

Special Educational Needs and Disabilities

Holy Trinity Catholic School



SEND Support

At Holy Trinity, *all children are entitled to a broad, balanced, relevant and differentiated curriculum*. As a Catholic school, we acknowledge the *unique creation of every person* and endeavor to meet the individual educational needs of all pupils. We are committed to providing the right support in order to meet the needs of every pupil so that they can reach their full potential. Every teacher is a teacher of every pupil including those with special educational needs and disability (SEND).



[**SEND Information Report**](#)



[**Accessibility Report**](#)



[**Birmingham Local Offer**](#)

Special Educational Needs Co-Ordinator



Mrs R Sian

Assistant Headteacher
SENCo

At Holy Trinity, we believe that all children are educated in an inclusive environment, which enables each child to access the curriculum and reach their full potential. As part of Our School's Mission Statement, it states 'all are respected as equal and where differences are celebrated' - Diversity and differences are recognised and celebrated at Holy Trinity. We see differences as an opportunity for learning not a barrier to learning. We aim to provide all of our children with the skills and knowledge to allow them to be citizens of the world, through High-Quality Teaching and by offering additional support, which is tailored to the individual needs of students. The Drexel Centre offers a welcoming environment where experienced teachers and other professionals work together to benefit our students. We are constantly building an ongoing, holistic understanding of pupils and their needs. We work closely with parents and carers to ensure students have the appropriate provision, to help them develop and become successful. Our goal is that all of our children will be emotionally, spiritually, socially and academically ready for the big wide world.

The Drexel Centre

Our new inclusion block is named after an inspiring role model, Saint Katherine Drexel. She is recognised as a Saint for her devotion to Christ as well as helping the poor. She was a philanthropist, educator, and religious sister. Over her lifetime, she inherited money from her family, which she devoted to charity as she opened new schools. Before retiring she had more than 500 Sisters teaching in 63 schools throughout the country. Saint Drexel was known for her love of the Eucharist as well as her drive for total unity. Ultimately, her main goal was for inclusivity in the education system. She believed that everyone, especially those from minority groups should have access to a quality education. As a school, it is of the highest importance that we follow in Katherine's footsteps and strive for total inclusivity at Holy Trinity.

Our new inclusion block will give our SEN students access to any extra help and nurturing they may need to reach their full potential. Our goal at Holy Trinity is similar to Saint Drexel's in that we will educate all our children to become well rounded emotionally, spiritually, socially, and academically.



Provision

Provision is based on the graduated approach as specified in the 2015 SEN Code of Practice, with subject teachers responsible and accountable for the progress and development of pupils in their class, including pupils who may be receiving additional support from teaching assistants.

At Holy Trinity we:

- recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND
- believe strongly in the benefits of early intervention and therefore target a lot of support at Key Stage 3

Our provision includes the following:

- Person centred reviews, where appropriate
- In class support targeted at those pupils with the greatest need
- Weekly mentoring support for students with a diagnosis (or pending) of ASC
- Reasonable adjustments, where necessary for pupils with Autism and/or ADHD
- Regular contact with parents of SEND children and notification of any updates/courses
- Access arrangements for examinations, as appropriate
- Careers advice
- Access to mentoring/counselling through a referral system
- Access to family support service workers through the Early Help Assessment process
- EAL language support for students who have recently arrived in the country

Reporting and Feedback

All pupils receive written reports once a year plus termly progress reports, which show the progress that students are making towards their target grades. Parents/carers with concerns about their child should contact:

- the subject teacher if they are concerned about their child's progress in a particular subject, as they are accountable for the development of all pupils in their class
- the SENCo if they have worries about their child's learning in general
- the Head of Year if they are concerned about behavioural issues

Pupils with an *Education & Health Care Plan (EHCP)* will have it reviewed on an annual basis and detailed feedback will be obtained from subject teachers and support staff. In addition there will be a further two opportunities for the parents/carers of pupils with EHCPs to meet with the SENCo to discuss their child's progress – one of which will be Parents' Evening. All parents/carers of these pupils will be invited to attend these meetings by either phone and/or letter. Details of Statements and EHCP's will be circulated to all staff.

Where a child has been identified as having a special educational need or disability (other than an EHCP) the SENCo or a member of the support team will meet with the child in order to complete a One Page Profile which will then be shared with all relevant staff. This will include:

- a photograph of the child
- what the pupils wants staff to know about them
- what helps the pupil to learn best and what they may struggle with in school
- information about their hopes, dreams and aspirations for the future

Contact us

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