



Blessed Thomas Holford Catholic College

May God's love be our guide 

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Blessed Thomas Holford Catholic College

The Special Educational Needs and Disabilities policy reflects a key aim of Blessed Thomas Holford Catholic College which is to encourage each individual student to strive to reach their full potential in a caring and supportive environment.

Approved by:	Student Welfare Committee/Governors	Date:
Last reviewed on:	September 2024	
Next review due by:	September 2025	

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for colleges DfE
- SEND Code of Practice 0–25
- Colleges SEN Information Report Regulations (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for colleges completing SEN Information Report)
- Statutory Guidance on Supporting students at college with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework documents
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards
- This policy was created by the college's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of students with SEND.

1. College beliefs and values

The Special Educational Needs policy reflects a key aim of Blessed Thomas Holford Catholic College which is to encourage each individual student to strive to reach their full potential in a caring and supportive environment.

We believe that **every teacher** is a teacher of **every child or young person**, including those with special educational needs and/or disabilities. We are committed to providing high quality education for all our students, including those with SEND.

The key values and beliefs that underpin the college's SEND policy are in line with the college values of the BTH Way: Be Kind, Work Hard and Develop Your Whole self.

- Equal opportunity for all within our college community.
- Equal value and respect for all, with everyone treating each other with positive regard and kindness.
- Recognition of individual differences with special regard for young people with SEND.
- The development of skills for life through the provision of appropriate learning opportunities, underpinned by our college virtues.
- A constant search for improvement in the quality of service provided to all young people including those with SEND.
- Commitment to both the spirit and statutory requirements of legislation including partnership between students, parents/carers and professionals.

Scope of the policy

This policy applies to all young people in the college who have additional or special educational needs. The policy applies equally to all students and their families, whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

The policy also has implications for all our partners in the SEND process, e.g. governing bodies, parent/carers and both statutory and voluntary agencies.

2. Aims

The college's aims for all students, including those with SEND, are:

- To realise the potential of all individuals by promoting excellence and a love of learning, ensuring that all students develop skills of perseverance throughout their time at college.
- To foster an ethos which is caring and considerate of others and their feelings, ensuring that students approach each other with kindness and that there is integrity within our approach.
- To provide a curriculum which provides students with the skills, knowledge, understanding and experiences relevant to their future roles in society.
- To enhance college life with extra-curricular activities and student leadership opportunities to encourage interests beyond the classroom and young people who are curious about the world around them.
- To promote equality of opportunity in all aspects of college life and foster a strong community spirit across our college.
- To further partnerships between home, the community and the college

3. Objectives

Our objectives are:

- To identify and provide an excellent education for students with SEND and additional needs.
- To work within the guidance provided by the SEND Code of Practice.
- To provide support and advice for all staff working with SEND students, providing a clearly defined framework with a set of procedures which are straightforward to implement.
- To provide support and advice for parents/carers and the families of children with SEND.
- To provide a Special Educational Needs and Disabilities Co-Ordinator (SENDCO) who will work within the SEND Policy.
- To operate a "whole student, whole college" approach to the management and provision of support for special educational needs.
- To establish partnership links with the relevant external agencies of the Local Authority, Health and Social Services, as well as partner primary colleges and further and higher education institutions, so that students are effectively supported on transition from one educational establishment to another.

4. Identifying Special Educational Needs

The SEND Code of Practice says a child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than many others of the same age
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them ('Special educational needs and disability code of practice: 0 to 25 years).

When determining if a child has SEND, we will refer to the four broad categories of need as described in the SEND Code of Practice. These are:

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

In addition to the four areas, we will also consider what is not SEND but may impact on progress and attainment, including:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of a Student Premium Grant
- Being a Looked After Child or previously Looked After Child (LAC)

In determining if a student should be entered on to the SEND register the SENCO will consider all the information gathered from within the college about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Behavioural difficulties do not necessarily mean that a student has SEND and will not automatically lead to them being registered as such. However, students who present with challenging behaviour may have unidentified SEND and the college will endeavour to identify these in appropriate ways.

Students will be entered onto the SEND register if:

- Our quality first teaching and personalised learning approach through the APDR cycle is not enabling the student to make progress and subsequent testing confirms SEND.
- Following transition from another college (either primary or an in-year admission) we have been advised that a student has SEND.

Prior to admission to Year 7:

- Blessed Thomas Holford Catholic College recognises the benefit of close liaison with a student's previous college – for most students this will be their primary college.
- Primary colleges and other educational establishments are required to pass on information on each of our prospective students in their 'transfer of information' form. We ask that this includes any current or recent provision made for SEN.
- The SEND Transition Lead will organise visits to these students and additional transition opportunities will be offered where appropriate to ensure a smooth transition.
- Parents/carers of children who have already been identified as having SEND will be invited to meet with the SEND Transition Lead and/or the SENDCo in the summer prior to the student's admission, when any concerns can be recorded and addressed.
- For students with an Education, Health and Care Plan (EHCP):
 - Contact will be established with the previous college and parents/carers to discuss the student's needs.

- Wherever possible the SENDCO will attend the Annual Review meeting at the student's placement prior to admission to the college to facilitate effective transition.
- For students who, upon transfer, at any other stage are identified as needing SEN support:
 - Targets from previous Individual Education Plans will be used to facilitate the transfer process.
 - Contact will be established with the previous college and parents/carers to discuss the student's needs.
- At the new-student intake evenings and Open Evenings, the SENDCO is available to speak with parents/carers.

Ongoing identification:

- The termly data collection for all subjects is used to monitor the academic progress of every student. In addition to this, behaviour and attendance data is also regularly analysed.
- The Quality of Education team works closely with the SEND team to identify any potential SEND underlying issues which may be presenting as pastoral issues and/or SEMH (social, emotional and mental health) needs.
- Any member of Teaching Staff, Teaching Assistants and parents/carers can refer a student to the SEND Team through the SEND Referral google Sheet if there is an area of the student's learning or wellbeing which is causing concern
- Any student can raise their own concerns via the SEND team or through their Head of Year.

Screening by SpLD Assessor:

- We ensure that every child at Blessed Thomas Holford Catholic College has access to a screening process which can identify students who may then benefit from additional support, access arrangements or indeed further assessments by the local authority. Concerns may be raised by teaching staff, teaching assistants as well as parents.
- Screening tests are also carried out to support the identification of students who may have need for additional access arrangements for GCSE exams. These take place in the summer term for Year 9 students ahead of beginning their GCSEs, and during the Autumn term for any Year 12 students who have joined us from a different 11-16 setting.
- The college may also engage in screening in relation to student mental health and wellbeing so that further support can be offered, and/or more targeted intervention provided.

5. A Graduated Approach to SEN Identification and Support

A special educational provision is an education or training provision that is additional to or different from that made generally for other students of the same age.

- We recognise that all teachers are teachers of students with SEND and teaching these students is a whole college responsibility requiring a whole college coordinated response.

- We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.
- We follow a graduated response for students when high quality teaching, differentiated for the individual, is insufficient.

Teachers and teaching assistants supporting them are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

At Blessed Thomas Holford Catholic College, high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Individual intervention and support cannot compensate for a lack of good quality teaching. However, teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible.

- In these circumstances, they will consult the SENDCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.
- Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the class or subject. The key test of the need for action is evidence that current rates of progress are inadequate, but we remember that these may be across different areas of a child's life. There should not, however, be an assumption that all students will progress at the same rate.
- Adequate progress can be defined in several ways. It might, for instance, be progress which:
 - Closes the attainment gap between the student and the student's peers
 - Prevents the attainment gap growing wider
 - Is like that of peers starting from the same attainment baseline, but less than that of the majority of peers
 - Matches or betters the student's previous rate of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in self-help, social or personal skills
 - Demonstrates improvements in the student's behaviour
 - Is likely to lead to participation in further education, training and/or employment.

When considering whether a student has a special educational need and requires SEN Support, any of the following may be evident:

- The student makes little or no progress even when teaching approaches are targeted at an identified area of weakness
- A student shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas
- A student continues to experience significant social or emotional difficulties which are not bettered by appropriate pastoral support strategies
- A student has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- A student has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum

At this stage, it is acknowledged that the student needs support additional to high quality teaching differentiated for individual need within the classroom:

- Action can be triggered either by referral from teaching or pastoral staff, by parental representation, by the student themselves, or by an external agency.
- To establish if a student has SEN, we will follow the Assess, Plan, Do, Review cycle. Assessments may draw information from across the curriculum including progress data, formative assessment, discussion with teachers, observation of the student in the classroom, discussion with the student. The student's progress will be considered alongside national data and expectations of progress.
- Parents/carers are contacted, and the student's needs are discussed at a meeting – the student is invited to participate in this process as far as possible. We take a person-centred approach and consider the participation, support and partnership of parents/ carers and students to be an important aspect of the support given to students who have special educational needs.
- Once subject teachers are aware that a student has a special educational need they agree to implement, in consultation with the SENCO, interventions additional to or different from those provided as part of the college's usual differentiated curriculum. Subject and pastoral teachers remain responsible for working with the student daily and for planning and delivering lessons. These interventions are reviewed using a variety of feedback to see if the support given is having the required impact.

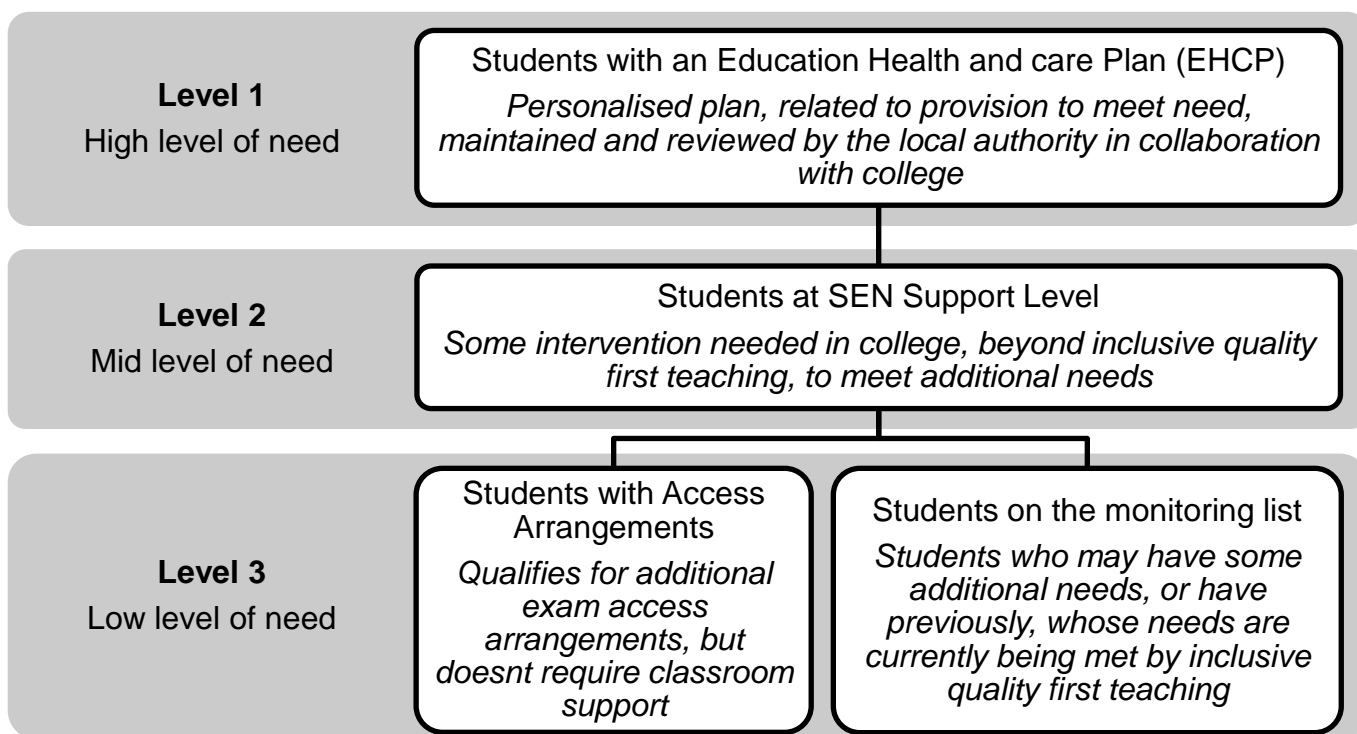
For higher levels of need we may draw on more specialised assessments from external agencies and professionals including Trafford Educational Psychologists, Trafford Sensory Impairment Support Service (TSISS), Trafford SEN Advisory Service (SENAS).

Depending on the student's profile, we may also undertake an application to the Trafford Autism Pathway (TASC) or the Trafford ADHD Pathway (TCAS).

Parents, families, children and young people are involved throughout the process. Parents/carers have an important part to play in assessment and review processes and their wishes will be taken carefully into account.

In a small minority of cases when high quality teaching and additional provision are still not supporting a student in making progress, the student may have special educational needs of a severity or complexity, which require an **Education Health and Care Plan**. The SENDCO will utilise the graduated approach to evidence this and apply for an EHCP. Where such a request is made, the student will have demonstrated significant cause for concern, following two consecutive cycles of the 'Assess, Plan, Do, Review' cycle. Applications will be made via Trafford's Liquid Logic system.

At Blessed Thomas Holford Catholic College, we categorise our SEND register into four levels of support. Only those who are on Level 1 and Level 2 will have a key worker attached to them and will have a regularly reviewed student passport. The SEND register is a flexible document, and students may move between the different levels throughout their time at the college. Parents will always be contacted should any changes be made to their child's status on the SEND register.



6. Managing student needs on the SEND register

The curriculum of the college is suitable for all students, and we make every effort to achieve inclusion and integration of students with SEND while meeting their individual needs.

All students are taught in mainstream classes which may be mixed ability.

We have a strong focus on Quality First Teaching, which will meet the needs of all students, but particularly those with SEND. Staff use a variety of methodologies and teaching styles to accommodate the different needs of students in their classroom.

If it is considered appropriate, there may be some withdrawal from lessons to support those students who have SEND or through sessions delivered outside of the curriculum time. Some students may be supported in the classroom by Teaching Assistants.

When a student has been identified as SEN:

- The Key Worker will distribute information and guidance in the form of a One Page Profile to parents/carers and all staff who are involved with the student. This document focuses on the student's strengths as well as any areas of difficulty, identifying areas of need and the barriers to learning which the student is experiencing. It will also identify appropriate support strategies. It is a student-centred document, produced in discussion with the student and consultation with parents. This document will be updated on a termly basis, or more frequently if required, for example in the event of a change in need.
- Where additional information is needed, the student may be assessed using a range of standardised testing, with the agreement of the student and their parents/carers.

- A Learning Support Plan will also be devised and shared with staff, including targets, interventions and times for review. This Learning Support Plan will serve as evidence as the Assess, Plan, Do, Review cycle.
- All SEND students will be assigned a key worker from within the SEND team who will establish a relationship of mentoring, support and review with the student and communicate via email/phone call with parents/carers.
- The SENDCo will contribute to the target setting process which is embedded within the college's established systems
- The SEND team will work closely with Quality of Education team, Pastoral Team and subject staff in the process of monitoring and reviewing student progress
- Targets are set in discussion with each student on the SEND Register and are shared with staff and parents through the One Page Profile
- Any changes to the student's status on the SEND Register will be made in consultation with parents/carers.

Our teachers are trained to understand the needs of each student in their class so that they can plan to meet those needs appropriately.

- One Page Profiles are produced and regularly updated for each SEND student: these outline key strengths and areas of need, as well as relevant support strategies. For students with identified SEND this can mean adapting their teaching, for example, to ensure rapid catch up or full access to the curriculum.
- A whole college CPDF programme which includes SEND specific sessions runs throughout the year, including compulsory training for ECT and ITT Teachers.

Teachers hold the responsibility for evidencing progress according to the outcomes described in the One Page Profile, but the SENDCO and appropriate Key Workers are responsible for reviewing the overall progress made by the SEND student. This will be reviewed termly.

Progress is monitored by the SENDCO and Key Workers, in consultation with Form Tutors, Subject Staff, Heads of Year, Quality of Education team and the Designated Safeguarding Leads, using a variety of data, drawn from the following sources:

- Review data
- Reading/Spelling assessments
- Specialist Assessments
- Teacher Assessments
- Reviews of Student Profiles and Pastoral Support Plans
- Views of parents/carers and students

The college uses a variety of interventions and support strategies, which are decided according to the needs of the individual student

Interventions may include:

- In-lesson support from a Teaching Assistant
- Withdrawal from the classroom for small group or one to one support or attendance at an out of classroom intervention
- Additional equipment (including equipment from specialist outside agencies)

- Support from specialist services

Provision of additional support is monitored and costed using Provision Mapping software. This is monitored by the SENDCO and may be used as part of an EHCP application, or if a referral to outside agencies, for example to assess for autism, is required.

Adjustments for some students may involve access arrangements for internal and external examinations. It is the responsibility of the SENDCO and the Examinations Officer to ensure that the documentation required is completed and submitted to the relevant bodies to make these adjustments.

7. Students with an Education, Health and Care Plan

Section F of the EHC plan specifies the special educational provision required by the young person to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority must make sure this support is provided. The college will have been involved in the development or review of the EHC plan to determine what can be provided from within the college's own resources and what will require additional external expertise or further funding from the local authority.

Some of the provision specified may be procured by the child's parents/carers or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the college premises, the local authority must seek the agreement of the college for this arrangement through a formal written notice.

Local authorities have a duty to review EHC plans **at least every twelve months**, and the college must co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.

The targets, and progress towards these targets, will be monitored throughout the year, and discussed in depth at the annual review meeting. At times of transition between key stages of education (year 9 into 10 and year 11 into 12), new targets will be set for the end of the next key stage, in consultation with the SENDCO, key worker, student, parent and any relevant outside agencies. These are then sent to the local authority, who will issue the new EHCP.

Reviews of EHC plans must include a focus on preparing for adulthood and transition planning must be built into the plan. Where a young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning.

The local authority can require a maintained college, non-maintained special college, academy, alternative provision academy, PRU college or independent college approved by the Secretary of State under Section 41 of the Children and Families Act 2014 to convene and hold the review meeting on their behalf. In most cases, reviews should normally be held at the educational institution attended by the child or young person.

Reviews are generally most effective when led by the educational institution. They know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will create the greatest confidence amongst the child, young person and their family.

8. Criteria for exiting the SEN register

Should the student be making good progress and have met the targets on their plan over an agreed period, the SENDCO may decide, in agreement with the student's parents, to remove them from the SEND Register.

9. Support for Social, Emotional and Mental Health (SEMH)

Depending on need, we support students with SEMH in a range of ways. Initially their needs may be met by Form Tutors or Heads of Year.

For further information, please see the college's Mental Health and Wellbeing Policy which focuses on both universal and targeted support for students.

Some students may be referred to the College Counsellor. A trained counsellor is available in the college one day a week and there are also other areas of support for students such as Football Beyond Borders, 42nd Street, Trafford Thrive, N-Gage. Referrals are made by members of the pastoral or SEND team. Our dedicated Senior Leader for Mental Health is Mr Thorpe.

The DEN area provides a quiet space for students who are struggling during the college day. It is always staffed by a member of the SEND team who is available to provide emotional support and assistance. A register of those who use The DEN is kept to monitor student use and identify if further intervention is needed.

In some cases, a student's needs require additional professional support, and parents may be encouraged to request a referral to Children & Adolescents Mental health Service (CAMHS) through their GP.

10. Supporting Students and Families

At Blessed Thomas Holford Catholic College we believe that the best outcomes are achieved where the college and its parents/carers work in partnership. To support this aim, the college will:

- Promote mutual respect as the basis for communication between the college and families. This should include sensitivity to the family's needs, desires and understanding and allow an open and honest relationship to develop.
- Work closely with parents/carers to ensure they understand the special educational needs their child has including the implications of these needs, how the college will support the child and what they can do to support the child at home.

- Communicate regularly with parents and carers informing them of progress, any concerns which arise and any process requirements such as annual reviews. We will encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Ensure that all communication is in an accessible form.
- Ensure parents and carers are aware of other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services through Trafford's Local Offer.
- Provide opportunities for mediation and discussion where necessary.
- Ensure that assessment and review processes seek and take account of the student's and parents/carers' views wherever possible.
- Value families as the prime educators of their children and recognise that families have valuable knowledge of their child, which service providers should encourage them to share.
- Support students, parents and carers through transition periods e.g. primary to secondary and secondary to FE.

Parents and carers are encouraged to contact the SENDCO at any time during the academic year if they have any questions or concerns via the SEND email address send@bthcc.org

Parents, carers and young people can find advice pages on Trafford's SEND Local Offer. This contains advice and information on services, local activities, support groups and more <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

Blessed Thomas Holford Catholic College's SEND Information Report can be found here <https://www.bthcc.org.uk/send>

Students with medical conditions – please refer to the Blessed Thomas Holford Catholic College medical policy and section 12. Where students' medical conditions have an impact on their learning, they will be supported by the SEND department.

The college works with a range of services, including the following services, as appropriate:

- Social Services Department
- Educational Welfare Service
- Educational Psychology Service
- Child Protection Service
- Trafford Sensory Impairment Support Service
- Trafford SEN Advisory Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Healthy Young Minds (CAMHS)
- Medical Services as appropriate

11. Admission arrangements for students with SEND

Information on the college's Admissions Policy can be found here <https://www.bthcc.org.uk/page/?title=Admissions&pid=8>

Our aim is to respond appropriately to each student's individual needs. We therefore ask all parents or carers to be open and honest when filling in admission documents giving details of a student's individual needs: this will enable us to explore how we can provide effective support.

Facilities

- The college has a dedicated SEND area – 'The DEN' – where students can access individual support from Teaching Assistants, a quiet area and sensory space, and social space at break/lunchtime.
- Please see the college accessibility plan for further information regarding facilities.

12. Supporting students at college with medical conditions

The college recognises that students with medical conditions should be properly supported so that they have full access to education, including college trips and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

13. Monitoring and Evaluation of SEND

At Blessed Thomas Holford Catholic College SEND provision is reviewed on a regular basis through:

- Lesson visits, including those of Teaching Assistants and their impact in lessons
- Annual Review Meetings
- Parents' Evenings
- Regular line management meetings between SENDCo and Headteacher
- Termly meetings with SEND governor
- Monitoring of attendance / behaviour / assessment data
- Regular key worker and SENDCo contact with parents/carers

The variety of evaluation and monitoring arrangements means that this is an active process of continual review and improvement of provision for all students.

14. Training and Resources

SEND provision is initially funded through the notional SEND budget. EHCP students may also have additional funding attached.

Staff receive annual updates on SEND as part of INSET training, as well as specific guidance on working with key students.

A programme of SEND CPDF takes place throughout the year. Training needs are identified either through changes to legislation and provision that need to be communicated, training focused on the needs of students, or in response to staff feedback/audit.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Where this is not possible, all departments should ensure that at least one representative is present who can give feedback.

Early Career Teachers and new staff receive induction on SEND provision, systems and expectations by the SENDCo. Further support and advice are available for working with individual students on staff request.

The SENDCo attends the termly Trafford SENCO Forum meetings, and the half-termly Trafford Secondary SENCO Cluster meetings.

Teaching Assistants attend external courses as appropriate, as well as ongoing training provided through the SENDCo or other staff.

The college is a member of NASEN.

15. Role and Responsibilities

SENCO: Daniela O'Rourke

The SEND Coordinator has the overall responsibility for aspects of the SEND policy. Parents and external agencies should contact the SENCO or the Hub Manager, in the first instance, with concerns regarding a student's SEND.

The SENDCO, supported by the Assistant SENDCo, is responsible for:

- Overseeing the day-to-day operation of Blessed Thomas Holford Catholic College's SEND policy.
- Working with Heads of Year and other relevant staff to identify and monitor students with SEND needs.
- Liaising with and advising teaching staff.
- Managing the team of Teaching Assistants.
- Co-ordinating provision for students with SEND.
- Overseeing the records of all students with SEND.
- Liaising with parents of students with SEND.

- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Convening and writing annual reviews for students with EHCPs.
- Writing applications for EHCPs and referrals to the TASC and TCAS pathways along with OT and SALT referrals.

The SEND Link Governor is responsible for:

- Helping to review the college's policy on provision for SEND.
- Giving up to date information to the Board of Governors on the quality and effectiveness of SEND provision in college. This includes ensuring relevant data is shared.
- Help to raise awareness of SEND issues at Governor meetings.
- Ensure high quality SEND provision at the college through challenge and support

Teaching Assistants

The Teaching Assistants role is to:

- Support the college in translating SEND policies into practice and adhere to the Teaching Assistant Expectations.
- Support the learning of students with SEND on an individual or group basis, either in lessons or in The DEN.
- Support teachers in meeting the needs of students with SEND
- Liaise with teachers to identify the best ways that they can support students in the classroom
- Act as Key Workers for allocated SEND students, maintaining a relationship of mentoring, support and review with students and their parents/carers
- Support the development of students' independence in their learning
- Manage students in The DEN during break/lunch times

The Designated Safeguarding Lead is Mrs Rebecca Geoghegan, Deputy Headteacher and she works to ensure that there is a strong link between SEND, Safeguarding and Pastoral Care.

The Senior Leader for Mental Health and Wellbeing is Mr Andrew Thorpe.

16. Storing and Managing Information

Information on students with SEND is stored securely in confidential files in the SEND Office and in restricted files on the college computer system

Additional information on students with SEND is also held on BromCom

Some information is stored on CPOMS

The SENDCo, Assistant SENDCo, Designated Safeguarding Lead, and Headteacher have access to the SEND register securely via Excel Online.

One Page Profiles and Learning Support Plans are held on a secure online programme called Provision Map, which all teaching staff have access to. Parents/carers will receive a link to access

their child's student One Page Profile on this programme also.

SEND files are held in a secure archive when the students have left the college for the specified period.

The college policy on how we use student information can be found here:

<https://www.bthcc.org.uk/policies>

17. Reviewing the Policy

The SEND policy will be reviewed annually.

18. Accessibility

Please see the college's accessibility plan.

19. Dealing with complaints

Details of how parents/carers, including those of a student with SEND, should make a complaint are included in the College Complaints Policy which can be found here

<https://www.bthcc.org.uk/policies>

Parents/carers should also consult the Trafford Local Offer which includes information on making a complaint in relation to SEND decisions and support

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

20. Bullying

At Blessed Thomas Holford Catholic College our inclusive ethos aims to support all students, including those who are vulnerable or disadvantaged, to have the best possible start in life. We promote sensible, responsible and respectful behaviour always, whilst celebrating success. These behaviours are underpinned by our Blessed Thomas Holford Catholic College way.

The college's anti-bullying policy which applies to all students, including those with SEND, can be found here <https://www.bthcc.org.uk/policies>

The SEND team provides a calm space – The DEN - where students with SEND, or those who simply feel more comfortable there, can spend their breaks and lunchtimes if they choose.

The wellbeing of our students is at the heart of our department, and we provide this through The DEN space, support from the Teaching Assistants and SENDCo, dedicated sessions, and sensory resources.

21. Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan