



SEN Information Report

Trafford's Local Offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

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1. What kinds of special educational needs does the school provide for?

Blessed Thomas Holford Catholic College provides for children with SEND in line with the Equality Act 2010. This would be if they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four areas of need outlined in the 2014 SEND Code of Practice are:

- Communication and interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Children with medical conditions will have Education, Health, and Care (EHC) plans which specify the type and level of support required to meet their medical needs.

BTHCC currently support students with the following range of special educational needs: Autistic Spectrum Condition, Sensory Impairment, ADHA, Downs Syndrome, physical impairments as well as specific learning difficulties, including Dyslexia and Dyspraxia.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Blessed Thomas Holford uses a graduated approach to working with pupils with SEND. Teaching and support staff use a continuing cycle to observe, assess, plan, implement and review. This allows staff to see the individual areas of need along with pupils' strengths so provision can be mapped accordingly.

The first stage of deciding if a formal request for SEN support is to be made, is a meeting between teaching staff and SENCo. Here they will discuss all of the information gathered from within the school along with supporting documents from primary schools received during their transition.

Further to this, high quality formative assessments will be completed by trained staff within school to accurately address areas of need.

For higher levels of need, Blessed Thomas Holford have arrangements in place to draw on more specialised assessments from external agencies and professionals including Speech and Language Therapists, Educational Psychologist and Trafford's Sensory Impairment Support Service.

Where necessary, in Year 9, pupils are assessed for examination access arrangements by an approved assessor. The result of this assessment is then used to determine whether the pupil meets the criteria for extra time, a reader, scribe, or oral language modifier. This ensures that pupils have the opportunity to fully embed these practices in preparation for their examinations.

3. How will both you and I know how my child/young person is doing?

Throughout the academic year, all pupils will receive termly review indicating their current level of progress, along with their attitude to learning level.

In addition to this, pupils with SEND will have their own one-page profile indicating measurable targets. The progress of these targets will be communicated home to ensure that pupils, subject teachers and parents and carers are all aware of individual pupil's development.

Pupils often receive rewards in the form of one central vouchers, postcards home and phone calls as a form of letting home know the positive impact their child is having on the school community both personally and academically.

All pupils who with an Education Health and Care Plan (EHCP) will complete annual reviews as standard procedure. These provide a great forum for both staff and parents to discuss pupils' progress and any further support which may benefit.

4. How will the curriculum be matched to my child/young person's needs?

Blessed Thomas Holford encourages quality first teaching and learning to meet the needs of all learners. Teachers plan differentiated, inclusive and engaging lessons to ensure that all pupils can access the curriculum, while being challenged at an appropriate level.

Teacher awareness of SEND students and their needs is provided through one-page profiles which include all information needed to best support them in the classroom, included teaching strategies and individual pupil targets.

We aim to encourage independence for all our students, in preparation for life outside of education when they leave the school. Independent learning starts as early as possible by matching tasks set to the strengths of the learner. For those who need a more specialist approach, teachers are encouraged to discuss approaches with the specialist teachers within the school.

In Year 9 students with SEND are assessed for access arrangements for their public examinations. The diagnostic assessments are administered in school by an approved assessor from the local authority. The data from these assessments is then used to ensure that that your child has the support in place from the beginning of their GCSE course, it also allows pupils and staff to become familiar with the arrangements as the normal way of working.

5. How will school staff support my child/young person?

Teaching Assistants draw up one-page profiles and set targets and objectives for each individual pupil. Resources are addressed and collected so we can empower the pupils to access the curriculum.

Teaching assistants also liaise with teachers regularly during lessons to see how they can support pupils and their teaching.

Further to this teaching staff have a huge focus on adaptive teaching to ensure that the work that they plan and set, both during school and for homework tasks is suitable for the children they teach.

6. How is the decision made about what type and how much support my child/young person will receive?

When deciding what type of special educational provision will best support your child, class teachers, support staff and SENCo will consider all of the information collected from the school about the pupil's progress, alongside national data and expectations of progress. Further to this, discussions about the child's wellbeing and behavioural difficulties will also take place to ensure everyone has a full understanding of the pupils needs.

We use a range of information from external agencies, including CAMHS, TSISS and Social Care to inform the support for pupils in school. Alongside cognitive testing, this information is used to determine a programme of support or intervention for the pupil, the assessment of SEND reflects a continuous cycle to observe, assess, plan, implement and review.

Pupils who are identified as requiring support that is additional and different are listed on our SEN Register. The SEN register comprises of two categories. The highest category of need is represented by students who have a statement or, from September 2014 an Education, Health and Social Care Plan (EHCP). The second category is for pupils who have additional needs that require extra support, but this support will be at a level below that of an EHCP. These pupils will be identified as having 'SEN Support'.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

At Blessed Thomas Holford we ensure every effort is made to make all trips and activities accessible for all of our pupils. Risk assessments are completed by trip leaders prior to any off site activity with the appropriate number of pupils: staff ratio at all times. Further to this risk assessments specifically for your child, may on occasions need to be completed, to ensure their safety and well-being during any activity. We will involve parents in these discussions.

8. What support will there be for my child/young person's overall wellbeing?

Here at Blessed Thomas Holford, we pride ourselves on providing our pupils with outstanding pastoral care. Our pastoral team is very strong, and everyone works hard together to support your child and address any queries or problems that may be preventing them from being completely happy and secure in school.

The pastoral year teams consists of form tutors, two Heads of Year for year 7 and a Head of Year for years 8-11. Your child's Form Tutor is your first port of call if you have any concerns regarding their wellbeing or progress. However, your child's Head of Year is always on hand to discuss any issues you may have, no matter how small. It helps us and your child if we know about anything that you are aware

of which may be adversely affecting them, so please do not hesitate to get in touch. The Head of Year 7 and our SENCo work really closely together to ensure that the needs of our SEN pupils are met.

In addition, we have Pastoral Managers who, along with our SENCo, provide support for our more vulnerable pupils and offer behavioural support.

Our priority is to ensure that each and every young person here at Blessed Thomas Holford Catholic is happy, safe and successful, so that they can achieve their potential.

9. What specialist services and expertise are available at or accessed by the school?

Blessed Thomas Holford has strong links with outside agencies which are able to offer further support and advice to both staff, students, and parents and carers these include: ☒ Social Services

- Educational Psychologist
- Trafford Engage Service
- Trafford Sensory Impairment Support Service
- Health professionals – Doctors, Nurses, Occupational Therapist, Speech Therapist, Advisory Teaching Service
- Targeted Support Team – Parenting support and guidance
- Local charities/ SEN support groups and societies

10. What training have the staff supporting children/young people with SEND had?

Blessed Thomas Holford has a large team of teaching assistants, all with a wealth of experience in working with young people in education and supporting pupils with special educational needs and disabilities.

Further to this, there are specialist support staff who are trained to deliver intervention lessons to both small groups and one to one in both Literacy and Numeracy.

All members of staff are part of the schools Performance Management system ensuring regular opportunities for up-to-date training to be delivered by the school leadership team and from specialists from the Local Authority.

11. How accessible is the school environment?

Blessed Thomas Holford is an inclusive and expanding environments for all pupils with SEND. The main building is fully accessible to the whole ground floor which supports impaired mobility and includes access to toilet facilities for wheelchair users. However due to the age of the school there are no lifts to the second and third floors of the main building.

Our school boasts a state of the art Sixth Form completed in 2011 which is fully equipped for pupils with SEND. The Sixth Form has wide corridors and doorways, large classrooms with a lift to access all floors. We also have a new building with sports hall and fourteen classrooms, which is fully accessible.

12. How are parents and young people themselves involved in the school?

Staff at Blessed Thomas Holford liaise closely with parents/carers. Parents/carers of pupils/students with SEN are invited to contribute to regular review meetings, attend meetings with the staff from external services, as well as having regular communication with the SENCo and the other teaching members of staff.

Each year group receives two progress reviews as well as a full written report and a Parents' Evening. In our home/college partnership we require parents to attend these consultation meetings as part of their agreement to support their child's education.

During every Parents' Evening we provide a questionnaire for parents to complete giving their views of the College and how we can improve. At the end of each term, we provide a college newsletter with news information on college events.

There are further opportunities for parents to become involved themselves in school with the "Fund Raising for Future" team. Here staff and parents arrange events and functions as a way of raising money for the whole school community. This money is then spent to improve school facilities and purchase new equipment to ensure your students have the best possible provision.

13. Who can I contact for further information?

If you require any further information, please contact staff via reception.

S. Crampton- Assistant Headteacher/SENCo

D.O'Rourke – Deputy SENCo

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The transition process begins with visits to meet the Year 6 teachers at our feeder primary schools by the Head of Year 7 and/or SENCo, to gather information on pupils transferring here. Parents/carers of SEN pupils can also arrange an appointment to come in to school to discuss their child's needs with our SENCo and Head of Year 7 prior to their transfer in September.

In addition, there is a Welcome Evening for parents and prospective pupils at the start of the last half term of Year 6, which enables parents to access further information and allows pupils to meet their new Form Tutors, followed soon after by a Taster Day, which provides pupils with the opportunity to find out in advance what a typical school day at Blessed Thomas Holford is like.

Also, during the summer term, our heads of Year 7, take groups of Year 7 pupils to visit their old primary schools to talk to pupils transferring here about what it is like to be a pupil at Blessed Thomas Holford.

Pupils are able to ask lots of questions to help them feel more confident about starting their new school.

Towards the end of the summer term, we hold an orientation morning for SEN pupils, giving them the opportunity to look at our facilities and familiarise themselves with secondary school life.

For the past three years Blessed Thomas Holford has successfully held a summer school programme for Year 6 pupils joining the school in September. The programme was open to pupil premium pupils along with pupils with SEND and provides a great opportunity for the pupils to meet their future classmates and teachers whilst also getting to know their new school surroundings.

Throughout Key Stage 4 we work hard to prepare our students to move onto their next stage of education and life. We work closely with Connexions, Form Tutors and the Pastoral Team to support pupils with application forms and interviews for colleges and sixth forms.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/fsd or by contacting the **Family Information Service on 0161 912 1053**