

Catholic Social Teaching within Trinity



God has something great in your future. Isaiah 43:19

You are the light of the world...Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

So in Christ Jesus you are all children of God. Galatians 3:26

“I have come that they may have life and live it to the full.” John 10:10

Within the SEND department, we hold the seven core Catholic Social Teaching values at the heart of all that we do in relation to supporting the students within our care

Dignity of the person is supported through our inclusive approach to education where all students are actively supported to participate in the whole school life, regardless of their level of need or starting point. Our Trinity Provision supports students with a wide range of needs, enabling them to access a supportive yet discreet approach, enabling them to participate fully in all areas of school life. Within Trinity, our Autism Resource Centre (ARC) supports students with complex social and communication needs who are treated with dignity and mutual respect to enable them to develop the skills needed to prepare them for adulthood. We support students with a range of SEND needs through a variety of strategies using a pupil centred approach. Pupil passports highlight individual strengths, needs and support strategies to enable students to have a full educational experience. A range of other support strategies include the use of assistive technology, coloured overlays and accessible changing and toilet facilities. We also offer extended hours provision through our homework club where students can access extra support in a safe and calm learning environment. Students who have social, emotional and mental health difficulties are able to access our Nurture Provision and Sensory Room during times of crisis. The school counsellor and Mental Health Support Team also utilise this area, providing effective support for some of our most vulnerable students. In order to support students who face emotional challenges, we provide an ‘out of class pass’ allowing students time to self-regulate; using strategies that they have successfully developed during support sessions such as ELSA and other Trauma Informed Practices. This enables a discreet, yet supportive strategy, eventually empowering students to manage their own personal challenges, whilst successfully accessing the curriculum with growing confidence.

In order to promote solidarity, we adopt an inclusive ethos with a strong family feel throughout the department. During break and lunchtimes, students are encouraged to socialise alongside staff within the Autism Resource Provision, enjoying a sociable lunch and game of chess. We also hold social skills sessions for specific groups of students to enable them to problem solve real life situations and to work through any challenges that they face within school and the wider community. We also have a peer mentoring scheme which promotes solidarity across the school and a range of other activities including disco and specialist quiz events organised through the Autism Resource Centre which are attended by students across all year groups.

The Common Good is actively supported through a range of intervention sessions that promote mutual respect for all members of our school community. We value the whole person, regardless of SEND needs, respecting all students’ unique strength and talents. This is evidenced through individual support passports and bespoke learning plans, which promote a person-centred approach throughout the whole school community.

To enable a Favourable option for the Poor and Vulnerable, we actively support students regardless of their starting point in life and regardless of their level of need. We support students using a range of interventions including wellbeing support through ELSA groups, bespoke trauma-informed interventions, social and emotional support groups and literacy interventions. We have also recently introduced our Beacon Provision, providing an alternative education support programme some of our most vulnerable students within our school community.

Students with Emotionally Based School Non-attendance access or those who have suffered previous trauma are able to access our Nurture Provision. This facility supports attendance barriers for some of our most vulnerable students, whilst offering an emotionally available adult in which to foster relationships with. Our Nurture Provision also offers wraparound care, offering students a calm start to their day, and a quiet space in which to enjoy their break and lunch. Within school, we have a number of Trauma Informed Leads (TILs) who offer individualised support for those who have suffered trauma or adverse childhood experiences. Through this, students are able to feel love and security within our school community. We also provide support to students who join our school throughout the year, especially those for whom English is an additional language. These students attend bespoke group literacy sessions to boost their language skills and to help them to integrate successfully into the life of our school. EAL conversation club also provides an opportunity to practice speaking in English, and to meet other students who have similar experiences of moving to a new country.

We provide support for the vulnerable through our extended primary transition provision for students with SEND and those who are identified as being more vulnerable. Students are invited to visit with their family, primary school staff and with their peers throughout Years 5 and 6 to support them to feel more comfortable with the change from primary to secondary education. Our enhanced transition support is a vital element to our success within Trinity.

Peace is promoted through restorative justice conversations between students and teachers to enable peace to be maintained throughout our school community. Students who require a calmer start to the day access our inclusion base and are enabled through a 5-minute exit pass to allow them to access the school environment during quieter times. A number of students access our Trinity Provision before school to enable them to start the day in a peaceful environment, airing any worries that they may be holding.

We run an active gardening club which promotes Care for Creation, where students take responsibility for their own environment, becoming responsible citizens. Other activities include litter picking and our popular walking club where students have the opportunity to appreciate the world around them whilst enjoying a sociable walk. Students who require a more bespoke curriculum are encouraged to participate in bushcraft activities within the school grounds which encourage team spirit and environmental responsibility.

Dignity of Work and Participation is embedded through our inclusive ethos. Students with SEND are fully involved with our whole school community, participating in extra-curricular clubs, sports clubs, school council, the disability cricket sessions and the school skiing trip. Students with SEND are supported in assessments and examinations through specific access arrangements such as rest breaks and access to a reader. These concessions enable equality by removing barriers and enabling students to achieve their academic potential alongside their peers. Specific students in KS4 have access to specially targeted revision sessions which enables them to secure the best possible results, whilst also boosting their self-esteem. Within our ARC, we also hold an annual special interest quiz, which celebrates the unique interests of some of the students within our school whilst encouraging all levels of participation.