



Special Educational Needs Policy

Approved by:	Pupil Welfare Committee	Date: 11 th March 2019
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1.0 Fundamental Principles

- 1.1 Blessed Thomas Holford Catholic College seeks to ensure that all pupils’ needs are met. All pupils, including pupils with special educational needs, have an equal opportunity to access the curriculum in order to realise their full potential. The fundamental principles – as set out in the college’s mission statement – are reflected in college policies on curriculum, pastoral care, equal opportunity and assessment, recording and reporting.
- 1.2 The college seeks to integrate pupils into mainstream teaching groups but is flexible in its response to their individual needs.
- 1.3 At Blessed Thomas Holford Catholic College, all staff seek to work in partnership with pupils with SEN, parents and relevant outside agencies to ensure individual needs are met.
- 1.4 The college adopts the principles, policies and relevant sections of the DFE SEN Code of Practice 2014.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

2.0 Pupils with Special Educational Needs

- 2.1 The definition of SEN set out in the SEN Code of Practice 2014 is 'Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.' These difficulties may stem from;
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and/or Physical needs

Furthermore, the Government (May 2018) defines EHCP and School Support categories as follows:

- **SEN Support:** extra of different help is given as part of the school's usual provision. The class teacher and SEN Coordinator (SENCO) may receive advice and support from outside specialists. This category replaced the 'School Action' and 'School Action Plus' categories.
- **Education, Health and Care Plan (EHCP):** A pupil has an EHC plan when the Local Authority issued one following a formal assessment. This document sets out the child's needs and any extra help they should receive.

3.0 Identification of Pupils with SEN

3.1 Year 7 Intake

- 3.11 The SENCO and the Assistant SENCo co-ordinate the SEN information for new intake pupils, in collaboration with the Pastoral Team.
- 3.12 Visits to feeder primary colleges provide the opportunity for a full discussion of any individual pupil with SEN and to aid a smooth transition in the Summer Term.
- 3.13 Parental and outside agency personnel meetings are arranged for pupils at SEN Support and pupils with an Education Health and Care Plan to discuss arrangements for support provision and any concerns that may arise or transfer.
- 3.14 KS2 and CATs information is taken into account when identifying pupils with SEN.

3.2 Admissions during KS3 and KS4

- 3.2.1 At an admission procedures meeting, relevant information may be discussed with the Head of Year/Head of House and SENCO, if appropriate. Reports from the previous college and relevant SATS/CATs data will be taken into account when planning to admit a new pupil. All pupil transfer requests will be reviewed by the Headteacher.

3.3 Pupils in College

- 3.3.1 Individual concerns can be raised by pupils, staff and parents.
Indicators may include

- Information from the Pupil Review System
- Pupil's response to written tasks
- Practical, oral or group tasks
- Behavioural incident reports
- Social/emotional wellbeing
- Evidence of underachievement through subject test or examination results

4.0 Procedure for Pupils with SEN

Education provision additional to or different from the provision generally made to pupils is planned according to individual needs through our provision mapping procedure;

4.1 Co-ordination

4.1.1 Mr Stuart Crampton has oversight of provision for pupils with SEN and maintains the records for these pupils along with Assistant SENCo, Mrs. Margaret Robinson, who is supported by the SEN department.

4.1.2 **SEN School Support.** The SENCO in consultation with parents asks for help from external services. Through the Provision Map, additional support or different strategies that are put in place. The targets outlined in the Provision Map are reviewed on a termly with individual pupils, parents, subject Staff, Teaching Assistants, and outside support agencies, as appropriate.

4.1.3 **Formal Assessment.** If the College is unable to meet the needs of the individual or the pupil is giving a significant cause for concern, a statutory assessment can be requested by the college. Parents can also ask the LEA to carry out a statutory assessment.

4.1.4 **Educational, Health and Care Plan (EHCP).** This document will replace the former statement of special educational need. In line with Government guidelines, all pupils have been transferred to the new EHCP format. This EHCP will be issued by the LEA, which provides extra resources for the college to meet the needs of the pupil. As part of the ongoing support for pupils with SEN and their parents, there is an annual review – or in Years 8 and 10, a Transition Plan, which monitors and evaluates the provision provided by the authority.

4.1.5 Dissemination

4.1.5.1.1 SEN Information is highlighted to staff at the beginning of each school year and regularly updated throughout the school year. This information can be accessed directly by staff via SIMs profile This includes banding into types of SEN and support services involved. Included are also strategies to assist staff support pupils with Dyslexia, Dyspraxia, Cognition and Behavioural difficulties, and Social/Emotional needs. Specific, personalised information regarding to the medical needs of individual pupils will be shared by the SEN and Pastoral Team.

- 4.1.5.1.2 Provision Maps for individual pupils are available to staff via the Y-Drive/Staff/SEN/Provision Maps. Staff are asked to record pupil's SEN in their online work books with other relevant data.
- 4.1.5.1.3 All Provision Maps are centrally held by the SEN Department and are available to staff in the Y-Drive. Each Provision Map lists either the Literacy, Numeracy, Social/Emotional, Organisational or Behavioural targets. Provision Maps may also feedback from relevant agencies, which may include; Educational Psychologist Service, Social Service, Health Service.
- 4.1.5.1.4 Provision Maps outline pupils' key needs, the support provision to be provided, and differentiated learning strategies. Provision Maps are reviewed with the individual pupil, parents/carers, Teaching Assistants, subject Staff, and the relevant outside agencies.

4.2 Provision and Support

4.2.1. As outlined in the Teachers' Standards, May 2012, all teachers must:

'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

Teachers must also use their own professional judgement to make informed decisions about children they consider to be performing at a level significantly different to that of their peers, including information about attainments gained from assessment or to have some form of special need.

A range of teaching strategies, approaches and equipment are deployed to provide a differentiated curriculum for SEN pupils.

- 4.2.2. TAs support pupils with identified needs throughout the college. Pupils receive the support within the classroom although it may be beneficial for small groups or individuals to be withdrawn for specific topics, for example Literacy and Numeracy.
- 4.2.3. Teachers should use appropriate assessment to set targets which are deliberately ambitious and reflect high expectations. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. Setting and groupings may be used in subjects to aid the learning of new skills and allow staff to match the work to the level of the pupil's ability.
- 4.2.4. Extra support is made available in KS4 through deployment of subject staff.

4.3 Resources and Equipment

4.3.1 The partnership between subject staff, and SEN, Teaching Assistants are the most valuable resource in relation to SEN provision to meeting the individual needs of the pupils.

5.0 Staff Development

5.1 The SENCO will liaise regularly with Heads of Departments, Heads of Year, Pastoral coordinators to support them in their provision for children with SEN and to provide support for individual development and subject needs.

5.2 Senior Leadership and SENCO have a responsibility to identify areas for future staff development through the college development plan and build them into the college's INSET programme. They must ensure that staff have access to high quality CPD covering a range of topics, relating to different areas of SEN.

6.0 Complaints

If the parents of a child with SEN have a complaint, they should arrange a meeting with the SENCO who will deal with the matter and who may feel the need to involve the Headteacher in resolving the issues. Complex problems, which cannot be resolved in this way, will be referred to the Local Authority.

7.0 Evaluation and Review of Provision for SEN

7.1 Provision for SEN is monitored and evaluated – the termly report from the Headteacher to the Governors and the annual Governors report to parents.

7.2 Policy and practice are monitored by the SENCO, Assistant SENCo and the Governor responsible for SEN.

7.3 Heads of Department, Heads of Pastoral and Pastoral Teams have an SEN item on their meetings and are invited to recommend ways in which provision for individuals may be enhanced.

Appendix 1 - Accessibility Plan

BLESSED THOMAS HOLFORD CATHOLIC COLLEGE

Accessibility plan

2018-2021

Section 1: Vision statement

Comment on:

- *Requirement under the Equality Act 2010 for schools to have an accessibility plan*
- *Purpose of the plan*
- *Definition of disability according to the Equality Act 2010*
- *School aims and values*
- *How the plan links to other documentation and policies*
- *How the plan will be shared*
- *Internal and external monitoring procedures*
- *The plan's focus on the physical environment, curriculum, and written information*
- *Training*
- *Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations*
- *Complaints procedures*

Definition of disability under the Equality Act 2010

Disability is defined by the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The act sets out details of matters which may be relevant to determine whether a person meets the definition of a disability. Long term is defined as lasting or likely to last for at least 12 months.

Next review date: September 2020

Section 2: Aims and objectives

Our aims are to:

- Maintain & increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Continue to develop teaching and learning practice across all subjects to improve access for pupils with a disability

Continued Professional Development of Staff:

As detailed in the Trafford Local for SEND: Graduated Approach, BTHCC recognizes that the first steps to supporting a young person with a disability is access to Quality First Teaching. BTHCC ensures that all staff are given regular access to updated training as part of our provision for their ongoing professional development. This is reviewed by the Leadership Team annually to reflect the changing needs of our pupils.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=GWN-yIDsWX4>

Additional Support for pupils at School Support/EHCP:

We provide a range of personalised support for pupils through the following interventions:

- In class support from a Teaching Assistant
- Small group intervention for Literacy, Numeracy, Social Communication, Working Memory, Art Therapy
- Mentoring from a trusted adult through either Teaching Assistants or Pastoral Team
- Targeted reading intervention- through a range of specialist programs; including Ready2Read, Lifeboats and AQA Entry Level English
- Access arrangements for examinations
- Access to quiet spaces during break/lunchtime
- Specialist support from a range of external agencies; including: Trafford Sensory Impairment Support Service, Healthy Young Minds, Educational Psychologist, Occupational Health, Speech and Language Therapy, Social Care
- Access to ICT facilities to support access to learning

The assessment and monitoring of SEND reflects a continuous cycle to observe, assess, plan, implement and review cycle, as per Local Authority guidance.

Additional Support for pupils in examinations:

BTHCC follows the JCQ guidance and regulations regarding access to examinations and ensuring reasonable adjustments are in place. We are inspected annually by a JCQ representative to ensure that these are implemented appropriately.

These adjustments may include the following:

- Reader
- Scribe
- Additional time- up to 25%
- Use of a word processor
- Rest breaks
- Enlarged examination papers

Where necessary, in Year 9, pupils are assessed for examination access arrangements by an approved assessor. The results 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. When making arrangements, we must also ensure that the integrity of the examination is maintained and that all students are given fair and equal consideration. This is explained in further detail in the relevant section of the JCQ Guidance for Examinations 2019-2020.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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Improve and maintain access to the physical environment	Specific pupils may require specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for pupils with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SEnCo	Sept 2019	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	There are steps on site that are unpainted or require repainting.	To improve the access into the buildings by painting or repainting steps when appropriate.	School plans to improve access to designated areas over successive financial years.	SLT Governors Site Team	2018 Ongoing	Improved access to areas for people with visibility disabilities
	Steps currently have yellow lines in playground to guide children	To improve the visibility of yellow lines	Repaint all yellow lines on playground to help with visibility	SLT	On-going 2018	Yellow lines visible
Improve the delivery of written information to pupils	Staff are aware of non-verbal symbols and have received training.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use non-verbal symbols to label trays. Use visual timetables and calendars.	SEnCo Class Teacher TAs	Spring term 2019	Classroom environment to have resources in place.

Currently only WC have signs.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENCo Site Team	2018/2019	Signs to be used around school to identity the use of individual rooms.
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building single storey & 2 & 3 storey blocks SF Building Quad Building Sport Academy Building	Risk assessment to take place to decide whether site is suitable.	SLT & BM	Ongoing
Corridor access	Narrow throughout main building Sixth Form has very wide corridors Sport Academy built to accessibility requirements Quad building has no corridors	Liaise with LA and Diocese regarding accessibility in main school central block. New main school building needed to address accessibility requirements to enable full compliance	SLT & BM	Plan in place by September 2021
Entrances	Main entrance to reception is in SF which is fully compliant with accessibility. Main school entrance has been moved.	Wheelchair users to be supported to use disabled ramp where permanent accessibility ramps are not fitted Wider doors being fitted around site Additional ramps being installed as part of premises development	SLT BM & Site Team	September 2019 ongoing
Internal signage	Required signage in place all correctly colour coded checked by H&S Officer	All replacement signs to incorporate accessibility requirements	Site Manager	2018 ongoing

Emergency escape routes	New evacuation chairs fitted to staircases in areas with lifts and training for site and first aid team	Trained staff are to role out training for other staff to ensure cover sufficient in both buildings and all times. Wider doors and additional ramps being fitted annually	Site Manager /BM & first aid support staff	Autumn Term 2018 ongoing
Lifts	Sixth form has lift access (OTIS lift) One storey block in Main school has a platform lift	Focus on LCVAP funding for the current 2 storey block with no accessibility lift to access the humanities and language classrooms	SLT & BM	Aim 2021
Parking	Parking space marked clearly for parking near the Library building	Additional disabled parking spaces as required to be planned	Site Manager	completed
External routes	Grounds around main site and sport academy	Annual review of condition and scheduled improvement works. Drainage, walkway and lighting improvements required to improve accessibility	Site Manager /BM	2018 ongoing

