils catch up and regain their confidence. As a consequence of the high level of support, pupils achieve well.

Most pupils make good progress against the targets set in their IEPs. Because pupils’ special educational needs and/or disabilities are met well, they typically make strong progress from their starting points in their social and communication skills.

Pupils are entered for externally accredited qualifications at the appropriate stage. These range, in the main school, from entry level to level 2 qualifications across a number of subjects. Pupils’ portfolios of work presented to examination boards show strong progress. Leaders report that pupils are attaining higher levels compared to previous years. For example, GCSE results and other level 2 qualifications in 2016 show an increase in numbers achieving grade C equivalent and above.

Work in books and displays across the school show good progress in all key stages. For example, art and technology skills are developed well, with pupils applying their learning to produce good outcomes.

Pupils make good progress in English. They have opportunities to write for a variety of purposes. Pupils at key stage 2 develop literacy skills well, with specific learning needs such as dyslexia being addressed effectively. The older year groups develop extended writing for a variety of purposes.

Despite communication difficulties, pupils read fluently to others, including to small groups of their peers. Pupils in key stages 2 and 3 explain that they are expected to read at home. Pupils’ reading skills are developed well.

Progress in mathematics overall is strong. Pupils have the opportunity to learn and apply mathematical concepts to real-life problems. Pupils’ problem-solving skills are developed appropriately.
## Attainment Range for each Year Group in September 2018

### ENGLISH

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<tr>
<th>YR</th>
<th>ELC 1</th>
<th>ELC 2</th>
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### MATHEMATICS

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<th>ELC 3</th>
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*Source: Trinity School and College Data Programme September 2018*
Progress Over Time for 2017/18

Target of two-three sublevels per year

**ENGLISH:**

<table>
<thead>
<tr>
<th>Number of Learners</th>
<th>Primary Phase</th>
<th>Key Stage 3</th>
<th>Key Stage 4</th>
<th>Key Stage 5</th>
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<td>Levels Achieved over three terms</td>
<td>No of Learners</td>
<td>%</td>
<td>No of Learners</td>
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**MATHEMATICS:**

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**PLEASE NOTE** Those who have entered within the academic year (i.e. not in September 2017) have been excluded from the data to ensure that results are accurately shown. Those who have made lower sublevel progress are identified as the new students within September 2017 and this is as a result of dealing with transitional anxiety during the first term of attendance.

Source: Trinity School and College Data Programme 2018

CReSTeD (November 2015) stated that Trinity provides “Outstanding with a highly detailed Data Base which was up-to-date and used effectively when writing Year Reports for staff or Local Authorities. Commendable”.
### 2017/18 Year 11 Results

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**Functional Skills**

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Source: Trinity School and College

IQA Tracking August 2018

**GCSE’s shown in red** | **GCSE equivalents shown in blue** | **Functional Skills shown in black**
## 2017/18 Year 11 Results

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### Functional Skills

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Source: Trinity School and College IQA Tracking August 2017

| GCSE’s shown in red | GCSE equivalents shown in blue | Functional Skills shown in black |
# GCSE, Certificates, Entry Level Certificates and Functional Skills

## Examination Results for College 2017/18
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Source: Trinity School and College IQA
Tracking August 2018

One student achieved his Level 3 Business Studies in this academic year

- 40 -
## GCSE, Certificates, Entry Level Certificates and Functional Skills

### Examination Results for College 2016/17

**Number of students : 42**

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*Source: Trinity School and College IQA Tracking August 2017*

**GCSE’s shown in red**  **GCSE equivalents shown in blue**  **Functional Skills shown in black**
STAFF PROFILES – SEN Specialist Teachers

Christine Aburn,
Senior Autism and Dyslexia Specialist Teacher

My career in teaching began in 1993 after completing a PGCE with a specialism in Music. I taught in mainstream Primary setting for 17 years until I felt a growing interest in pursuing a specialist setting. I have worked at Trinity for almost 10 years. During this time I have taught a very broad spectrum of ages and qualifications including Entry Level, Functional Skills qualifications, GCSE Literacy and Vocational Learning Opportunities across the curriculum for Key Stage 4 and College. In more recent years I have been based within Key Stage 3. I am currently developing the Music curriculum across key stages 2 and 3.

Qualifications:

- BA Music (2:2) University of Hull 1987-1990
- PGCE Kingston Polytechnic 1991-1992
- AQA Internal Assessor and Moderator (Food Technology, English and PSE)
- Certificate (Level 7) Principles and Practice of Working with Individuals on the Autism Spectrum
- Certificate in Safeguarding and Child Protection Level 3
- Certificate of Health & Safety & Risk Assessment Level 2
- Award in Food Safety and Catering Level 2
- Prevent Duty Awareness Certificate
- Diploma (Level 5) Teaching Learners with Dyslexia/Specific Learning Difficulties
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- OCR Level 5 Diploma in Teaching and Learning with Dyslexia/Specific Learning Difficulties
- University of Cumbria Level 7 Introduction to Working With Individuals on the Autism Spectrum
- ELKLAN [Level 3] Speech and Language Support
- Educare Safeguarding Training including PREVENT
- Preventing Bullying
- Online Safety
- A Practical Guide to the GDPR in Education
- Equality and Diversity May 2018
- Mental Wellbeing in in Children and Young People
Natalie Atkin  
College and Gateway  
Curriculum and Home Liaison Coordinator

I had eleven plus years’ experience in working with children and young adults with autism and mental health issues. This has framed my desire to work with a school who puts the person centre approach at the heart of its provision.

I have travelled extensively and have worked in a school in South Africa where the young people walked more than six miles a day to get to school so that they could get an education. These experiences have shaped my belief in the value of education for developing the citizens of the future.

Since joining Trinity I have worked within the Emotional Wellbeing and Teaching Assistant Team and have recently enrolled on the Assessor Qualification in Vocational Learning Sector in order to improve my knowledge, understanding and skills for working with and improving outcomes for young people.

My Qualifications

- Safeguarding and Child Protection Certificate
- Health & Safety and Risk Assessment Certificate
- Module [Level 5] in Specific Learning Difficulties (Dyslexia)
- Autism Awareness Certificate
- NCFE Level 4 Certificate in Leading Internal Quality Assurance, Processes and Practice
- NCFE [Level 2] Safeguarding the Welfare of children and young people (K/601/3323)
- Diploma (Level 5) Teaching and Learning within the Lifelong Sector (two modules)
- Level 7 Certificate Knowledge and Understanding of Autism
- ELKLAN

Current Studies

- NCFE [Level 3] Certificate in Award in the Principles and Practices of Assessment (Assessor Qualification)
Following a career as an administrator, I returned to education at the age of 27 with a real thirst for learning, previously not experienced at school. Focusing on developing my skills in administration, I achieved my B.A. (Hons) in Accounting and Finance in 1995, which was swiftly followed by a B.Ed in Mathematics and ICT in 1997 and a Post Graduate Diploma in Education focused on Behaviour, Dyscalculia and Pastoral Care.

My first role was as a mainstream and SEN Mathematics Teacher, and within eighteen months I started on my Managerial role as a Head of Centre for young learners with a range of challenges, such as Autism, Asperger’s, Down Syndrome, ADD, ADHD, Dyspraxia, Moderate and Severe Learning Difficulties, Attachment and Adjustment Disorders. In 2009 I achieved my NPQH Leadership Qualification and have worked with Behavioural, Social and Emotional Difficulties as well as taking a role as an Educational Consultant for a short period before joining Trinity School in 2013. I have completed a further PG Diploma in Advanced Educational Practice with the Institute of Education, London University on Autism, Inclusion and Leadership. The qualification I am most proud of is through the Institute of Education, where I have gained my Masters in Education, Autism, Transition and Anxiety. Most recently I have achieved the Certificate of Competency in Educational Assessment and have become a member of the British Psychological Society.

At Trinity School I have developed the Trinity College and Gateway provision and I am highly committed to the training and development of teachers and teaching assistants to provide the highest quality educational and care provision for our young learners. My commitment to my own lifelong learning and my belief that education has the ability to bring a greater range of opportunities and improvements in the quality of life, ensures that I will continue to work within the Educational Sector, making a difference to the educational outcomes for you learners, for the foreseeable future.

Qualifications and Training

- Masters in Advanced Educational Practice (Autism, Transition and Anxiety)
- B.ED Mathematics with ICT
- B.A. (Hons) Accounting and Finance
- PGDipED (SEN) Dyscalculia, Behaviour and Pastoral Care
- PGDipEd (Advanced Educational Practice) Autism, Transition, Inclusion, Anxiety
- NPQH Leadership Qualification
- Certificate (Level 7) Principles and Practice of Working with Individuals on the Autism Spectrum Qualification (Level 7)
- Module (Level 5) Understanding SEN policy in relation to Dyslexia/SLD
- NCFE Level 4 Certificate in Leading Internal Quality Assurance, Processes and Practice
- NVQ Assessor A1
- Diploma in Human Resources [Level 3]
- Diploma in Coaching [Level 3]
- Certificate in Equality and Diversity [Level 2]
- Advanced Level Safeguarding Children Practices Certificate (including CSE, Neglect Awareness, Domestic Violence)
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Certificate in Safeguarding and Child Protection [Level 3]
- Certificate in Safer Recruitment 2018
- Assessing the Needs of Individuals with Dyslexia/SLD
- Diploma in Cognitive Behavioural Therapy [Level 5]
- Certificate in Health & Safety & Risk Assessment
- Certificate in Health and Care : Management of Infectious Diseases [Level 2]
- Mindfulness Diploma Certificate
- Autism and Cognitive Improvement Certificate
- Dyslexia Therapy Certificate
- Advanced Prevent Strategy Awareness Certificate
- DCPC Training and Refresher (February 2014/November 2015)
- Certificate [Level 7] Competency in Educational Assessment (BPS Member)

Current Study

- Diploma Level 5 in Management and Leadership
Lauren Benson,  
Examination Manager  
ASDAN Coordinator and Tutor  

I have experience in working in a range of education and care provisions. I am the Examinations Manager for Trinity and with the help of a good supportive team, I organise and manage the examinations that take place throughout the school and college. As one of the leads in the IQA team, it is within my role to ensure the internal moderation of all work under exam boards is completed to a good standard and ready for external moderation.

My ongoing continuing professional development means I am currently completing qualifications such as; Certificate of Competence in Educational Testing and Access Arrangements (CCET+ AA3) Qualification (Level 7) alongside various other training courses.

Within the role of ASDAN Coordinator for the school and college, it is my responsibility to ensure all ASDAN/CoPE and Wider Key Skills portfolios are completed, recorded and moderated to a high standard to ensure successful pass rates.

I have been committed and dedicated to my role within Trinity. I have made amazing progression since starting with Trinity due to the supportive team around me and look forward to continuing my professional development. Trinity promotes a safe, supportive and enjoyable learning environment for all of our pupils and I am proud to work there.

Qualifications

- Qualified Teaching and Learning Status (QTLS)
- Diploma Level 5 Teaching and Learning in the Life Long Sector
- NCFE Level 4 Certificate in Leading Internal Quality Assurance, Processes and Practice
- BTEC Travel and Tourism
- Safeguarding Level 3
- Equality and Diversity Level 2
- ICT Level 2
- CoPE Assessor
- NCFE [Level 3] Certificate in Award in the Principles and Practices of Assessment (Assessor Qualification)
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Module [Level 5] Understanding SEN policy in relation to Dyslexia/SLD

Current Study/Training:

- Certificate of Competence in Educational Testing and Access Arrangements (CCET+ AA3) Qualification (Level 7)
Charys Beswick, Trinity Senior Specialist Teacher (Primary Phase)
Dyslexia and Autism Specialist Teacher

I was born in England of Welsh parents. As a child I travelled to what was then Southern Rhodesia (now Zimbabwe) where I remained until I was ten years old. My family moved on to Lesotho and Zambia. After leaving school I trained as a teacher for three years in Bulawayo, Rhodesia, where the college was affiliated to London University. I lived and taught in South Africa for many years which is where I brought up my children.

In Durban I taught pupils with specific learning disabilities for many years in a short term remedial school which catered chiefly for pupils of average to above average intelligence with disabilities in mathematics, language and communication, handwriting, visual and auditory perceptual areas, sensory integration, fine and gross motor skills, motor planning, dyspraxia, dyslexia, ADD, ADHD, as well those with high functioning autistic spectrum conditions.

During these years I studied part time to upgrade my qualifications and specialise in dyslexia /specific learning disabilities.

When I moved back to England in 2008, after some very interesting supply teaching in London, I started to teach the Primary class at Trinity. A part of my job which I enjoy so much is helping each child to achieve to the best of their ability and watching their self-confidence and esteem grow.

Qualifications

- University College Rhodesia: Teaching Certificate – 3 years
- Diploma in Education: Senior Primary School
- Higher Diploma in Education: Junior Primary School
- Diploma in Special Education: Dyslexia/Specific Learning Disabilities UNISA
- Certificate (Level 6) Principles and Practice of Working with Individuals on the Autism Spectrum
- Level 4 Award in understanding IQA of Assessment Process and Practice
- Level 4 Award in the IQA of Assessment Processes and Practice
- Arts Award Advisor Status
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Child Development
- ICT Level 2
- Child Protection Level 3
- Safeguarding and Child Protection Level 3

Specific Specialist Training

- Educare Training: A Practical Guide to GDPR for Education
- AQA Unit Awards and Educare Training: Health & Safety and Risk Assessment, Health and Safety in Education: Staff awareness
- Educare: Mental Wellbeing in Children and Young People
- Arts Award Advisor training

Current Study/Training:

- ELKLAN [Level 3] Speech and Language Support
Andy Briggs, Trinity SEN Specialist Teacher, Assessor
PE Curriculum Coordinator, Health and Safety (Fire Awareness)

Following a career in Banking I joined Trinity School in June 2007 as a volunteer playground assistant and Minibus driver. At that time I had no inclination of becoming a Teacher’s assistant or beyond.

The first academic year September 2007 I continued my role as a playground assistant and driver. Little did I know that I was to become a teacher’s assistant that same year when I was asked if I would like to help out in a class. I loved every minute of it and have not looked back since then.

I was asked to take on the role of P.E Coordinator and teacher after the retirement of the previous teacher in 2010, where I was able to utilize my coaching skills after I had achieved my level 2 F.A. coaching badge.

At Trinity I have had the opportunity to develop my skills as a Teaching Assistant working with various age groups from KS1 to College students in a number of different subjects. I have accomplished, through the Continuous Development Programme, run by Trinity qualifications which have now made me a SEN Specialist Teacher working within my first Qualified Teaching and Learning Year so that I can obtain the status of qualified teacher.

Qualifications
- NCFE Diploma in Education and Teaching Level 5
- NCFE Level 4 Award in Understanding IQA of Assessment process and Practice
- NCFE Level 3 Assessment in vocational learning (Assessor qualification)
- OCR Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties.

Specialist Awards and Training
- Fire Safety in Education level 2 (Chief Fire Marshal within Trinity)
- Sports Leaders level 1, 2 and 3 trainer

EduCare online training certificates:

Safeguarding Training
- including An Introduction to Child Sexual Exploitation Level 2, Child Protection Level 2 and 3, Child Neglect Level 2, The Prevent Duty Level 2, Female Genital Mutilation Awareness Level 2 and Substance Misuse Risks Level 2

Specialist Training
- including Mental Wellbeing in Children and Young People Level 2, Preventing Bullying Level 2 and Online Safety Level 2
- An Introduction to the General Data Protection Regulation Level 2
- Equality & Diversity Level 2

Virtual College online training:
- Communicating With Your Teenager About Self-Harm
- An Awareness of Forced Marriage
Jan Christmas
SEN Specialist Teacher (Hair and Beauty)
Tutor

After having my 4 children and bringing them up, I decided that I wanted to follow my own career path, which was hairdressing. I had always been interested in hair and paid to do a fulltime 1-year level 2 course with Graham Webb International. This turned out to be the best training I could have had in hair, I had one to one tuition and excelled in my training. I finished the course with Diploma’s in colouring hair and perming hair, I got distinctions in all my exams.

I went straight into a salon following my level 2 course and gained experience. I applied to go to college to do my level 3 and passed my exams with distinctions. Whilst at the college the tutor identified that I had an aptitude, ability and skills in teaching and learning. I pursued this area and joined an academy where I started my teaching career. I completed an initial Assessor course and then completed my PTLLs course. Looking for a new challenge I applied to Trinity School and College for a TA role and a training opportunity to advance my teaching career.

Trinity as a specialist educational provision which appealed to me as I had experienced parenting a special needs son who was diagnosed with ADHD.

Working at Trinity is truly a vocation, something I enjoy, am committed and dedicated to doing. Over the last year I have achieved my Diploma in Education and Training and am now recognised as a SEN Specialist Teacher within Trinity College. I am full of enthusiasm for 2018/19 when I will be focusing on the development of the Mirror Image Salon for the Hair and Beauty Courses which I am leading on in Trinity, as well as my first year as a Tutor.

I am going forward to achieve my Internal Quality Assurance Certificate qualification and also to achieve my Qualified Teacher Status by February 2019.

Qualifications and Training

- Diploma Level 5 in Education and Training City & Guilds
- Award Level 4 in Knowledge and Understanding of Internal Quality Assurance
- VTCT Assessors Award
- VTCT Level 3 in Education and Training (QCF)
- City & Guilds Diploma in Hairdressing Level 3 (NVQ)
- Diploma in Hairdressing Level 2 (NVQ)
- Balmain foundation and colour award (Habia)
- Diploma in colour (Clynol)
- Diploma in perming (Clynol)

Current Studies

- Certificate at Level 4 in Internal Quality Assurance
- QTLS
Sue David  
Senior SEN Specialist Teacher (KS1/KS2)  
Key Stage 1/2 SENCo

After completing 10 years at a mainstream primary school in Upchurch as a class teacher and then as the school’s SENCO for the last two years at the school I joined Trinity School and College as a SEN Specialist Teacher. Since joining Trinity in April 2018, I have begun to complete a range of courses to gain more qualifications. Currently I am completing Level 2 qualification in Autism, Level 7 in Dyslexia and Safeguarding Level 2. I shall also begin my National Professional Qualification for Middle Leadership. I am also developing my role as SENCO at Trinity by working closely with the Deputy Head of the school.

I am conscientious and committed to my role in education and am dedicated to making a difference to young learners with specific learning difficulties. I joined Trinity School and College because I wanted to work with learners who have specific learning difficulties and help them achieve their ambitions in an environment where this is possible. I am looking forward to continuing and developing my role at Trinity School and College.

Qualifications

- BA QTS with Geography
- SEN Accreditation

Training 2018

- Educare Courses supporting Safeguarding and Welfare training requirements

Current CPD

- NCFE Knowledge and Understanding of Autism (Level 2)
- OCR Diploma in Specific Learning Difficulties (Dyslexia) (Level 5)
- NCFE Safeguarding of Children and Young People (Level 2)
- NPQML
Emily Fawcett  
Assistant Headteacher, English and History  
SEN Specialist Teacher

I am a creative and enthusiastic Teacher and I have focused on making a positive, functional and interesting contribution to the English Curriculum within Trinity School and College. As a Dyslexic learner myself, I have a real empathy for the challenges that Dyslexic learners face within the classroom and therefore have made a commitment to making a difference to the achievements of those who find English difficult and challenging.

I have previously acted as a Youth and Community Worker for local charities and have supported young people through mental health awareness programmes and disabilities programmes. I am appreciate the importance of a learner’s overall wellbeing and I enjoy working with the holistic approach within Trinity School and College.

Qualifications

- PGCE(m) Secondary English - University of East Anglia 2010  
- BA English (Hons) 2.1 - Aberystwyth 2006-2009  
- A Levels; English, Media, Art and History  
- BTEC National Diploma in Fine Art  
- Mental Health First Aid Certified  
- First Aid Certified  
- Prevent Strategy Awareness Certificate  
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)  
- Diploma [Level 5] Teaching Learners with Dyslexia/Specific Learning Difficulties  
- CoPE Assessor  
- National Professional Qualification for Middle Leadership (NPQML)  
- Certificate in Safer Recruitment in Education 2018  
- Certificate in Preventing Bullying  
- Certificate in The SEND Code of Practice  
- Certificate in the Use of reasonable force in Schools  
- Certificate in Mental Wellbeing in Children and Young People  
- DCPC Training May 2018

Training 2015-18

- Mini Bus Driver  
- Medication Administration  
- Lessons from Auschwitz CPD, UCL Holocaust Studies and Holocaust Memorial Trust Educational Training  
- ASDAN CoPE Assessor and IQA Training  
- ELKLAN [Level 3] Speech and Language Support Training  
- Educare : Safeguarding Training for 2018/19

Current Studies

NCFE [Level2] Certificate in Knowledge and Understanding of Autism
Angela Fowler
Head of College (Pastoral)
SEN Specialist College Teacher

Having initially been involved with Trinity School and College as a volunteer, I have been dedicated to improving outcomes within education, health and care for all our learners.

I passed my Diploma (Level 5) in teaching and learning in the lifelong sector (DTLLS) and my Level 6 Counselling Qualification. I am proud to be working within Trinity College and providing leadership to Food Technology, Catering and Hospitality for the School. In 2016 I achieved my Qualified Teaching and Learning Status.

I am continually committed to my ongoing professional development both in education and counselling.

Qualifications

- Diploma in Teaching and Learning in the Lifelong Sector (Level 5)
- Qualified Teacher for Learning and Skills [QTLS]
- NVQ Level 3 Counselling
- NVQ Level 4 Counselling
- NVQ Level 6 Counselling
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Diploma (Level 5) Teaching Learners with Dyslexia/Specific Learning Difficulties
- ELKLAN [Level 3] Speech and Language Support

Training

- Certificate in Safeguarding and Child Protection Level 3
- Certificate in Health & Safety and Risk Assessment
- Health and Hygiene Certificate
- First Aid
- Prevent Strategy Awareness Certificate
- ASDAN CoPE Assessor and IQA Training

Current Studies

My first role in education was as a teaching assistant for a Year 6 child, who I helped support and integrate into a secondary SEN provision in a mainstream setting. This initial role gave me experience of working with ADHD, Anxiety and Adjustment Disorder, Attachment Disorder and behaviour. Working with a specialist social, emotional and behavioural school, I was appointed as a senior teaching assistant with responsibility within the pastoral care and support for young learners. Within this setting I progressed to teach ICT and successfully supported students towards accreditation. Having worked in two specialised provisions, I was appointed as the Assistant to the Pastoral Team Leader for Year 11 within a mainstream secondary provision. Within this setting I worked with the most disaffected and vulnerable young learners within the mainstream provision.

At Trinity, I have developed the ICT provision in the school through Entry Level, Functional Skills level 1, 2 and now a Level 3 certificate in IT user skills. We have experienced a significant investment in ICT this in 2018/19 and the school has been able to develop the ICT provision for the continued achievement of ICT qualifications. As a member of the senior leadership team and have developed data programmes, Team Teach provision, Mathematics and ICT in both the school and college. I am now an Assistant Headteacher within Trinity supporting the further growth of the school and college into the future.

I am committed to my CPD and have completed my Dyslexia Module at Level 5 and Specific Learning Difficulties Diploma, Principles and Practice of Working with individuals with Autism; I completed my NPQML qualification and this year will be leading on training and development programmes within Welfare (Equality) for all staff. I am currently studying Level 5 in Management and Leadership.

Qualifications
- First Class Honours Mathematics and Information Communication Technology (Open Degree)
- Diploma in Teaching and Learning in the Life Long Sector (Level 5)
- Qualified Teacher for Learning and Skills [QTLS]
- Certificate (Level 6) Principles and Practice of Working with Individuals on the Autism Spectrum
- NCFE Level 4 Certificate in Leading Internal Quality Assurance, Processes and Practice
- Assessors Qualification Level 3
- Advanced Team Teach Instructor
- ICT A-Level
- Diploma in Life Coaching
- AQA ICT Assessor
- Assessing Vocational Achievement Certificate
- Certificate in Safeguarding and Child Protection Level 3
- Module (Level 5) Understanding SEN policy in relation to Dyslexia/SLD
- Certificate in SEN Practitioner Level 3
- Certificate in Health & Safety and Risk Assessment
- Certificate in First Aid
- Dyslexia Therapy Certificate
- ICT Technician Certificate
- Prevent Strategy Awareness Certificate
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- National Professional Qualification for Middle Leadership (NPQML)
- ASDAN CoPE, WKS and Employability Assessor and Moderator
- AQA Mathematics Leadership

Specific Specialist Training 2017 - 2018
- Team Teach Refresher (Advanced)

Current Studies
- Level 5 Diploma in Management and Leadership
Lara Hawkings
SEN Specialist Teacher
Form Tutor

Qualifications and Training

After school I had various jobs and lived for four years in Jersey and Australia, I returned to the UK after travelling in the recession, so I decided to do some voluntary work. I found that I really enjoyed working with adults of all ages with a variety of learning disabilities, this lead to more voluntary work and there on followed a career in social care, as a support worker in a specialist adult education centre, residential senior social worker for Mencap, Action For Children and a Residential House Manager for the RNIB. These were all challenging but rewarding positions, I had several jobs at one time including a detached youth worker in Bexley, and a support worker for Care in the Community, the young people and adults I worked with had autism, visual impairments, physical disabilities, moderate and severe learning disabilities abused and neglected young people. While working I achieved a BTEC in Health and Social Care at Bromley College and a certificate at the Open University Caring for Children and Young People. I went onto study and achieve my Diploma in Social Work, I worked at Bromley Social Services with the Adolescent Team, Looked after Team, Leaving Care Team. I had two children, my eldest son has autism, which led me to volunteer as a Director for the Treating Autism Charity and help support other parents by sharing information and experiences. My swimming teaching and coaching has also meant that I am able to teach people who have a physical and mental disability as well as coach GB triathletes. At Trinity School and College I have taught life and social skills to the students in the college and exceeded my expectations completing the Diploma in Education and Training, I am looking forward to many years of helping young people along their educational journey at Trinity.

Qualifications
- Diploma in Education and Training Level 5
- Certificate in Counselling Skills CPCAB Level 3 and 2
- RLSS Swim Teacher Rescue Certificate
- PAWS Therapy 3 day Certificate Dogs for Good
- First For Sport British Triathlon Coach Level 3 and 2
- Swim Smooth Open Water Swimming Coaching Certificate
- OCR Certificate for Supporting Teaching and Learning in Schools
- Amateur Swimming Association: Swimming qualifications
- Youth Sport Development – Working with disabled sports people certificate
- Open University Certificate – Caring For Children and Young People
- City and Guilds Certificate – Accommodation Services

Training
- Mindfulness for Teaching Staff and Children
- The Incredible Years training programme - Autism Spectrum and Language Delays Programme
- Son-Rise Program’ Next Step – Autism Treatment Centre of America
- Information about ADHD
- Introduction to the Framework for the Assessment of Children in Need and their Families
- Training in Mental Health Awareness (Managing Violence and Aggression, Significant Harm Assessment)
- Visual awareness Training
- Disability Discrimination Act
- NCFE Safeguarding Children and Young Adults Level 2
- Child Protection training Level 3 and 2
- Understanding the needs of individuals with Epilepsy
- Educare Online Training in Compulsory Safeguarding Training, GDPR, Mental Wellbeing in Children and Young People as well as Child Protection in Sport

Current Studies
- NCFE Knowledge and Understanding Autism
- QTLS
Gary Hunsley

SEN Specialist Teacher (Construction)
Form Tutor

I was a bricklayer for 27 years when I began to realise that I needed a change in my life. I had always enjoyed teaching apprentices on site and passing on to them my many years of experience, so, for me it was an obvious transition to try and get into teaching in some way. Initially I had to be assessed on site to gain my NVQ Level 2 in Trowel Occupations qualification in 2013 followed by a PTLLS qualification (Preparing to Teach in the Lifelong Learning Sector) in 2014 which enabled me to get my first foot on the ladder of teaching.

My first teaching role was teaching construction at a college called NACRO in Chatham where I taught learners with various behavioural issues and problems. I really enjoyed this challenge and passing on not only my construction skills but also my life skills to the learners. I taught in the construction department there for 8 months on my own and then I was joined by another tutor with whom I worked alongside for another 2 years.

During my time at NACRO I completed my CET qualification (Certificate of Education and Training) to further boost my educational portfolio alongside various Safeguarding training and a qualification in First Aid. In 2017 I joined Trinity School and College and have benefited from further higher levels of training, and have now completed my Diploma in Education and Training at Level 5, alongside the Designated Safeguarding Lead Training and Team Teach, a de-escalation procedure which means I am qualified to deal with any situations of conflict that may arise..

I love my new life as a qualified teacher and strive to become better in the future at every opportunity given. Nothing inspires me more than making a difference to the future life opportunities of my learners.

Qualifications

- Diploma Level 5 in Education and Training
- Certificate of Education and Training
- Certificate in Lifelong Learning
- NVQ Construction
- Range of GCSE equivalent Qualifications

Training and Development

- Designated Safeguarding Lead, pass
- Team Teach, pass
- Arts Award Instructor, pass
- First Aider

Current Study

- Certificate in Internal Quality Assurance
- QTLS
Janice Kearns,
Head of Education (KS1/2/3)

I have worked within education, in various roles since 1990. During this time I have worked with individual students, small groups and whole classes across a range of ages and abilities.

I started my career as a volunteer at a local Primary School, which soon led to an employed position supporting children who were experiencing reading difficulties. I implemented a reading recovery programme in the Junior Department whilst studying for more formal qualifications. My success with this led to being employed across two separate schools in the area.

I had by then completed a speech and language intervention course at Medway Hospital and became employed on a full time basis at one school implementing Speech and Language programmes in addition to small group support for children with Special Needs. After gaining certificates in Adult Numeracy and Literacy I gained the status of Higher Level Teaching Assistant.

My career progressed and whilst studying for my Foundation Degree in Education at Canterbury I worked as a class teacher for a Year One class. During this time I supported an autistic student, with no speech, within a class of 24 other students for a year before he was placed in a specialist provision. I then gained a BSC (Hons) Degree in Education.

Throughout my career I have participated in numerous training activities covering a wide range of issues, including dyslexia and dyscalculia, which I feel gives me a broad understanding of the issues encountered when dealing with students who have Special Educational Needs. I have been employed at Trinity School since September 2010 and feel that the experience I have gained during my 24 years in education enables me to address the needs of our students effectively.

I have undertaken further training since joining Trinity and now have responsibility for co-ordinating the Frameworks for each subject across Key Stage 1,2,3. In addition to this I am also involved in the organisation of various celebrations and events throughout the year.

Qualifications
- B.Sc (Hons) Education and Professional Studies
- Foundation Degree in Children’s and Young Peoples Learning
- Certificate in Numeracy and Literacy Support
- Higher Level Teaching Assistant Status
- Medway Course : Speech and Language Intervention
- Certificate (Level 7) Principles and Practice of Working with Individuals on the Autism Spectrum
- Certificate in Safeguarding and Child Protection Level 3
- Certificate in Health & Safety and Risk Assessment
- SEN Practitioner Certificate Level 3
- Certificate in Safer Recruitment Level 2
- Prevent Strategy Awareness Certificate
- GDPR regulations Level 2
- The SEND Code of Practice Level 2
- Health and Safety in Education: Senior Leadership and Management Level 2
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Diploma (Level 5) Teaching Learners with Dyslexia/Specific Learning Difficulties
- ELKLAN [Level 3] Speech and Language Support
Rebecca Kennedy, Dyslexia Specialist  
Deputy Headteacher (Inclusion, School)

After completing a degree in French and German, part of which was spent teaching English in France, in 1993, I completed a Secondary phase PGCE in Modern Languages the following year.

Having always had an interest in the wider world and travelling, I took the opportunity to teach overseas in a British Prep School in Kenya. This position also allowed me to teach primary aged children and be involved with them in a boarding school situation. Many of the children were away from their families for the first time, therefore requiring staff to be aware of the whole child, an issue which has remained of great importance to me ever since.

Two more jobs and another country later led me to work in Independent Education in Kent. During this period, I undertook further studies alongside my full time post in order to qualify as a specialist dyslexia teacher. Through personal contacts and the training which I undertook, I became passionate about the need for every child to be a reader by the age of 11.

Having joined Trinity School and College in September 2013 as the SENCO, I feel I am finally beginning to make more of a tangible difference to the life of young people. This year I have accepted the challenge of further responsibility joining the Executive Headteacher as her Deputy with responsibilities for the educational provision for all those within the school and inclusion across the whole of Trinity.

Qualifications
- BA (Hons) French with German
- PGCE Secondary Modern Languages and TESOL
- Post Grad. Diploma in Specific Learning Difficulties (Dyslexia and Literacy)
- Certificate in Safer Recruitment 2014
- Certificate (Level 7) Principles and Practice of Working with Individuals on the Autism Spectrum
- Certificate in Safeguarding and Child Protection Level 3
- Certificate in Health & Safety and Risk Assessment
- Advanced Prevent Strategy Awareness Certificate
- ELKLAN [Level 3] Speech and Language Support
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- NCFE Level 4 Certificate in Internal Quality Assurance, Processes and Practice

Specific Specialist Training 2015 - 2017
- EHC training
- DCPC Training and Refresher (February 2014/February 2016)
Kate Kuhn  
SEN Specialist Teacher (Life and Social Skills/Beauty)  
Form Tutor

Following a 20 year career in the Beauty industry, in 2016 I decided I wanted a new challenge and a change in career. I wanted to do something that made a difference to individuals but especially those who were vulnerable or in need of nurturing. I felt I was at a time in my life where I was ready to learn a new skill and to re-educate myself. I successfully applied for a position at Trinity.

I started at Trinity as a member of the teaching support and emotional well-being team and I completed my Level 3 supporting teaching and learning qualification. In my second year I started teacher training and in July 2018 I achieved my Diploma at Level 5 in Education and Teaching, as well as my Award in Internal Quality Assurance and became a qualified Vocational Learning Assessor. I specialised in Life and Social Skills Teaching and learning.

I am now starting a my course which will lead to a Diploma at Level 5 in Specific Learning Difficulties / Dyslexia and I have completed my Certificate in Knowledge and Understanding of Autism.

I am 100% committed to my continuing professional development as well as working within such a dedicated and inspirational team of professionals which makes Trinity such a success story. I have realised my wish to make a difference to others, as I watch my learners develop academic, social, communication, emotional and resilience skills for life.

Qualifications and Training

- NVQ Level 2 and 3 in Beauty Therapy
- Diploma at Level 5 in Education and Training
- Certificate in Assessment within Vocational Learning [Assessors Qualifications]
- Award at Level 4 in the Knowledge, Understanding and Processes of Internal Quality Assurance within Assessment
- NCFE Certificate at Level 2 in Knowledge and Understanding of Autism
- Certificates in: Safeguarding young people, Online safety, Preventing bullying, Child protection, Equality and diversity, Introduction to child exploitation, Child neglect, GDPR in education, Substance misuse, Mental well-being in children and young people, FGM awareness and The prevent duty

Current Studies

- Qualified Teaching and Learning Status
- OCR Diploma at Level 5 in Specific Learning Difficulties [Dyslexia]
Nicky Lambert
Senior SEN Specialist Teacher

After graduating from Humberside Polytechnic with a HND, I worked in publishing as a Product Manager for 7 years before deciding to change my career to work in a primary school supporting children with special educational needs, initially as a volunteer while I was pregnant with my first child. During my maternity leave, I completed my BA (Hons) with the Open University, graduating after the birth of my second child whilst working part-time for both Kent and Medway Adult Education. I finally completed and gained my teaching degree (PGCE) with Canterbury Christchurch University by which time I was working as a maths and English specialist teacher in Medway schools and education centres, helping both children and adults to progress and achieve qualifications with these core skills. Latterly I have completed the FE GCSE Maths Enhancement Programme teacher training so that I am able to teach the recently reformed 9-1 GCSE maths course.

I have experience of working with students who have a broad spectrum of learning difficulties and enabling them to learn at their own level from basic skills up to GCSE. This experience involves planning the course, delivering the teaching and assessing the students through their Individual Learning Plans. I teach maths from Entry 3 Functional skills up to 9-1 GCSE Foundation level and English from Entry 1 through to Level 2 Functional skills and I have also taught ESOL students.

In terms of my professional development as a tutor, this year I will be updating my QTLS, studying to gain my Diploma in Dyslexia and completing the NCFE Level 2 Certificate in Understanding Autism which I have already started with Trinity Training.

I believe that with the right support and encouragement, helping students reach their goals goes far beyond their academic achievements by giving them confidence to succeed in other areas of their lives and progress to their full potential and this is exactly the situation I see with the students at Trinity.

Qualifications:

- HND European Marketing, University of Humberside, 1990
- LSA in Literacy and Numeracy, Mid-Kent College, 1999
- BA (Hons) 2:1 English Language and Literature, Open University, 2004
- Certificate for Literacy subject specialists, Level 4 2006
- PGCE, Canterbury Christchurch University, 2007
- Dyslexia Teacher Training, Dyslexia Action, 2008
Angharad Lanning  
SEN Specialist Teacher  
Arts Award Advisor

This is my first role in education however my knowledge and understanding of schools has come from my family, who also work in education. I joined the team in the summer of 2016 and have already felt that I am enabling learners to achieve outstanding results.

Working in Trinity, ensures that your working life is focused on making a different to young people who have significant barriers to overcome in their achievements.

I am developing my knowledge and understanding through a comprehensive continuing professional development programme over the next few years which is focused on improving my teaching and learning skills, understanding of dyslexia and autism. Last year I achieved my Diploma in Teaching and Learning and now am set to complete my QTLS year. I have achieved both my Assessor and Internal Quality Assurance qualifications in order that I may support the college and creative curriculum within Trinity for years to come.

Qualifications

- BA (Hons) Degree in fashion design
- Diploma in Teaching and Learning in the Life Long Sector
- Level 2 Certificate in legal administration
- A level in law- A*; A level in English literature
- BTEC diploma in art- Distinction*
- Health and Social Care- Distinction*
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Arts Award Assessor and Advisor
- NCFE [Level 3] Principles of Assessment in Vocational Learning [Assessor Qualification]
- NCFE [Level 4] Award in the Principles and Practices of Assessment

Training 2017 - 2018

- Art Therapy Course

Current Studies

- OCR Diploma in Specific Learning Difficulties
- NCFE Certificate in Understanding Autism
Beth Lanning
Curriculum Coordinator
Qualified Arts Award Advisor and Teacher

I have experience in working in a range of education and care provisions. I have worked within high profile arts projects; the most recent was the Poppy Display at the Tower of London 2014.

I am qualified as an Arts Award Advisor and Internal Moderator and now from 2015 will be leading on Arts Award across all key stages within Trinity School and College. I worked closely with the headteacher to enable the outstanding achievement of the Arts Mark Award for the school and college in 2017.

My continuing professional development is focused on improving my teaching and learning skills, understanding of dyslexia and autism in order that I may support the creative curriculum and the enjoyment through learning for all Trinity School and College learners.

Qualifications

- BA (Hons) Fine Arts
- SEN Practitioner Certificate
- Module [Level 5] Understanding SEN policy in relation to Dyslexia/SLD
- Diploma in Teaching and Learning in the Life Long Sector
- Qualified Teaching and Learning Status
- Arts Award Assessor
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- ELKLAN [Level 3] Speech and Language Support

Specific Training 2017

- Art Therapy Course

Current Studies

- OCR Diploma [Level 5] Teaching Learners with Dyslexia/Specific Learning Difficulties
- NCFE Certificate in Understanding Autism Course
Megan Lanning
SEN Trainee Specialist Teacher
Form Tutor

I graduated from the University of Winchester in July 2010 with a BA (Hons) Degree in Choreography and Dance. During this time, I not only learnt about the philosophy of dance and how to better my performance skills; I learnt a lot of life lessons. Achieving my degree then led me on to work with a touring company for two years, travelling the UK and France.

I then looked to a creative career which would provide me with regular hours and landed an apprenticeship at the age of 24 in a hair salon. I gained my apprenticeship within a year due to working seven days a week and worked as a hairdresser for four years.

Throughout school and university, I worked as a waitress alongside my studies where I practiced good customer service skills. Working as a hairdresser also enabled me to further these skills and allowed me to exercise my creative flare. I excelled in languages in school, completed a-levels within the arts and studied dance, classical singing and piano alongside my studies.

I started at Trinity School by volunteering on my day off from the salon. This then turned into a full-time position after a term as a volunteer. I have now been at Trinity full time for two terms where I have had training in ASDAN and the Arts Award. I am training for my Diploma in Education and Teaching whilst working as a teacher. My view for the future is to pass on some of my skills and the lessons I have learnt along the way to the students I teach. I want to pass my love of the arts down to others and show them they have the potential to achieve their dreams.

Qualifications

BA(Hons) Choreography and Dance 2:1
ASDAN Advisor Training
Arts Award Advisor Training
VTCT Level 2 Barbering
NVQ Level 2 Hairdressing
A-Level Art B
A-Level Performing Arts C
A-Level Geography B
GCSE English Language A
GCSE English Literature B
GCSE Maths B
ABRSM Singing Grade 5

Current Studies

Diploma Level 5 in Education and Training
NCFE Level 3 Assessor Qualification
NCFE Level 4 Award in Internal Quality Assurance
Kieren Martin  
Senior SEN Specialist Teacher  
Safeguarding Team

I have been working with young people for over 7 years in a variety of settings such as schools, youth centres and outreach. A vast amount of my experience comes from working with young people who have special educational needs such as Autism, Attention Deficit Hyperactivity Disorder etc.

In previous employment I planned and delivered lessons with young people who struggled with mainstream education. The lessons were tailored to the interests of the young people but still followed the guidelines of the National Curriculum.

I am proud now to be able to work with students at Trinity School and College who not only provide an excellent personalised learning programme but to also focus on developing the young person’s social and interpersonal skills for adulthood. In the coming academic year (September 2016) I will be continuing completing my QTLS and will be delivering the full range of NCFE Business Studies courses.

My aim for the future is to continue to develop my professional practice by improving on my existing skills and knowledge through training and development, to provide the best possible service to the students.

Qualifications

- Diploma [Level 5] Teaching and Learning within the Lifelong Sector
- Diploma [Level 5] Cognitive Behavioural Therapy
- Diploma [Level 4] Youth and Community Work
- QTLS 2016
- Module (Level 5) Understanding SEN policy in relation to Dyslexia/SLD
- A level Business Studies
- Team Teach
- First Aid 2014
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)

Training 2014-16

- Safeguarding and Child Protection Certificate
- Understanding and Managing Risk 2014
- Health & Safety and Risk Assessment Certificate
- Dyslexia Therapy Certificate
- Prevent Strategy Awareness Certificate
- Autism Awareness Certificate
- ASDAN CoPE Assessor and IQA Training
- ELKLAN [Level 3] Speech and Language Support

Current Studies

- OCR Diploma [Level 5] Teaching Learners with Dyslexia/Specific Learning Difficulties
- Certificate in Understanding Autism
Hayley May  
Assistant Headteacher (KS4 and College Curriculum)  
SEN Specialist Dyslexia/ASC College Teacher  

After completing a degree in Psychology, I have joined Trinity School and College as a Trainee Assessor and I have now completed my Diploma in Teaching and Learning in the Life Long Section at Level 5. I have since joining Trinity completed a range of qualifications which include my Level 7 qualification in Autism, my Diploma in Teaching and Learning, the Level 5 Diploma in Specific Learning Difficulties (Dyslexia) at Level 5 and passed my QTLS. In 2018 I completed by National Professional Qualification for Middle Leadership providing me with the qualification and training to take on my new role as Assistant Headteacher within Trinity.

I am committed to my role in education and am dedicated to making a difference to young learners with specific learning difficulties. I am looking forward to taking part in the Leadership training for this year.

Qualifications

- Diploma [Level 5] Teaching and Learning in the Life Long Sector
- Qualified Teacher for Learning and Skills [QTLS]
- BA (Hons) Psychology
- Diploma [Level 5] Specific Learning Difficulties (Dyslexia)
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- ELKLAN [Level 3] Speech and Language Support
- National Professional Qualification for Middle Leadership (NPQML)

Training 2014 - 2016

- Certificate in Safeguarding and Child Protection Level 3
- Certificate in Health & Safety and Risk Assessment
- Prevent Strategy Awareness Certificate
- ASDAN CoPE Assessor and Internal Quality Assurance
- Educare Courses supporting Safeguarding and Welfare training requirements
Georgina Moorcroft
Deputy Headteacher (Safeguarding, Pastoral, College)

My educational career has spanned over working within the classroom, as the Head of Pupil Support Services running the SEN provision within a specialist provision and my more recent role SEN Personal Advisor for Learners and Parents, within local authority. I have worked extensively on the development and implementation of EHC plans and careers guidance. After completing my Diploma in Careers Information and Guidance at Level 6.

I have worked extensively over the last 2 years in developing the 19 – 25 Gateway provision. I provide Employability and Careers and Level 2 and 3 Specialist Teaching and Learning to Trinity School students and Teaching Assistants and continue to work to support young people achieve through transition and into employment.

I am now proud of my achievement of the Diploma in Teaching and Learning at Level 5 and the completion of the QTLS.

Qualifications

- Certificate of Competence in Educational Testing (CCET) (British Psychological Society Member) (Level 7)
- Diploma Education in Teaching Training and Learning (DTLLS) (Level 5)
- Qualified Teaching and Learning Status (QTLS)
- Designated Safeguarding Lead trained
- Graded Care Profile 2 trainer
- Diploma in Careers Information and Guidance (Level 6)
- Award in Careers Information Training Programme and Learning Mentor (Level 4)
- NSPCC Train the Trainer for Child Protection Processes
- SPELL Framework and Autism Awareness Certificate Level 2
- SEN Practitioner Certificate Level 2
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Emotional First Aid Certificate (Secondary)
- SENCo Practitioner Course
- Dyslexia Therapy Certificate
- Safeguarding Vulnerable Adults Certificate
- Autism Awareness Certificate
- ELKLAN Speech and Language Support (Level 3)
- NCFE Certificate in Assessment of Vocational Teaching and Learning (Level 3)

Current Studies

- National Professional Qualification for Senior Leadership (NPQSL)
- Access Arrangements Testing (AAT)
Mrs Janice Phillips  
Specialist Arts Teacher, Arts Award Advisor and Moderator, Activities and Event Coordinator

My career has covered work within both the Primary and Secondary Phases. I have taught Textile Design, Art, Mathematics, History, Expressive Arts (Dance, Drama and Music). I have held senior leadership roles of Head of Centre, Head of Art and Expressive Arts and now work with Trinity School and College as the Pastoral Care Manager and Head of Art and Design. I recently have achieved the status of the Arts Award Advisor within the school and have supported 21 learners to achieve the Bronze Level 1 Arts Award in 2014.

I have also been active as a volunteer worker providing a range of Arts and Crafts workshops to Primary schools and Parent and Toddler Groups.

I have developed and managed a range of partnership learning arrangements for Trinity School and College which have extended the Arts provision to include Media, Film Making, Fund Raising within Community Studies and the development of the Creative Curriculum with Rochester Cathedral Educational Team and most recently the Harmony Trust Charity.

A proud mum and a dedicated educationalist, I believe that happy children learn and therefore am committed to the holistic approach to education. Last year I worked with learners, parents, carers, teaching and therapy professionals to lead the school to the achievement of the BIG award. Currently I enable the school Student Voice Programme and am currently working on a portfolio of evidence to support Trinity’s application for the coveted Arts Mark.

Qualifications
- B.Ed (Hons) Education
- Certificate in Education
- City & Guilds Certificate in Photography
- Safer Recruitment Certificate
- Advanced Safeguarding Certificate
- First Aid Certificate
- Arts Award Advisor and Internal Moderator
- Prevent Strategy Awareness Certificate

Specific Specialist Training 2014-2018
- Autism Course through Cumbria University (National Autistic Society)
Michaela Bolton  
Arts Award Advisor and Coordinator  
SEN Specialist Teacher

After leaving University, I was clear about a career path into teaching. I worked in a Visual Impairment Specialist Resource unit for 4 years working with visually impaired students who also had additional needs including autism and dyslexia. I then spent 2 ½ years working as a 1:1 teaching assistant in a specialist autism provision. I embraced the opportunity to move into a more ‘hands on’ role including teaching responsibilities, setting up and running a range of creative projects.

I started with Trinity School and College as a Trainee Instructor working with Key Stage 4/5 students three years ago. The school provided my training and I achieved my DTLLS qualification after one year and then achieved QTLS shortly after. I have undergone many training courses at Trinity School and will soon be starting the Diploma in Dyslexia course. I have recently completed my second year as a school tutor for 11-14 year old students and am looking forward to teaching a new class in September 2018.

Qualifications

- B.A. (Hons) Fine Art
- Diploma [Level 5] Teaching and Learning within the Lifelong Sector
- QTLS – Qualified Teaching and Learning Status
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)
- Autism Awareness Certificate
- Art Award Assessor
- Certificate [Level 5] Understanding Specific Learning Difficulties (Dyslexia)
- Qualified Teaching and Learning Status
- Certificate in Health and Safety Standards in Design Technology
- Team Teach Intermediate Tutor

Training 2017/18

- Team Teach Intermediate Tutor Refresher
- Art Therapy Course
- Invigilator Training
- Preventing Bullying
- Child Protection Level 3
- The Prevent Duty
- Safeguarding Young People
- Mental Wellbeing in Children and Young People
- Online Safety
- A Practical Guide to the GDPR in Education
- Substance Misuse Risks
- Equality and Diversity May 2018
- Child Neglect
- An Introduction to Child Sexual Exploitation

Current Studies

- NCFE Understanding Autism Certificate
- Diploma (Level 5) Teaching Learners with Dyslexia/Specific Learning Difficulties
Lucky Powar  
Pt Specialist Science Teacher (GCSE)  

I am working with the school in order to provide Science Specialism for the GCSE programmes of study.

I have experience of teaching since 1986 and have worked as a teacher and a member of the senior leadership and management team. I currently work on projects which I am committed to making a difference with which includes working at Trinity School and College and with private pupils as well as other local schools.

Qualifications

- PGCE Secondary and FE
- BSc Chemistry (Hons) 2.1
- A Level Chemistry, Mathematics and Physics
- NCFE [Level 2] Safeguarding the welfare of children and young people (K/601/3323)

Training

- OCR Science Teaching
- Safeguarding and Child Protection Certificate Level 3
- Prevent Strategy Awareness Certificate
## TRINITY DIRECTOR TEAM

<table>
<thead>
<tr>
<th>Specialist Leadership and Advisory Team</th>
<th>Involvement with Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deb Carr Operations Director/Governor</td>
<td>▪ Director and Governance of School</td>
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<td></td>
<td>▪ Headteacher Performance Management</td>
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<td>▪ Safeguarding</td>
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<tr>
<td>Aatif Hassan Chair of Governors</td>
<td>▪ School Strategic Development Plan</td>
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<tr>
<td>Gemma Doyle Director/Governor</td>
<td>▪ Marketing Director</td>
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<tr>
<td>Jon Pickles Director/Governor</td>
<td>▪ Financial Director</td>
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<td>▪ Strategic Leadership for Trinity</td>
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<td>▪ Lesson Observations</td>
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<td></td>
<td>▪ Senior Strategic Leader for Trinity</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Elizabeth MKF Baines</td>
<td>Executive Headteacher</td>
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<tr>
<td>Rebecca Kennedy</td>
<td>Deputy Headteacher</td>
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<tr>
<td>Georgina Moorcroft</td>
<td>Deputy Headteacher</td>
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<tr>
<td>Emily Fawcett</td>
<td>Assistant Headteacher</td>
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<tr>
<td>Thomas Furnell</td>
<td>Assistant Headteacher</td>
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<tr>
<td>Hayley May</td>
<td>Assistant Headteacher</td>
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<td>SENIOR MANAGEMENT TEAM</td>
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<tr>
<td>Jan Kearns</td>
<td></td>
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<tr>
<td>Head of Education KS 1,2,3</td>
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<tr>
<td>▪ See profile page</td>
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<tr>
<td>▪ Class Teacher for Year 7 and 8</td>
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<tr>
<td>▪ Literacy Intervention</td>
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<tr>
<td>▪ Curriculum for Life KS1,2,3 Class</td>
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<tr>
<td>▪ Autism and Dyslexia Specialist Teacher</td>
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<tr>
<td>Angela Fowler</td>
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<tr>
<td>Head of College Pastoral</td>
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<tr>
<td>▪ See staff profile</td>
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<tr>
<td>▪ College and KS4 Catering and Hospitality</td>
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<tr>
<td>▪ College Tutor</td>
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<td>▪ Food Technology</td>
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<tr>
<td>▪ College Counsellor</td>
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<tr>
<td>Kieren Martin</td>
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<tr>
<td>College SEN Specialist Teacher</td>
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<tr>
<td>Safeguarding Team</td>
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<td>▪ See staff profile</td>
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<tr>
<td>▪ College Tutor</td>
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<tr>
<td>▪ KS4/5 Business Studies Teaching at Levels ELC – Level 3</td>
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<tr>
<td>▪ Safeguarding and Team Teach Professional</td>
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<tr>
<td>Lauren Benson</td>
<td></td>
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<tr>
<td>Examinations Manager and ASDAN Tutor</td>
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<tr>
<td>▪ See staff profile</td>
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<tr>
<td>▪ ASDAN Coordinator and Teacher</td>
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<tr>
<td>▪ Examinations Manager</td>
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<tr>
<td>▪ Senior IQA</td>
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</tbody>
</table>
## Educational Team (Trainee Teacher Team)

### Current Study
- Diploma Level 5 in Education and Teaching
- NCFE Level 3 Certificate in Assessment [Assessor Qualification]
- NCFE Level 4 Award in Internal Quality Assurance

<table>
<thead>
<tr>
<th>Involvement with Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kelly Bates</strong></td>
</tr>
<tr>
<td>▪ Qualified Forest School Tutor</td>
</tr>
<tr>
<td>▪ LOTC Coordinator</td>
</tr>
<tr>
<td>▪ Emotional Wellbeing Practitioner</td>
</tr>
<tr>
<td><strong>Tanya Edwards</strong></td>
</tr>
<tr>
<td>▪ Health and Beauty Technician</td>
</tr>
<tr>
<td>▪ Senior Specialist Teaching Assistant</td>
</tr>
<tr>
<td><strong>Abbie Lambert</strong></td>
</tr>
<tr>
<td>▪ SEN Code of Practice and Family Advocate Specialist</td>
</tr>
<tr>
<td>▪ Specialist Teaching Assistant</td>
</tr>
<tr>
<td><strong>Anita Mason</strong></td>
</tr>
<tr>
<td>▪ Experienced Life and Social Skills Tutor</td>
</tr>
<tr>
<td><strong>Nikki Miles</strong></td>
</tr>
<tr>
<td>▪ PE and Sports Leader Assessor/Coordinator</td>
</tr>
<tr>
<td>▪ Swimming Instructor</td>
</tr>
<tr>
<td>▪ KS3 SEN Tutor</td>
</tr>
<tr>
<td>▪ LOTC Coordinator</td>
</tr>
<tr>
<td>▪ Health and Safety Manager (Fire Warden)</td>
</tr>
<tr>
<td>▪ LOTC Coordinator</td>
</tr>
<tr>
<td><strong>Lennon Moorcroft</strong></td>
</tr>
<tr>
<td>▪ Qualified Arts Award Advisor and Vocational Assessor</td>
</tr>
<tr>
<td><strong>Peter Morley</strong></td>
</tr>
<tr>
<td>▪ ICT specialist</td>
</tr>
<tr>
<td><strong>Helena Phillips</strong></td>
</tr>
<tr>
<td>▪ BA (Hons) Philosophy and Religious Studies</td>
</tr>
<tr>
<td><strong>Gayle Lusty</strong></td>
</tr>
<tr>
<td>▪ PTLLS Hair and Beauty, Assessors in Hair and Beauty</td>
</tr>
<tr>
<td><strong>Lana Tremain</strong></td>
</tr>
<tr>
<td>▪ BA(Hons) Constitutional Administration and Financial Law</td>
</tr>
<tr>
<td>▪ Level 5 Certificate in Teaching English to Speakers of other Languages</td>
</tr>
<tr>
<td><strong>Tony Moorcroft</strong></td>
</tr>
<tr>
<td>▪ Trainee Assessor</td>
</tr>
</tbody>
</table>
### Professional Therapies, Intervention and Support

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Involvement with Learner</th>
</tr>
</thead>
</table>
| Lauren Minton                       | - BSc Occupational Therapy  
- Diploma in Art and Design  
- A level Psychology, Health and Social Care and Photography  
- SEN practitioner  
- Dyslexia Therapy Certificate  
- Autism Awareness Certificate  
- Safeguarding and Child Protection Certificate Level 3  
- Health and Safety Level 2  
- Prevent Strategy Awareness Certificate | - Occupational Therapist support and working within the classroom and during free time to enable progress towards targets in the classroom and during free time  
- Get it Write Fine Motor Skills Programme and Resource development for the person centred provision |
| Georgia Murphy                      | - Level 3 Sports Leaders Qualification                                                                                                                                                                       |                                                                                                                                                                                                                      |
| Gemma Regan                         | - MEd Inclusion and Special Educational Needs  
- BSc (Hons) Speech Science  
- Autism (Special Interest Group) SL Therapist Training  
- Technology to Support Communication Training | - Speech, Language and Communication Therapist  
- Core Skills within Literacy Sessions  
- Social Use of Language Programme Lead |
| Gemma Price                          | - BSc (Hons) Speech and Language Therapy  
- Member of HCPC  
- NCFE [Level 2] Safeguarding the welfare of children and young |                                                                                                                                                                                                                      |
| Chloe Moorcroft                     | - Level 2 NVQ in childcare, learning and development,  
- Level 2 BTEC in childcare, learning and development,  
- Level 3 Diploma in specialist support for teaching and learning in schools,  
- Sign-along, (sign language level 1)  
- Adolescent mental health  
- Special needs level 3,  
- ABA/ VB mapping, | - One to one and small group working with learners |
<p>| Debbie Frost                         | - Diploma Level 4 in Special Educational Needs                                                                                                                                                                |                                                                                                                                                                                                                      |
| Ellie Jenner                        | - Certificate in Specialist Support in the Classroom                                                                                                                                                         |                                                                                                                                                                                                                      |</p>
<table>
<thead>
<tr>
<th>Emotional Wellbeing Team</th>
<th>Emotional Wellbeing Qualifications</th>
<th>Involvement with Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tina Austin</td>
<td>Current Studies</td>
<td>Emotional Wellbeing for Rochester Class</td>
</tr>
<tr>
<td></td>
<td>Diploma Level 5 in Anger Management</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Baines</td>
<td>Diploma Level 5 in Cognitive Behavioural Therapy</td>
<td>Emotional Wellbeing Support for School and College</td>
</tr>
<tr>
<td></td>
<td>Diploma Level 5 in Coaching and Mentoring</td>
<td>SEN Teacher</td>
</tr>
<tr>
<td>Angela Fowler</td>
<td>See profile</td>
<td>Emotional Wellbeing Support for College Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEN Teacher</td>
</tr>
<tr>
<td>Kelly Bates</td>
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Specialist Teaching Assistants

Involvement with Learners

- Dani Gillespsie
- Jennifer Sargarent
- Lana Tremain*
- Jody Worrell
- Sandra Robinson
- Lorraine Jenner
- Emma Murphy
- Jennie Herbert
- Fraser Carter
- Chris Young
- Nikita Mead
- Tina Austin
- Nicola DeVerne
- Tanya Edwards*
- Carol Sargeant
- Gayle Lusty*
- Kerry Higgins*
- Anita Mason*
- Abbie Lambert*
- Minna Chapman
- Dallis Hart-Up

* Teaching Assistants working towards teaching qualifications

ANALYSIS OF STAFF PUPIL RATIO

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<tr>
<th>Educational Phase</th>
<th>Number of Classes</th>
<th>Number of Staff</th>
<th>Pupil Numbers</th>
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<td>1:3</td>
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<td>10</td>
<td>50</td>
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Source: School Data Programme updated September 2018

Further one to one support is available to some learners.
Trinity Training Centre and Training Providers

Training takes place within school every Monday and Tuesday Evening together with four full inset days within September and a further two in July.

Ofsted 2017 stated that

Staff have many opportunities to improve their teaching skills and share good practice. As a result, teaching, learning and assessment is good.

Staff, including support staff, benefit from regular opportunities to develop their own skills to support pupils to make progress. This focuses on safeguarding and understanding how to support pupils who have special educational needs and/or disabilities. Staff members also have training, as appropriate, to prepare them for future leadership roles. Staff are motivated and morale is high.

Trinity is recognised as a Training Centre for the following courses and boards

- NCFC Level 5 Diploma in Education and Training
- NCFC NVQ Level 5 Diploma in Management and Leadership
- NCFC Level 4 Certificate and Award in the Internal Quality Assurance of Assessment Processes and Practice
- OCR Diploma Level 5 Teaching Learners with Dyslexia/Specific Learning Difficulties
- NCFC Award Level 3 Specialist Support for Teaching and Learning in Schools
- NCFC Certificate Level 3 Specialist Support for Teaching and Learning in Schools
- NCFC Diploma Level 3 Specialist Support for Teaching and Learning in Schools
- NCFC Diploma Level 3 in Counselling Skills
- NCFC Certificate Level 3 in Cover Supervision of Pupils in Schools
- NCFC Certificate Level 3 in Assessing Vocational Achievement
- NCFC Certificate Level 3 in Understanding Autism
- NCFC Certificate Level 3 in Understanding Mental Health
- NCFC Award Level 3 in Counselling Skills and Theory
- NCFC Diploma Level 2 Specialist Support for Teaching and Learning in Schools
- NCFC Certificate Level 2 in Understanding Autism
- NCFC Certificate Level 2 in Mental Health Awareness
- NCFC Certificate Level 2 in Understanding Children and Young Peoples Mental Health
- NCFC Certificate Level 2 in Counselling Skills
- NCFC Certificate Level 2 in Understanding Specific Learning Difficulties
- NCFC Award Level 2 in Principles of Fire Safety in the Workplace
- NCFC Award Level 2 in Principles of Health and Safety in the Workplace
- NCFC Award Level 1 in Introduction to Health and Safety for the Workplace
- NCFC Award Level 1 in Introduction to Fire Safety for the Workplace
- NCFC Award Level 1 in Mental Health Awareness
- NCFC Award Level 1 in Mental Health Awareness
- NCFC: Safeguarding, Health and Safety, Risk Assessments

Trinity uses the services of the following training providers

- Arts Mark (Arts Award, Trinity College, London)
- ASDAN
- Centre of Excellence Training
- Educare (Online Training)
- High Speed Training
- National Autistic Society through Cumbrian University
- Institute of Education, London University
- KMR Medical Training : First Aid
- Medway LA DCPC Training
Training for Whole Staff Team in 2018/19 within the Trinity Training Centre

- Analysis of Data Results
- Staff Handbook
- Trinity Development Plan
- Safeguarding and Child Protection Training at Level 2/3: Safeguarding Training (three times a year) which includes a wide range of Safeguarding, Child Protection and welfare focused knowledge and understanding
- Health and Safety; Fire Awareness; Risk Assessment; LOtC
- Accessing the Electronic Information; E safety and ICT Agreement
- GDPR 2018
- KS123 Frameworks and ASDAN/Unit Award links
- ASDAN Certificate of Personal Effectiveness and Wider Key Skills Frameworks and Training (KS4/5) to support the cross curricular and holistic approach to teaching and learning
- Teaching, learning and assessment in education and training: Assessment for Learning Policy, Learning Objective and Success Criteria together with Understanding the principles, practices and processes within the internally assuring the quality assurance of assessment, completing good assessor feedback, peer and self-assessment
- Annual Review Timetable; New Case Study Process, Target Setting linked
- Attendance Policy
- Normal Ways of Working Programme
- Certificate in Autism Level 2 and Training
- Certificate in Understanding Dyslexia Level 5
- Inclusive practice at Trinity School and College
- Literacy and Numeracy with the learner
- Theories, principles and models in education and training
- Wider professional practice and development in education and training
- Anti Bullying and Behaviour Management
- Ensuring Inclusive Education, Equality and Diversity in the Classroom

Specialist Training for Staff

- Certificate in Testing Practice
- Access Arrangements
- Diploma in Specific Learning Difficulties/Dyslexia Level 5
- Diploma in Education and Training Level 5
- Certificate in Teaching Assistant (Specialist Support in the Classroom) Level 3
- Certificate or Award in Internal Quality Assurance Level 4
- Certificate in Vocational Assessment [Assessors Qualification] Level 3
- Computer Studies (Functional Skills/ITQ)
• Functional Skills English and Mathematics Level 2
• Team Teach Training
• ELKLAN Speech and Language Support
• Certificate in Competence in Educational Testing and Access Arrangements
• DSL Designated Safeguarding Leadership Certificate

EXAMINATION AND QUALIFICATION RESULTS 2018

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of Candidates</th>
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<tbody>
<tr>
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<tr>
<td>Certificate (Level 3) in Assessment of Vocational Learning</td>
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<tr>
<td>Diploma (Level 5) in Education and Training</td>
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Training complete by all staff in 2017/18
Additional Training (not repeated in 2018/19) completed in the past academic year

• Enabling the learner through self and peer assessment
• Planning to meet the needs of learners
• Using resources to support learning
• UNICEF
• Curriculum for Life
• The importance of Teaching British Values

Training for Specific Staff for CPD in 2017/18
• National Professional Headship Qualification in Middle and Senior Level
• WRAT4 Refresher Course
• Access Arrangements
• Certificate in Competence in Educational Testing and Access Arrangements
• The Importance of Employability and Preparation for Adult Life in the Curriculum and delivering Employability skills.

EXAMINATION AND QUALIFICATION RESULTS 2018

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of Candidates</th>
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</thead>
<tbody>
<tr>
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SWIMMING WEDNESDAY 10.30-12.00 TERM 2 & 3
# A typical Key Stage 3 Timetable

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<td>Mrs Regan</td>
<td>Mrs Sargarent</td>
<td>Mrs Sargarent</td>
<td>Mrs Sargarent</td>
</tr>
<tr>
<td><strong>SUPPORT</strong></td>
<td>Mrs Jenner</td>
<td>Mrs Jenner</td>
<td>Mrs Jenner</td>
<td>Miss Aburn</td>
<td>Miss Aburn</td>
<td>Mrs Jenner</td>
<td>Mrs Jenner</td>
<td>Mrs Jenner</td>
<td>Mrs Sargarent</td>
<td>Mrs Sargarent</td>
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<tr>
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<td>Dover S7</td>
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<td>ICT</td>
<td>Music</td>
<td>Design Tech</td>
<td>Design Tech</td>
<td>Reading</td>
<td>PE</td>
<td>PE</td>
<td></td>
<td></td>
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<tr>
<td><strong>TEACHER</strong></td>
<td>Mrs Kearns</td>
<td>Mrs Kearns</td>
<td>Mr Fleury</td>
<td>Mrs Bolton</td>
<td>Mrs Bolton</td>
<td>Mrs Kearns</td>
<td>Mr Briggs</td>
<td>Mr Briggs</td>
<td></td>
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<td>Mrs Jenner</td>
<td>Mrs Jenner</td>
<td>Mrs Jenner</td>
<td>Mrs Sargarent</td>
<td>Mrs Sargarent</td>
<td>Mrs Jenner</td>
<td>Mrs Miles</td>
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<tr>
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<td>ICT S2</td>
<td>Reculver S3</td>
<td>Art S9</td>
<td>Art S9</td>
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### A typical Key Stage 4 Timetable

<table>
<thead>
<tr>
<th></th>
<th>TUTOR</th>
<th>SESSION 1</th>
<th>SESSION 2</th>
<th>SESSION 3</th>
<th>SESSION 4</th>
<th>TUTOR</th>
<th>SESSION 5</th>
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<td>CHOICE 2</td>
<td>CHOICE 2</td>
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<td>PE THEORY</td>
<td>READING</td>
<td>PSD</td>
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<td>ENGLISH</td>
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<td>READING</td>
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<td>ENGLISH</td>
<td>WKS</td>
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<td>Spelling</td>
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</tr>
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<td>FRIDAY</td>
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<td>CHOICE 1</td>
<td>MATHS</td>
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<td>READING</td>
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### A typical College and Gateway Timetable

<table>
<thead>
<tr>
<th></th>
<th>TUTOR</th>
<th>SESSION 1</th>
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<th>SESSION 3</th>
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<th>TUTOR</th>
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<td>CHOICE 1</td>
<td>READING</td>
<td>COPE/WKS</td>
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<tr>
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<td>READING</td>
<td>MATHS</td>
<td>MATHS</td>
<td>CHOICE 1</td>
<td>CHOICE 1</td>
<td>READING</td>
<td>CHOICE 2</td>
<td>CHOICE 2</td>
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<tr>
<td>WEDNESDAY</td>
<td>READING</td>
<td>ENGLISH</td>
<td>ENGLISH</td>
<td>ICT</td>
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<td>READING</td>
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<td>PSD</td>
<td>READING</td>
<td>CHOICE 3</td>
<td>CHOICE 3</td>
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</tbody>
</table>

Intervention such as Speech, Language and Communication, Social Use of Language, Occupational Therapy, Dyslexia Intervention and/or Emotional Wellbeing are presented on each individual personalised learning timetable.

Choice Subjects can be seen in the Curriculum Policy at the end of the Information Book.

PSD is for Personal and Social Development, EMP Employability and WKS Wider Key Skills which includes Problem Solving and Working with Others.
SECTION 5

THE TRINITY SCHOOL AND COLLEGE CURRICULUM

The Curriculum Policy provides a comprehensive description of the provision of teaching and learning throughout the School, College and Gateway. This is to be seen in Appendix A of this Information Book.

Trinity promotes a personalised learning programme and therefore whilst full access to the curriculum is enabled, the commitment to personalising the programme means that learners also have access to the following both as an intervention in one to one, small groups but also with additional support provided within the classroom.

- Emotional Wellbeing
- Occupational Therapy
- Speech, Language and Communication
- Stretch and Challenge
- EHC Target Intervention
- Dyslexia Intervention
- English Intervention
- Mathematics Intervention
- Transitional Planning
- Transitional Programme (meaning that some learners may be on a reduced timetable for an agreed period)

These will need to override some of their personal timetables. The timings of these therapies and interventions are changed regularly in order not to fully impact on the basic curriculum. Transitional Planning is only for one week for a new learner and does not need to be recorded officially.
CASE STUDIES

ASC Learner Primary Phase

This girl had previously attended Year R, 1 and 2 in a mainstream setting where she experienced great difficulty in many areas owing to her autism, ADHD, specific learning disabilities (dyslexia), visual perception (developmental coordination, visual discrimination and visual motor integration affecting writing, sequencing and perceptual reasoning) and hypersensitivity to sound. Her severe anxiety and sleep difficulties compounded these difficulties, coupled with severe difficulties with fine motor skills and with gross motor skills. She was placed at Trinity at the end of September 2013.

On entry to Trinity her levels of anxiety were high, along with her hypersensitivity to sound and her emotional state, which required constant reassurance. She experienced difficulty in writing and drawing. She could not use a pair of scissors without difficulty. She was unable to climb stairs alone. She did not ask for help, expecting staff to ascertain her needs. She experienced many headaches throughout the day and tired. Her voice was very soft and unclear and she was fearful of participating in any concert or group presentation.

Successful Strategies:

- Small class provision
- Social Use of Language Programme
- Core Skills
- Personalised Learning Programme
- Behaviour management Programme
- Occupational Therapy
- Clever fingers
- Get It Write
- Speech, language and communication therapy
- Social stories

Impact of Intervention

This pupil is now far less anxious. She is able to join in with singing and is eager to participate in plays and presentations. She has learnt to cover her ears when necessary. Handwriting is more legible and sits on the line. She is able to use a pair of scissors independently. She goes out to play happily at break times. She listens and participates well in class. Self-confidence and self-esteem have grown immensely. During Food Technology she volunteers to wash and dry up. She is better able to ask for assistance. Reading has improved. She has a great sense of humour. She goes up and down stairs independently, willingly running errands. Drawings have matured. All in all this bright, responsible girl has spent a wonderful happy year at Trinity.

High Functioning ADHD Learner aged 14

Good levels of achievement across the curriculum, however an inability to work within a classroom setting with others. Breaks in education due to none engagement with learning, was provided with a placement at Trinity. After two years of an inconsistent attitude towards learning and struggling to make appropriate friendships, the learner was provided with a personal assistant to support learning away from the small class group, enabling learning to proceed unhindered, and for the learner to have one to one support to continue with studies.
Successful Strategies

- Appointment of PA
- Shared responsibility for access to learning
- Improved consultative collaborative approach to meet the individual needs of young learner.
- Opt outs available but monitored. Reflective time with key worker.
- Access to cold water
- Ability to follow secondary personalised learning programme if unable to attend timetabled learning sessions.

Impact of intervention.

After a collaborative approach to the discussion on the challenges that the learner experienced, the student has been able to re-engage with learning. Currently studying GCSE subjects in five key areas of the curriculum and maintaining a high level of independence when attending classes and learning opportunities. Improved self-esteem personal and behavioural management achieved. This learner has left Trinity having achieved Level 2 Functional Skills in Mathematics, Level 1 English and ICT; a core range of GCSE’s; Certificate of Personal Effectiveness, Wider Key Skills and Employability Level 1; Personal and Social Development Level 2.

Dyslexia Learner  Year 9

Joined a local High School after the end of Primary School. Excellent oral responses, unable to reproduce this on paper or even read the tasks without the help of a TA. Instances of bullying towards him in the school as he was different. The learner then joined Trinity and through one to one intervention and a consistently dyslexia friendly approach in the classroom, increased reading age by two years in one year.

Successful Strategies

- 1:1 intervention with a dyslexia specialist teacher
- General classroom approach dyslexia friendly
- Not being the only pupil with difficulties
- Daily phonics support
- Strategies given to allow independent working

Impact of Intervention

The student has now regained his self-esteem and is no longer a victim for bullies. Learner is now helping others in out of school activities and accessing a full curriculum. Learner has undertaken external qualifications.

High Anxiety Learner aged 16

Extreme anxiety, academically able but low attendance. Parents reported that the learner did not have breakfast and medication was affecting her eating habits. Parents reporting that they were unable to get their child to come to school on the local authority provided transport.

Set up home visits as home school diary not working due to a lack of attendance. Discussed alternative provision of transport with the local authority but no provision was made available.

Strategies
Supported transport to school set up for transition to reinstate attendance through the use of key workers.

Phased return to full attendance negotiated daily with the Home Liaison Coordinator who makes home visits for all days when learner absent.

Focused timetable which supported the learners interest in Art and Design.

Breakfast club set up for learner and mentor to discuss the day and to ensure that breakfast was eaten.

Daily telephone calls from tutor.

Established pre activity event phone calls to manage any change in the school provision (e.g. trips, activities in the community etc).

**Impact of Intervention**

Attendance increased to 94.7%

Learner has coped with Transitional Programme to College

Learner has achieved a GCSE in ICT, sitting an examination.

Learner has achieved a range of ELC and portfolio awards through ASDAN.

The school pre-empts difficulties for re-integration in September and therefore a timetable of communication has been set up to ensure a consistent and smooth approach to the start of the new academic year.

**Anxiety aged 13**

None engagement, previous low attendance, high levels of anxiety linked to recording his knowledge and understanding, safeguarding issue as would ‘run and/or hide’.

Set up appointment with parents and discussed areas of mutual concern.

- Safe area established for BJH to go to when anxious in school
- Access to own personal PC in order to support the recording of knowledge and understanding
- Access to Inspiration and ReadWrite Gold to support literacy on own PC
- Negotiated timetable with a focus on his interest in ICT
- Daily meetings with Mentor
- Code words when anxious particularly for out of school activities and events

**Impact of Intervention**

- Improved attendance nearly 98%
- Achievement of Mathematics Entry Level Certificates
- Not left the school site since the intervention has been implemented fully
- Good communication with parents established on both sides
- More confidence in the use of Inspiration, Dragon and ReadWrite Gold, which has impacted on his achievement in English
- Use of code words established across the school ensuring safeguarding met
- Entry for Level 1 Functional Skills ICT and Mathematics in 2014/5

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### Trinity School and College Fees 2018 onwards

<table>
<thead>
<tr>
<th></th>
<th>Termly</th>
<th>Yearly</th>
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<tr>
<td>Primary School Fees</td>
<td>£7,300.00</td>
<td>£22,400.00</td>
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<tr>
<td>Secondary School Fees</td>
<td>£7,800.00</td>
<td>£23,900.00</td>
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<tr>
<td>College and Gateway Fees</td>
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### Additional Fees: Therapies, Interventions and Support Annual Fees

<table>
<thead>
<tr>
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<tr>
<td>One to One Teaching Assistant support (full time)</td>
<td>£5,500</td>
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<tr>
<td>One to One Personal Assistant/Higher Level Teaching Assistant (full time)</td>
<td>£7,500</td>
<td>£21,500</td>
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<tr>
<td>Dyslexia Intervention Workshop (one hour per week – teaching 45 minutes with 15 minute assessment for learning)</td>
<td>£600</td>
<td>£1800</td>
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<tr>
<td>Speech Language and Communication Therapy (45 – 60 minutes per week) inc Social Use of Language Programme</td>
<td>£800</td>
<td>£2400</td>
</tr>
<tr>
<td>Occupational Therapy (45 - 60 minutes per week) including access to Fizzy and inclass one to one intervention</td>
<td>£800</td>
<td>£2400</td>
</tr>
<tr>
<td>Emotional Wellbeing Advocate – Mentoring or Coaching; CBT, Anger Management (up to 45 minutes per week)</td>
<td>£800</td>
<td>£2400</td>
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<tr>
<td>Intervention to support dedicated EHC targets and additional Mathematics or English sessions in one to one or small group settings (no more than three learners) for 45 minutes per week</td>
<td>£600</td>
<td>£1800</td>
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</table>

*Please note: Fees are reviewed when learners move key stages (i.e. from Primary to Secondary, from Key Stage 3 to Key Stage 4, and then finally when they transition to Key Stage 5, the College and Gateway provision). Trinity honours the offer of place fees for the period of the placement within the key stage.*
**Uniform List**

**All Pupils:**
- Grey Polyester Blazer with Trinity Badge (Blazer pocket badge *)
- Grey Fleece (full zip) *
- Maroon or Grey V neck jumper
- School tie *
- White shirt
- Black low heel shoes

**Girls only:**
- Grey skirt or Grey trousers
- Optional Maroon or Grey cardigan
- Pink/White striped summer dress – Optional Easter to October for Primary Phase and Key Stage 3 only

**Boys only:**
- Grey trousers
- Grey shorts – Optional Easter to October

**Games Kit:**
- Black tracksuit trousers
- White sports shirt (no logos etc.)
- Black PE shorts (no logos etc.)
- White and/or black plimsolls/trainers (non marking)
- Grey or Maroon School Fleece

**Sundries:**
- Art canvas apron
- Food Technology Apron

**College and Gateway**
- Smart Casual Wear
- Black Hoodie *

The school uniform items marked with * are available to order from the school reception all other items are available from any school uniform supplier e.g. M&S, Asda, Tesco etc.

*Friends of Trinity Good As New Store, Friends of Trinity, Rochester Close Group on Facebook*
Trinity School and College

Curriculum Policy

Trinity puts children’s rights at the heart of our provision in order to improve well-being and develop every child’s talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

With appropriate teaching and a caring environment, Trinity helps learners take responsibility for their education, develop essential skills and acquire confidence to learn on a pathway to success.

The curriculum is designed well to provide a range of experience and meet the specific needs of students. As a result, students enjoy their learning at school.

[Ofsted 2017]

This policy work in conjunction with the following policies and procedures:

- Admissions Policy
- AfL (Marking) Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Communication Policy
- Curriculum for Life Policy
- Drugs and Substance Misuse Education Policy
- Employability, Career Guidance and Work Experience Policy
- Equality and Diversity Policy
- Examination Policies
- Health and Safety Policy
- Inclusion Policy
- Homework Policy
This policy works in conjunction with based planning and preparation documents:

- Schemes of Work and Frameworks
- Planning Documents
- Trinity Development Plan
- Trinity Website
- Personalised Learning Target Sheets
- Educational, Health and Care Plan Personal Outcomes
- Personalised Learning Programmes (Timetables)
- Development and Focus Diary
- Information Book
- Internal Quality Assurance: Progress Pathways, Result Reports

Access Statement

Trinity promotes a fully inclusive educational provision. Learners enter Trinity from a wide range of settings including: maintained primary and secondary schools as well as maintained special schools and colleges or even independent schools and colleges.

Individual strengths and needs in terms of ability, special educational needs and personality are recognised and access to learning is facilitated by use of individualised programmes supported by Teachers, Speech and Language Therapists, Occupational Therapists, Emotional Wellbeing Advocate, Specialist Teaching Assistants, Curriculum Leaders, Key Workers and Learning Mentors and a range of support staff as appropriate.

Trinity’s Curriculum Policy encompasses the ‘Every Child Matters’ agenda and ‘The Children’s Plan’; providing a curriculum that meets individual needs, that gives scope for students to enjoy and achieve in their learning experience, to ensure the curriculum offers them opportunities, to ensure economic well-being and to make a positive contribution to society.

At Trinity the curriculum is designed to enable students to acquire essential skills and knowledge in order to give them ‘Confidence to Learn’, (school’s motto); a ‘Pathway to Success’, (college) and providing a ‘Gateway to opportunities’ in adulthood (gateway).

Trinity aims to

- prepare learners by giving them the confidence to learn for life.
- provide access to a pathway to success
- provide a gateway to opportunity.
The curriculum at Trinity is based on 3 principle aims

**Aim 1 Confidence to Learn:** The curriculum aims to provide opportunities for all students to learn and to achieve.

*Trinity provides an innovative and engaging curriculum*
- which is enjoyed by learners, supports a confidence for learning and stimulates the best possible progress for learners;
- build on students' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively;
- that equips learners with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally;
- that contributes to the development of learners' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives;
- encourages learners to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas;
- providing rich and varied contexts for learners to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable students to think creatively and critically, to solve problems and to make a difference for the better;
- which provides learners with the opportunity to become creative, innovative, enterprising and capable of leadership through a range of cross dimensional and vocational learning opportunities to equip them for their future lives as fully participating citizens;
- develops learners’ physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe;

**Aim 2 Pathway to Success:** The curriculum aims to promote students' creativity and imagination through an innovative, responsive and adaptable curriculum which ensures inclusion and achievement for all.

*Trinity provides an innovative and engaging curriculum*
- which prompts the value of creativity in enabling children to achieve high standards;
- develops independent thought together with adaptability and the development of key and wider key skills for life, enabling learners to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity through Art;
- that motivates and promotes inclusion for all;
- which develops learners' knowledge, understanding and appreciation of the influence of art in their own lives;
- which promotes equal opportunities and enable students to value their own achievements and the achievement of others, as well as supporting more independent thoughts;
- that inspires creativity with wall displays which promote creativity as a valuable contributor to the educational provision;
- promoting students' self-esteem and emotional wellbeing through an innovative and dynamic partnership with the pastoral and academic provision within Trinity;
- which develops learners’ ability to relate to others and work together on whole Art and Design projects including dance, drama and music;
• preparing learners for taking risks in progressing their learning and development with a safe learning environment;
• promotes an educational accreditation processes which meets the needs, abilities (socially and academically) of learners;
• provides therapies, emotional wellbeing and access arrangements to provide equity in assessment.

**Aim 3 Gateway to Opportunities:** *The curriculum aims to promote students’ personal, health, spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of adulthood and employment.*

**Trinity provides an innovative and engaging curriculum**

• which promotes learners’ personal, health, spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong;
• encourages the development of learners’ knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies;
• passes on enduring values, develop learners’ integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society;
• that promotes equal opportunities and enable students to challenge discrimination and stereotyping;
• which develops learners' awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level;
• that equips learners as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights;
• promoting learners' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, college, work and in the community;
• that develops wider key skills for life;
• enabling learners to develop positive attitudes towards opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
• preparing learners for the next steps in their education, training and employment and equip them to make informed choices at Trinity and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside Trinity, including leisure, community engagement and employment.
Curriculum at Trinity

The core subjects include English, Mathematics, ICT, Science and Curriculum for Life or PSE.

| KEY STAGE | 1 – 2 | 3 | 4 | 5 | 5 |
| KEY STAGE | YEAR GROUPS | 1 – 6 | 7 – 9 | 9 – 11 | 12 - 14 | 14+ |
| KEY STAGE | AGE | 5 – 11 | 11 – 14 | 14 – 16 | 16 – 19 | 19 - 25 |
| SUBJECT | English Language | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | English Literature | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Functional English | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Mathematics | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Functional Mathematics | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | ICT | ☐ | ☐ | ☐* | ☐* | ☐* |
| SUBJECT | Functional ICT | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Curriculum for Life | ☒** | ☒** | ☒** | ☒** | ☒** |
| SUBJECT | Personal and Social Education | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Citizenship (Whole Trinity projects) | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Religious Education | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Cross Dimensional Learning Projects | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Social Use of Language Programme | ☐ | ☐ | ☐ | ☐ | ☐ |
| SUBJECT | Science | ☐ | ☐ | ☐ | ☐ | ☐* |

* Choice Subject  ☒** ASDAN and Unit Awards via Trinity Certification

Further Curriculum

<p>| KEY STAGE | 1 – 2 | 3 | 4 | 5 | 5 |
| KEY STAGE | YEAR GROUPS | 1 – 6 | 7 – 9 | 9 – 11 | 12 - 14 | 14+ |
| KEY STAGE | AGE | 5 – 11 | 11 – 14 | 14 – 16 | 16 – 19 | 19 - 25 |
| SUBJECT | Accounting | ☐ | ☐ | ☐* | ☐* | ☐* |
| SUBJECT | Art and Design (Arts Award) | ☐ | ☐ | ☐* | ☐* | ☐* |
| SUBJECT | Art and Craft (Certificate) | ☐ | ☐ | ☐* | ☐* | ☐* |
| SUBJECT | Business and Administration | ☐* | ☐* | ☐* | ☐* | ☐* |
| SUBJECT | Beauty Therapy | ☒* | ☒* | ☒* | ☒* | ☒* |
| SUBJECT | Careers Guidance Course | ☐ | ☒* | ☒* | ☒* | ☒* |
| SUBJECT | Catering and Hospitality | ☐* | ☐* | ☐* | ☐* | ☐* |
| SUBJECT | Child Development | ☐* | ☐* | ☐* | ☐* | ☐* |
| SUBJECT | Computer Studies : Coding | ☐* | ☐* | ☐* | ☐* | ☐* |
| SUBJECT | Construction | ☐* | ☐* | ☐* | ☐* | ☐* |</p>
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<th>SUBJECT</th>
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<tbody>
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<td><strong>KEY STAGE</strong></td>
<td>1 – 2</td>
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* ☒*: Choice Subject  ☒**: ASDAN and AQA Unit Awards via Trinity Certification
A Balanced Curriculum

Trinity uses four-way intervention to attain a balance to its curriculum.

**Academic Attainment:** using the guidelines of the National Curriculum in Key Stages 1, 2 and 3 to prepare for examination courses in KS4 and 5, including Entry Level Certificates, Functional Skills Level 1 and 2, GCSEs, the programme also incorporates a wider curriculum, linking it to the other two areas of study. As with all aspects of the education at Trinity, there is a flexible approach to enabling students to find the most relevant examination pathway for them. At Key Stage 4 and 5 the curriculum is extended to offer vocational learning, functional learning and a curriculum which prepares the learner for academic, social and further employment success.

*The curriculum is designed well to provide a range of experience and meet the specific needs of students. As a result, students enjoy their learning at school. [Ofsted 2017]*

**Creativity and Imagination:** through designated Art and Design, Design Technology, Textile Design, Drama and Dance through the Curriculum for Life programme, Music and Physical Education. The creative curriculum enables cross dimensional learning opportunities, such as whole Art Projects, Partnership working to provide Media, Dance, Singing, Music and Creative Writing. The embedding of creativity with the curriculum has supported a more dynamic and enabling curriculum, bringing learning to life. The cross curricular links support the transition of skills for life.

*The curriculum is designed to meet students’ individual needs. [Ofsted 2017]*

**Language and Communication:** form the core of the programmes used to support students, led by the Speech, Language & Communication therapist. These are delivered by staff as part of the whole-Trinity approach to learning, both in the education environment and during Learning outside the Classroom (LOtC) as part of the broader educational experience.

*The curriculum is supplemented with appropriate therapies including speech, language, communication and occupational therapy. Additional small-group or one-to-one support with specialist teachers increases students’ rates of progress. [Ofsted 2017]*

**Personal and Social Development including Character Education** (see curriculum for life policy): in conjunction with the other two areas, these are vital to the rounded development of the individual. Life skills and independent living are taught, including cooking, economic well-being and independent travel. Trinity has a dynamic and comprehensive programme covering Personal, Health, Spiritual, Moral, Social and Cultural Education. Community Studies and Citizenship are covered in KS4 and 5 to prepare young learners for further education, training and employment.

Trinity offers both a coaching and mentoring scheme which provides individual support for learning or social development. From September 2014, students within Year 11 and College placements are able to be peer mentors and tutors within Trinity following a training period.

*Students’ personal development and welfare are outstanding. The school provides exceptionally well for the individual needs of students. All staff care deeply for students’ welfare. [Ofsted 2017]*

**An Integrated Approach**
An integrated, whole-provision approach to learning ensures that speech, language and communication intervention, literacy and numeracy support, and motor-coordination input are part of the day-to-day curriculum.

Such an approach is seen to be more effective, as key skills are taught and practiced where they are needed most, making them relevant to everyday situations.

The school provides rich opportunities for extra-curricular trips and visits, including foreign travel. Students engage well with these opportunities. For example, students enjoy attending an ‘emotional-well-being’ club, sharing lunch together while sharing views and experiences. [Ofsted 2017]

Teaching Methodology

The quality of teaching is good and enables students to make good progress in their academic learning and personal development. In most lessons teachers and their assistants have high expectations of what students can achieve. They use effective methods to help students overcome their particular difficulties in learning, so they can make the most of their abilities, especially in literacy and numeracy. [Ofsted 2017]

- Small groups of around 10 students with 1 Teacher, 1 Teaching Assistant, additional TA’s, PA’s, Youth Workers or Learning Mentors according to level of need within the class. Some classes are as small as 7 learners
- Emphasis on core subjects, literacy, numeracy, ICT and Curriculum for Life (Science at KS1 – 4).
- Key Stage Frameworks (schemes of work) for Specifications provide planning structure.
- Assessment for Learning Policy
- Progress tracked and analysed termly
- Internal Quality Assurance processes are well embedded and reported as good practice.
- Collaborative working with Speech, Language and Communication, Occupational therapy and Emotional Wellbeing team.

Approaches to Teaching

Careful attention is paid to students’ Education Health and Care Plans, and teaching ensures that requirements are fulfilled. All students have valuable individual education plans with targets to help them develop their learning which are derived from assessments of students’ ability and progress. [Ofsted 2013] Staff at all levels work together effectively to support students’ special educational needs and/or disabilities. Students make good progress overall against their individual education plan (IEP) targets. [Ofsted 2017]

The key focus is on a person centred provision whilst considering a structured and appropriately challenging learning experience for each learner.

All educational staff are supported by Speech, Language and Communication Therapists and Occupational Therapists in developing the most appropriate methods to support the individual needs for each learner across the Trinity. Currently there is a programme to train all staff on the ELKLAN Speech and Language Training at Levels 2 and 3.

Learning Outside the Classroom (LOtC) opportunities provide enrichment to the classroom based curriculum. Activity days promote the Trinity Curriculum for Life programmes and provide
opportunities for MFL and Community Studies. Residentials and Day Trips in the UK and abroad provide learning experiences for MFL, Life Skills, Personal and Social Education.

Trinity has adopted the ASDAN programmes of study which incorporates communication, numeracy and the use of ICT, with wider key skills of research, discussion, presentation, improving own learning and performance, working with others and problem solving. Within every Key Stage, students are able to work towards improving their cognitive and academic abilities which are recognised within the programme as well as through pre entry and entry level unit awards.

Communication

The use of Social Stories, which are individualised to meet the needs of children, with clear simple words and visual aids, which provide step by step instructions promote our ability to support comprehension within communication. This is supported by the SLCT and Emotional Wellbeing team; the Deputy Headteacher (school) and the Senior SEN Specialist Class Teacher for Primary Phase have attended courses on processing instructions and information with Language for Learning (trained the use of Social Stories and supporting students with communication difficulties).

The use of comic strip conversations as also used to which assist children with autism to develop greater social and emotional understanding.

The SPELL framework recognises the unique needs of each ASC, Aspergers or Dyspraxia young learner and emphasises that all planning and interventions should be organised with these needs in mind.

The Social Use of Language Programme (SULP) is led by the Trinity Speech, Language and Communication Therapists and the Assistants. SULP is a cohesive framework within which to enhance personal, emotional and social development from a communication and thinking skills perspective. This independently researched programme has been proven to be effective with children and young people with a range of special needs including autism, specific language difficulties, learning difficulties, sensory impairments and emotional/behavioural difficulties.

SULP is recommended by the Department of Education (DfE) and was commented on favourably in the Ofsted Report November 2013 and June 2017.

Trinity, through the ASDAN programme, provides opportunities and scenarios to develop language and social communication into real life situations. This is evidenced in the following modules of work

- Communication
- Use of leisure time
- Personal management
- Use of number in the community
- The environment
- Personal health and survival
- Science and technology in our World
- Expressive arts
- Beliefs and Values
Trinity provides overseas trips, extracurricular activities and learning in the community opportunities in order to practice learnt skills in the use of language and social communication.

**Physical, Sensory and Medical**

Trinity addresses significant motor control difficulty in order for it to not have a negative effect on education, development and self-esteem. Trinity provides a range of appropriate and effective strategies to support sensory processing difficulties so that our students do not experience a barrier to their progression, engagement, anxiety and self-esteem.

Trinity has a qualified Occupational Therapist and an assistant as part of the team. The programmes developed for all learners are personalised and address the needs of the individual. The Physical Integration Programme led by the Therapist is integrated throughout. Trinity will complete an initial assessment during Taster Days or on entry.

Trinity has an ongoing investment in communication and ICT increasing the access to computers. Any student with the need for a PC identified on his or her Educational, Health and Care Plan, is provided with a personal laptop.

**Social and Emotional**

Within Trinity, there is a House System which involves both staff and students. Learners are identified by teachers, teaching assistants and other Trinity staff, and promote learners for Headteacher commendation awards. These are valued by learners as they contribute to the House System and to the Awards Ceremony at the end of the Academic year.

The House System, promotes the ‘family atmosphere’ and the range of reward and recognition systems within Trinity have impacted positively on the raising of self-esteem and confidence for all attending young people. The work undertaken by the educational community as a whole, together with close communication with parents, have enabled Trinity to engage young people who have found themselves unable to attend school previously, take risks with their learning and engage in greater level of community activities including assemblies, drama productions, media projects, radio interviews etc. The emotional wellbeing provision within the school and college also provides in-house Mentoring, Coaching and Counselling. Trinity has a developing peer mentoring and tutoring programme for 2016/17, as young people work towards the achievement of the ASDAN peer mentoring award.

Trinity engages with the community to fund raise for Charities and to provide networking support for parents and carers. These events support the development of social interaction skills. This work is recognised through the ASDAN programme.

**Self-Help and Independence**

A nurturing provision is focused on Key Stage 1, 2 and 3. Year 9 is the Transitional Year for Key Stage 3 with young learners required to take greater responsibility for their timetables and having access to a more secondary educational style provision, with specialist teachers for English, Mathematics, ICT, Science and Choice subjects. All students within Key Stage 1, 2, 3 and 4 follow the Curriculum for Life programme (covering Life Skills, Wider Key Skills, Religious Education, Citizenship, Personal, Social and Health Education) which was identified as outstanding by Ofsted in June 2017 and previously in November 2013. In Year 11 students are
expected to prepare for college and complete the Careers Short Course, Roadwise and Personal and Social Education course.

This provision encourages the development of age appropriate self-help, independence and organisational skills from a base of nurtured support. All young people progress at their own pace, however the structure of the transition from one Key Stage to the next provides opportunities to set clear expectations and support to enable the development of skills for life.

How does Trinity identify / monitor anxiety in children who mask their anxiety?

Trinity are aware that learners often display high levels of anxiety and concern at home, whilst masking this in Trinity. This is a common situation with young people identified on the autistic spectrum. The anxiety is often linked to the young person’s perception of his/her inability to engage with the community and learning which is presented at school/college. S/He therefore withdraws and seems compliant and then at home releases this tension.

Trinity is able to ensure that the community is one in which learners will feel a full participant with ‘like’ young learners.

Trinity provides

- Structure where the environment is predictable, accessible and the community is understood and everyone within it, is known.
- Measured and appropriately challenging educational targets for achievement which are monitored and regulated according to need.
- Positive approaches and expectations to support the development of self-confidence and self-esteem building on the natural strengths, interests and abilities of the young learner.
- Empathy and understanding which underpins the approach to communication and reducing anxiety for the young learner and for the parents/carers.
- A calm and ordered environment which reduces anxiety and supports engagement, focus and concentration.
- A close working relationship between the Speech, Language and Communication Therapy and the Occupational Therapy, Pastoral Care, Emotional Wellbeing Team and team (Learning Mentors and Youth Workers) promotes a sustained and consistent approach to supporting the learner.

Establishing Autism Friendly Classrooms

- Balanced differentiated curriculum
- Flexible teaching arrangements
- Topics changed frequently to support skills in dealing with change
- Autism specific teaching using written step by step instructions with colour coding
- Visual timetable
- Calling by name
- Only essential visual aids at front of class
- Windows frosted to allow in light but minimise distractions
- Frequent breaks
- Sensory fiddlers
- Move and sit cushions
- Back cushions for comfort
- OT checks for seating heights of chairs and tables
- Calm environment
- Sensory arousal exercises
- Clever fingers programme for fine motor skills
- Individual pastoral care plans (e.g. personal management issues)
- Pencil grips
- Help with communication skills through a variety of teaching and therapy approaches
- Contact books for daily communication with parents
- Time out for calming down
- Mentoring
- Desks facing front of classroom
- Students own learning styles considered in planning
- Concrete apparatus
- Instant feedback with marking
- Scribes when needed
- Routine
- Personalised learning programmes
- Desk alphabet, name and numberline to promote independence
- Understood and discussed personal targets

Promoting Independence

The curriculum addresses the learning needs of post-16 students and supports some development of their independent living skills as well as their communication, literacy and numeracy skills.

Students take part in a good range of physical education activities which are available through a partnership with a specialist provider. Students enjoy activities such as tennis, swimming and the using the trampoline and these activities have a good impact on improving their health and fitness.

Regular outings, such as to museums and local places of interest, extend students’ knowledge of their locality and of aspects of the wider world. [Ofsted]

Sixth-form students receive good preparation for their future as a result of an individually tailored programme of study and support. [Ofsted 2017]

Approaches to Learning

With careful, well-prepared support from teachers and assistants, students take part actively in lessons and enjoy learning. They take pride in their work, much of which is attractively displayed in classrooms and around the school. [Ofsted 2013]

Trinity develops students’ learning through:

- A structured, cumulative and multi-sensory approach to learning
- Providing students the opportunity to learn through their individual learning style, whether auditory, visual or kinaesthetic
• Accessing areas of strength in each individual student and providing help and support in areas of weakness
• Developing motivation in students who may lack enthusiasm.
• Dynamic, interesting and relevant learning opportunities which are appropriate to the students’ age and level of comprehension.
• Organised and structured learning, for example a predictable, visual timetable, with preparation for change, that supports student learning
• Encourage and develop confidence to tackle new learning
• Overcoming barriers to learning enabling students to become more independent learners.
• Enrichment learning opportunities through the School Council, Bullying Intervention Focus Group, Art and Design Group, Out of School, Community Partnership Projects, ASDAN Scheme of Work, Community Studies, Duke of Edinburgh awards, Work Experience within the school and the community, Homework and School based clubs, Games, House system and reward scheme, Educational trips and residential.
• Involving students in own learning; reviewing own targets and learning during lessons.
• Cross dimensional learning opportunities
• Celebrating success; merits, certificates, awards, six weekly celebration assembly.

Students are encouraged to develop organisational skills and independence through:

• Appropriate tasks
• Building of self-esteem and confidence
• Development of positive ‘I can’ attitudes
• Cooperative working situations
• The provision of suitable opportunities
• Encouraging responsibility and responsible attitudes

Making the curriculum fully accessible

Professionals from occupational, speech and language therapy services provide expert, helpful interventions for students as well as valuable advice to teachers and assistants. Students use information and communication technology effectively to extend their learning, especially in literacy and numeracy. [Ofsted]

• Specialist support from SLCT and Occupational Therapy
• ICT specialist teaching and support for Curriculum delivery
• Emotional Wellbeing support
• Personalised Learning Programmes and Plans
• Differentiated learning
• Curriculum which covers all learning styles
• Adaptations for students unable to write effectively; for example pen grips
• Whole school learning environment
• Use of signing and symbols (visual timetables)
• Intensive interaction
• Intervention and Support Programmes
• Specialist programmes for ICT on laptops
• Peer and self-assessment improving own learning and performance
• Repetition and reinforcement of new concepts or previously learnt skills
• Multi-sensory techniques are used to promote learning
• Fully inclusive learning environment
• Development of self-esteem and confidence to learn
- Appropriate levels of challenge to engage and progress identified through personalised learning programmes

**The Learning Environment**

Learning from Key Stage 1 to 4 is organised in a way that is appropriate to age, maturity, ability and aptitude. Post 16 learners are taught within the College dependent on the progressive pathways they are on..

Students have the opportunity to learn:

- Individually, in groups and as a class
- Making appropriate decisions
- Cooperatively developing working with others skills
- Solving real-life problems
- Developing ideas and creative skills
- Developing social and communication skills
- Developing independent skills for life and study
- Collaboratively in groups such as Art and Design Group, School Council and Bullying Intervention Focus Group
- Using own initiative
- With support when necessary
- Achieving recognisable awards, certificates and qualifications

Learning takes place in an environment which:

- Challenges expectations
- Develops each individual
- Is peaceful and calm
- Is happy and caring
- Works within organised learning frameworks
- Is appropriately resourced
- Makes learning accessible to all
- Encourages and is appreciative of all levels of achievement
- Encourages positive attitudes in the school community
- Does not discriminate but celebrates diversity
- Provides equal opportunities
- Provides a positive work ethic

The school provides a safe and nurturing learning environment for its students and ensures that they are safe. …. classrooms that are light and airy and are generally well resourced [Ofsted]

**Working in Partnership to ensure access to a broad and balanced curriculum**

**These include:**
- NACRO for mechanics and construction curriculum as well as work experience
- Kent Beauty School for Beauty Therapy Studies
- Squirrels Horse Riding School
- Huguenots Museum for Art and History Projects
- Anne Frank Trust – Ambassador Programme and supporting History, Citizenship
• British Legion – Rochester and Stroud supporting History, Curriculum for Life
• AcSEED – Supporting Emotional Wellbeing
• ASDAN – Supporting Projects within the School
• Therapy Garden - Supporting Land-based and Emotional Intelligence
• John Nike Leisuresport – Chatham Ski & Snowboard Centre Alpine Park supporting work experience
• Bridgewood Manor Hotel supporting work experience and shadowing
• Kent Film Office supporting Media Studies
• Topps2Toe Hair and Beauty – Supporting work experience and shadowing
• QHOTELS – Supporting work experience
• Rochester Cathedral – Supporting the Curriculum for Life, PSE, Art and Design, History and Religious Education.
• Medway Park Leisure Centre – Supporting Physical Education and Expressive Arts
• Little Fish Theatre – theatre which supports the development of skills for life
• The UK German Connection – an organisation which promotes German and English links in a spirit of reconciliation, acceptance and tolerance.
• Designed by Esther – supporting Art, Design and Presentation.
• Karen Scott at Future Coders, a university lecturer working with ICT teachers to improve subject knowledge of Coding and also working with learners.
• Dynamics, a company outsourced via the Medway Music Hub to support our Music provision.
• SB Hair & Beauty Academy – supporting the development of the Level 2 hairdressing course for Mirror Image, Trinity.

Health and Safety

• Trinity Welfare, Health and Safety policy.
• Each student has an individual risk assessment.
• Risk assessments are also completed by the appropriate staff for rooms and activities onsite and LOtC and are held centrally at School Reception.

Independent Study and Homework

Trinity School identifies that homework is one of the principal ways in which student achievement can be raised and therefore promotes homework for those students in Year 9 and above.

The aim is to:-
  • enable students to understand that independent learning is vital to achieving success;
  • give every student the opportunity to fulfil their potential;
  • instil in all students the importance of life-long learning;
  • provide training for students in planning & organising time;
  • promote a responsibility for learning within each student.

For homework to be effective it has to be stimulating and challenging; supported by the quality of the teaching and learning occurring in the classroom. Parents are encouraged to give us feedback on the impact of homework on the wellbeing of our learners.

[Homework Policy]
Community Projects and LOtC Policy

Trinity School arranges community projects and out of school educational learning opportunities as part of a practical, creative and multi-sensory approach to its school curriculum.

[LOtC Policy]

The Curriculum for Life

We want everyone in Trinity to appreciate and celebrate how unique and special every person is. As a learning and caring community, we are dedicated to establishing high aspirations, a love of learning which will enable all of our children to be confident, caring and to develop independent life skills.

Inspiring and engaging children in learning about the world, we are constantly reviewing our Curriculum for Life which includes a combination of taught lessons which are recognised through the accreditation supported by

- NCFE Personal and Social Development,
- ASDAN Certificate of Personal Effectiveness,
- ASDAN Wider Key Skills,
- ASDA Bronze and Silver Award;
- OCR Religious Education,
- OCR Psychology

Trinity Student Voice, College and Gateway Parliamentary Voice sessions provide further opportunities for learners to explore their own knowledge and understanding of the world.

Annually there are a minimum of three activity days which focus on areas of study within the Curriculum for Life:

- Personal, Social and Health
- Spiritual and Moral
- Cultural diversity
- Prejudice and Discrimination
- Safeguarding

We nurture and guide our children in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in.

The Curriculum for Life together with the rest of our curriculum is designed to be engaging and be a purposeful learning experience that is relevant to our children.

[Equal Opportunities and Diversity Policy]

Drugs and Alcohol Education

Trinity delivers effective drugs and alcohol education through the Curriculum for Life and PSD programme. The work completed by students is recognised through awards and certificates
within Personal Social Development, Certificate of Personal Effectiveness, Wider Key Skills and Science Curriculum.

The content of this curriculum is highlighted in the qualification specifications, Trinity School Schemes of Work and in the Personalised Learning Plans of students.

[Drugs and Substance Misuse Education Policy]

Sex Education

Sex and Relationship Education is delivered as set out in the National Curriculum. We recognise that we are only one component of our student's education and that family, community and social groups all have a contribution to make on Sex Education.

[Sex Education Policy]

Online Safety

The Online Safety is part of the ICT and Curriculum for Life Frameworks (CoPE/WKS).

[Online Safety Policy]

Employability, Careers Guidance Course and Work Experience

The Careers & Experiencing Work Short Course is delivered in Year 10 and above. This programme is run by a fully qualified CIAG trained professional.

‘to secure independent and impartial careers guidance for young people’ (Education Act 2011)

by securing access to independent careers guidance for students aged 13-16 and providing information on options for Post-16 education, training and Apprenticeships. Students research, present and discuss within the modules of study and present their knowledge and understanding in a portfolio.

The school uses a range of visitors, profession advisers and speakers to enrich the course and links the ICT based programmes to access information on Careers Guidance and future training, education or employment opportunities.

The Careers & Experiencing Work Short Course comprises seven modules:

- Self-Development
- Career Exploration
- Career Management
- Considering Higher Education
- Considering Apprenticeships
- Preparing for the Workplace
- Being at Work

[Employability, Careers Guidance and Work Experience Policy]
Assessment and Reporting

The progress of students at Trinity is monitored throughout the year. Functional Skills and WRAT4 assessment provides evidence of progress and achievement.

Reports for Year 11 students and those learners who are preparing for their next steps in education are written in December to support transition to further education opportunities.

All educational reports are issued in July and are reviewed with parents at the Annual Reviews set in October of each year.

Equal opportunities

All students will have equal access to the curriculum and organised activities. The school will take into account: disability, gender, SEN, ethnic group, race, sexual orientation and culture.

[Equal Opportunities and Diversity Policy].

Examination and Awarding Bodies

The curriculum is supported by the following examination and awarding bodies

- OCR
- NCFE
- ASDAN
- Gateway Qualifications
- Arts Award Trinity College, London
- Sports Leaders Programmes

Elizabeth Baines, Executive Headteacher
Jan Kearns, Head of Education
Lauren Benson, Examinations Manager
Hayley May, Assistant Headteacher (College/KS4 Curriculum)

Reviewed : September 2018
To be reviewed: September 2019
Examples/Case Studies

**Girl aged 15**

Extreme anxiety, academically able but low attendance. Parents reported that the learner did not have breakfast and medication was affecting her eating habits. Parents reporting that they were unable to get their child to come to school on the local authority provided transport.

Set up home visits as student planner not working due to a lack of attendance. Discussed alternative provision of transport with the local authority but no provision was made available.

**Strategies**
- Supported transport to school set up for transition to reinstate attendance through the use of key workers.
- Phased return to full attendance.
- Focused timetable which supported the learners interest in English Literature.
- Breakfast club set up for learner and mentor to discuss the day and to ensure that breakfast was eaten.
- Daily telephone calls from tutor.
- Established pre activity event phone calls to manage any change in the school provision (e.g. trips, activities in the community etc).

**Impact of Intervention**
- Attendance increased to 94.7%
- Learner has coped with Transitional Programme to College
- Learner has achieved a GCSE in ICT, sitting an examination.
- Learner has achieved a range of ELC and portfolio awards through ASDAN.
- The school pre-empts difficulties for re-integration in September and therefore a timetable of communication has been set up to ensure a consistent and smooth approach to the start of the new academic year.

**Boy aged 13**

None engagement, previous low attendance, high levels of anxiety linked to recording his knowledge and understanding, safeguarding issue as would ‘run and/or hide’.

Set up appointment with parents and discussed areas of mutual concern.

- Safe area established for the student to go to when anxious in school
- Access to own personal PC in order to support the recording of knowledge and understanding
- Access to Inspiration and ReadWrite Gold to support literacy on own PC
- Negotiated timetable with a focus on his interest in ICT
- Daily meetings with Mentor
- Code words when anxious particularly for out of school activities and events

**Impact of Intervention**
- Improved attendance nearly 98%
- Achievement of Mathematics Entry Level Certificates
• Not left the school site since the intervention has been implemented fully
• Good communication with parents established on both sides
• More confidence in the use of Inspiration and ReadWrite Gold, which has impacted on his achievement in English
• Use of code words established across the school ensuring safeguarding met