



### Special Educational Needs and Disability Policy

*Our vision is the creation of lifelong learners, whose confidence in independent learning has been developed through teaching, which recognises the importance of creativity, critical thinking and the artistic exploration and expression of self and identity.*

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 endeavour 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).

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Keeping Children Safe in Education, March 2015
- Teachers Standards 2012
- Anti-bullying, Behaviour, Safeguarding, Complaints Procedures, Disability Equality Scheme and Policy, Freedom of Information, Looked After Children, Pupil Premium and Race Equality Policy.

We understand our responsibility to have 'due regard' to the considerations and implications set out in the Equality Act, 2010. In doing so, we strive to prevent discrimination, to promote equality of opportunity and to foster good relations.

We acknowledge our duty to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage to others of the same age.

#### **Holy Trinity's Special Educational Needs Co-ordinator**

Mrs Sian is the school's Special Educational Needs Coordinator (SENCO) Mrs Sian is the newly appointed SENCO and has completed the National Award for SEND Coordination in September 2022. Mrs Sian can be contacted via the school office on 0121 772 0184 or by email [RSian@holytrc.bham.sch.uk](mailto:RSian@holytrc.bham.sch.uk).

## Role of the SENCo

The role of the SENCo involves:

- ensuring all practitioners within school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN for all students.
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights and feedback inform any actions taken with school
- liaising with professionals or outside agencies beyond school

## According to the SEN and Disability Code of Practice 0 to 25 years (2015)

*“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

*“A child of compulsory school age or young person has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

DfES: Special Educational Needs and Disability code of practice: 0 to 25 years, January 2015 p15-16.

## Aims

- To provide an environment in which all pupils are able to reach their potential
- To raise the aspirations of and expectations for all pupils with special educational needs; improving their outcomes
- To ensure that the special educational needs of pupils are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for a pupil's special educational needs
- To implement the SEN and Disability Code of Practice 0 to 25 years (January 2015)
- To use a four part cycle of 'Assess-Plan-Do-Review'
- To respond to the requirements of any Statement/ Education and Health Care Plan (EHC Plan) relating to a pupil in school

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- To adhere to the Birmingham Local Authority (LA) guidelines for Inclusion
- To implement the Equality Act 2010
- To maintain a register of pupils with special educational needs and disabilities (SEND Support and Statement/EHC Plan)
- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To monitor, record and evaluate the progress of pupils on a continuous basis
- To establish a good communication system, both within the school and between school, external agencies, governors and parents/carers.
- To work closely with senior staff, pastoral staff and subject teachers, providing information on pupils and their needs
- To ensure that a wide variety of teaching strategies are used for pupils with special educational needs, including the use of information technology to support learning
- To ensure that pupils with special educational needs are fully included in all aspects of school life
- To work with pupils in order that they find suitable college/training/employment when they leave school
- To encourage parents to become partners with the school in their child's education
- To regularly review the policy and provision for special educational needs and disabilities (SEND)

**What kinds of Special Educational Needs might the students at Holy Trinity Catholic School have?**

Special educational needs and provision can be considered as falling under four broad areas:

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

**Communication and interaction**

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being communicated to them or they do not understand or use social rules of communication. The profile for every student with SLCN differs and his or her needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Students with Autism, including Asperger's Syndrome, are likely to

have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can affect how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Students may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some students require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students with MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Identifying Special Educational Needs**

At Holy Trinity Catholic School, we use a variety of different ways to assess whether a student has special educational needs. Initially, records for pupils with SEND from primary schools are used to identify those pupils already on the SEND Register. The SENCo and the Transition Manager visit primary feeder school SENCOs to discuss the needs of the pupils and the provision that in place at primary school. Students with an EHC Plan are automatically included on the SEN Register and we liaise closely with the

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relevant primary feeder school. All pupils commencing in year 7 take a NGRT reading test and will complete a CATs test. Results from these will determine if further assessment is required. All year 7 will repeat their NGRT reading test at the end of the year. Results from the NGRT reading tests are shared with teachers, to ensure adaptive teaching takes place. Students with a reading age of below 9 are monitored, a small group of these students receive intervention through a programme called 'Jumpstart'. These students will take a NGRT reading test termly.

Progress of these students is monitored/measured and further intervention may take place in year 8.

**We also make use of the following:**

- Progress monitoring throughout the year
- SEN Profiles
- Information from parents and carers
- Concerns raised by a parent or member of school staff
- Liaison with external agencies
- Formal diagnoses by healthcare professionals

Every endeavour is made to ensure, reasonable adjustments for pupils who may have a disability under the Equality Act 2010 have been made. Pupils who need specialist help at a level which school is unable to provide, are referred to the appropriate outside agency for guidance.

It is important to consider the following that may have a significant impact on progress and attainment:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

**A Graduated Approach to SEND Support**

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Subject teachers are responsible for the progress and development of pupils in their class, including the support given by Teaching Assistants or external agencies. High quality teaching, adapted for pupils' needs, is the main way we respond to pupils with SEND. Additional intervention and support cannot make up for a lack of Quality First Teaching. However, if pupils still experience a significantly greater difficulty in learning then further assessments will be carried out. Holy Trinity Catholic School practises the recommended **graduated approach: Assess Plan, Do and Review**.

- **Assess:** Information is gathered from the teacher, student, parents, teaching assistants and assessments. This will help to identify the student's barriers to learning.
- **Plan:** The SENCo will liaise with key stakeholders and decide what additional support is required to overcome these barriers. This will be recorded on the SEND register.
- **Do:** The subject teacher remains responsible for working with the pupil.
- **Review:** The interventions are formally reviewed termly against expected impact on progress, considering, the views of the parent and pupil.

**Managing pupils' needs on the SEND Register**

To comply with the SEN and Disability Code of Practice 0 to 25 years, 2015, the SENCo has a managerial role in coordinating effective educational provision for children with special educational needs. The responsibilities are:

- overseeing the day to day operation of this policy
- liaising with and advising colleagues and subject departments
- coordinating provision for children with special needs
- maintaining the school's SEND Register and overseeing the records on all pupils with SEND
- advising on the graduated approach to providing SEND support
- liaising with parents of children with SEND
- contributing to the in-service training of staff and governors
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with and being a key point of contact to external agencies including the educational psychology service and other support services, medical and children's services and voluntary bodies
- liaising with the next providers of education to ensure a pupil and their parents are informed about options for a smooth transition

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- working with the Head teacher and school governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

**SEND Support**

Interventions are provided that are **additional to or different from** those provided as part of our school's usual differentiated teaching. Intervention is triggered by concerns raised by teachers and others and supported by evidence about a pupil who, despite receiving quality first teaching and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of quality first differentiated teaching.
- concerns are also triggered by concerns raised by parents and / or pupils themselves. Listening to pupils and parents is an essential partnership at Holy Trinity Catholic School.

The SENCo facilitates further assessment of the pupil's specific needs. The SENCo plans future support and expected outcomes for the pupil in discussion with colleagues. The action taken is monitored and reviewed against the outcomes. Where the pupil needs individual tuition to meet their needs, it is co-ordinated through the SEND Department in liaison with key stakeholders. The pupil's teachers remain responsible for working with the pupil on a daily basis and for planning and delivering adaptive Quality First Teaching.

If progress is not made against expected outcomes, then the SENCo liaises with external support services and professionals to provide appropriate strategies to support. The specialist services, together with the SENCo, plan the provision and provide support.

If expected outcomes are met, the level and type of intervention will be reviewed and modified. Pupils with SEND receive equality of entitlement to the National Curriculum and take part in all aspects of the school, where practically possible.

### **How does Holy Trinity Catholic School get more specialist help for students if they need it?**

In our school if we feel a student requires more specialist help, we work with the following people to get this:

- Communication and Autism Team
- Pupil and School Support Service
- Educational Psychologist service
- Forward Thinking Birmingham (formerly CAMHS)
- School Nurse and other Healthcare Professionals
- Local Organisations and charities

If, expected outcomes have not been met and the pupil still has a significantly greater difficulty in learning than their peers do, then a request for an Education and Health Care Plan (EHC Plan) will be considered.

### **Education and Health Care Plans**

The SENCO follows the process governed by the SEN and Disability Code of Practice 0 to 25 years (2015). See Appendix B: 'statutory timescales for EHC needs assessment and EHC plan development' from Code of Practice, 2015. (See appendix one for further information)

### **Deciding whether to issue an EHC plan**

9.51 Where, considering an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority must prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it must notify the child's parent or the young person and give the reasons for its decision. The local authority should ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it must issue the finalised EHC plan.

9.52 In deciding whether to make special educational provision in accordance with an EHC plan, the local authority should consider all the information gathered during the EHC needs assessment and set it alongside that available to the local authority prior to the assessment. Local authorities should consider both the child or young person's SEN and the special educational provision made for the child or young person and whether:

- The information from the EHC needs assessment confirms the information available on the nature and extent of the child or young person's SEN prior to the EHC needs assessment, and whether



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- The special educational provision made prior to the EHC needs assessment was well matched to the SEN of the child or young person

9.53 Where, despite appropriate assessment and provision, the child or young person is not progressing sufficiently well, the local authority should consider:

- Whether the special educational provision required to meet the child or young person's needs can reasonably be provided from within the resources normally available to mainstream early years providers, schools, and post-16 institutions, or
- Whether it may be necessary for the local authority to make special educational provision in accordance with an EHC plan

9.54 Where a local authority carried out an EHC needs assessment for a child or young person and

- Their circumstances have changed significantly, or
- The child or young person has recently been placed in a new setting or
- Their special educational needs were identified shortly before the EHC needs assessment,

If no comparable special educational provision was being made for the child or young person prior to the EHC needs assessment, then the local authority should consider what new special educational provision is required, considering the points in 9.53 above.

**Parental involvement with the education of a child with SEND**

Our school has an open-door policy to parents ensuring we are always approachable, so parents and carers feel involved in the education of their child.

In addition, our school aims to involve parents in the education of their child through a variety of different ways including:

- Meetings with our SENCo, subject teachers and support staff
- Target setting so parents and carers can see what their child is working on next
- Parent Forums
- Information on the school website
- Parents' evenings
- Family Learning
- Signposting to parent groups
- Parent questionnaires

### **How are students with Special Educational Needs involved in their own education?**

We aim to involve all students in our school in the evaluation and implementation of their own education. For students with special educational needs, we use a variety of strategies to support this including:

- Person Centred Reviews in liaison with Pupil & School Support
- Self-assessment
- Having a range of equipment available for the student to choose to use
- Ensuring the student has a designated adult to go to if they need help
- Membership of the school council (by choice)
- Student Profiles
- Medical alert cards and medication passes
- Visual timetables
- Time out cards
- Student questionnaires and ongoing student voice through form time

### **Dealing with complaints**

If you have a complaint about the school, please contact the SENCo in the first instance and we will do everything we can to respond to the complaint. If this does not resolve the issue, the complaint should be directed to our Head teacher or a member of the SLT. The school and governing body take complaints seriously, and will act upon these on an individual basis.

### **Monitoring and reporting arrangements**

The Head teacher, Colin Crehan, is responsible for day-to-day management of all aspects of the school's work including special educational needs and keeps the governing body fully informed.

The SENCo provides an annual written report to the Governing Body, detailing current issues, developments and plans. The SENCo expects to be challenged by the SEND Governor, to continually improve practice and delivery for all pupils with SEND at Holy Trinity Catholic School.

### **Reviewing the policy**

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The Head teacher and the SENCo monitor this policy. They also receive support from the named Governor for SEND Holy Trinity Catholic School.

In accordance with statutory responsibilities, Holy Trinity Catholic School also has a SEND Information Report, which is reviewed annually. The Accessibility Plan is updated every three years; both are displayed on the school's website.

**Support services that can help parents and carers with students who have Special Educational Needs**

The SEN Parent Partnership service exists to provide advice and information to parents and students in Birmingham. They can explain the special educational needs procedures, help parents understand the law and procedures and provide information on other issues that may be useful. The SEN Parent Partnership is based at The Pod, 28 Oliver Street, Nechells, B7 4NX. They can be contacted on 0121 303 5004 or at [senparentpartnership@birmingham.gov.uk](mailto:senparentpartnership@birmingham.gov.uk).

Parents and carers can also refer to The Birmingham Local Authority's Local Offer, which can be found at <https://www.localofferbirmingham.co.uk/>

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Ratified by Governors 22<sup>nd</sup> May 2024