SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Blessed Thomas Holford Catholic College

Written by: SENDCo		**Date:03/09/26**
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SEN INFORMATION REPORT

2026/2027

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 colleges and academies in Trafford are expected to identify and support students with special educational needs to make the best possible progress. Colleges are supported to be as inclusive as possible and wherever possible, the needs of students with a Special Educational Need can be met in a mainstream setting.

Please click the link lor more information on the Trafford local offer

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1. WHAT TYPES OF SEN DOES THE COLLEGE 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 many 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 colleges or mainstream post-16 institutions.

The four areas of need outlined in the 2015 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, ADHD, Downs Syndrome, physical impairments as well as specific learning difficulties, including Dyslexia and Dyspraxia.

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

The SENDCO is Mr Cox-Darling. Mr Cox-Darling holds the National Award for SEND Coordination as well as Post Graduate qualifications in SEN and Inclusion, Specific Learning Difficulties, and, Cognitive Psychology & Educational Practices.

Mr Cox-Darling has 20 years of experience, working in Primary, Secondary and Specialist Colleges as a teacher and as a part of middle leadership teams, leading departments focusing on Religious Studies, Citizenship and Personal Development. Mr Cox-Darling has also worked within Pastoral teams, including as Head of Year. Since 2019, he has focused on Special Education needs, specializing on improving high quality adaptive teaching techniques and outcomes for all students. Mr Cox-Darling joined Blessed Thomas Holford Catholic College in 2025.

The Assistant SENDCO is Mrs Robinson.

The Year 7 Transition lead is Mrs Walton.

The Senior Leadership Team Link for SEND is Mr Fishwick. Mr Fishwick holds an NPQSEND and leads on inclusion within the college.

The Link Governor for SEND is Mrs O'Gorman

Blessed Thomas Holford has a team of teaching assistants, all with a wealth of experience in working with young people in education and supporting students with special educational needs and disabilities. This includes Higher Level Teaching Assistants (HLTA's) that have undertaken further training to be able to deliver further support outside of the classroom.

We also have 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 colleges quality assurance system ensuring regular opportunities for up-to-date training to be delivered by the college leadership team and from specialists from the Local Authority.

Our team can be contacted by email SEND@bthcc.org. You can also leave a message for the team by calling 0161 768 6030. We aim to respond within three college days.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- **Specialist support teachers through Trafford Sensory Support Service**
- **Speech and Language Therapists**
- **Educational Psychologists**
- **Occupational Therapists**
- **GP's or Paediatricians**
- **College Nurses**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Education Welfare Officers**
- **Social Services and other local authority (LA)-provided support services**
- **Community Organisations, eg: Sale Sharks and Football Beyond Borders**
- **Voluntary sector organisations**

WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Tell us about your concerns → We will invite you to a meeting to discuss them → We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's Form Tutor or Head of Year.

They will pass the message on to our SEND team, who will be in touch to discuss your concerns.

You can also contact the SEND team directly by emailing SEND@bthcc.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND list.

This list is used to alert and help provide staff with the appropriate adaptive teaching techniques needed to support your child in school.

4. HOW WILL THE COLLEGE KNOW IF MY CHILD NEEDS SEN SUPPORT?

All our class teachers are aware of SEND and are on the lookout for any students who are not making the expected level of progress in their schoolwork or socially. This might include struggling to decode text or structure their writing, having difficulties with numeracy skills, finding it hard to complete tasks independently or on time, and challenges with focusing on a task or expressing their thoughts and feelings to others.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the student in the classroom and in the social areas of the college to see what their strengths and difficulties are. They will have discussions

with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

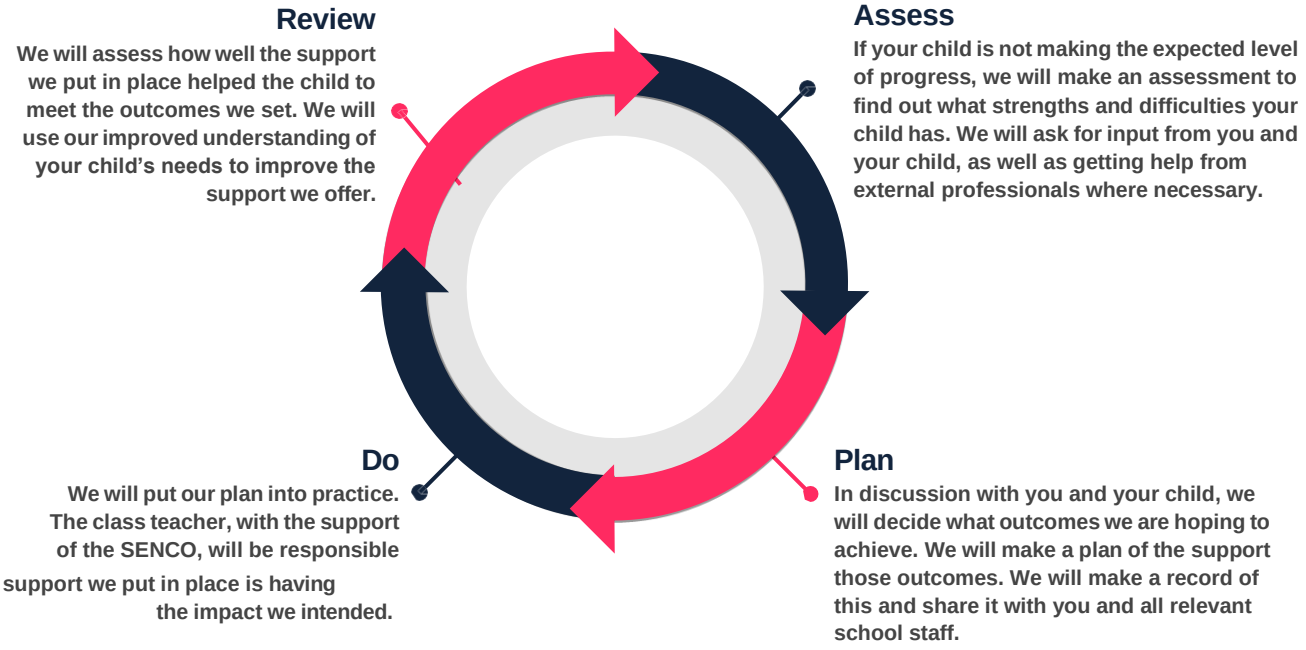
If your child does need SEN support, their name will be added to the school's SEND list, and the SENCO will work with you to plan for the support they will be able to receive in the college.

5. HOW WILL THE COLLEGE MEASURE MY CHILD'S PROGRESS?

Blessed Thomas Holford Catholic College is a large secondary college and sixth form. We have a broad and balanced curriculum offer, and we are aspirational in our approach to supporting SEND. Much of the evidence around progress will come from your child's classroom teachers.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD’S EDUCATION?

We will provide regular reports on your child's progress.

Throughout the academic year, all parents and carers will receive a review report as part of the Assessment Feedback Policy, that indicates their current level of academic progress, along with their attitude to learning level.

In addition to this, students on our SEND list will have their own profile on MIS review process and linked to their profile on Bromcom, to ensure that students, subject teachers and parents and carers are all aware of individual students’ progress. All EHCP students will have a one page profile and a link case worker from the SEND team.

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

All students with an Education Health and Care Plan (EHCP) will have a meeting called an annual review. This is a yearly meeting that provides a great forum for both staff and parents to discuss student’s progress and offer any further support which may benefit your child.

We know that you are the expert when it comes to your child’s needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

SEN at Blessed Thomas Holford Catholic College is student centred. They are involved in discussions around what they need in lessons, what their targets are and what their aspirations for the future are. The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Where a child may not wish to participate in this process, discussions with parents and carers, and their classroom teachers will explore ways to support the child where they are reluctant, or it is not appropriate, to engage in the SEN process.

Their voice will always be sought, and this may take place through normal classroom provisions through teacher marking and feedback.

8. HOW WILL THE COLLEGE ADAPT ITS TEACHING FOR MY CHILD?

Our ordinary approach to SEND is to provide full access to the curriculum, within class support and additional interventions as necessary. The college will avoid narrowing the curriculum and all students with SEND can expect to be learning in lessons with their peers. Where setting takes place in some subject areas, the curriculum content remains the same, whilst the teaching is adapted to the student's learning needs.

Where the curriculum needs to be adapted, this would be part of our Assess Plan Do Review response. The parent and child will be involved in the decision making about what adaptions are needed. In many cases these adaptions are delivered by classroom teachers, teaching assistants and through interventions. These are monitored and form part of the college's quality assurance process.

Your child's teacher/s responsible and accountable for the progress and development of all the pupils in their class.

High-quality adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting curriculum content to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis usually where an EHCP specifies this type of support.
- Normally Teaching assistants will support students in small groups when needs have been identified in a classroom setting.

We may also provide the following interventions:

Area of need	Condition	How we support these students
Communication and interaction	Autism spectrum disorder (ASD)	Quiet spaces ELSA support or similar 1:1 or focused support based on needs. Social stories
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Laptop support Numeracy interventions Reading groups led by English and the library teams. Adaptive resources where necessary to support difficulties like dyspraxia.
	Moderate learning difficulties	Specialist interventions focused on needs. Support in class with assistive technology where appropriate.
Social, emotional and mental health	ADHD, ADD	Attentional supported classrooms Fidget devices Rest Breaks and extra time where necessary ELSA and other support interventions appropriate to needs.

	Adverse childhood experiences and/or mental health issues	Pastoral Support, ELSA, Quiet spaces and alternative spaces to support needs.
Sensory and/or physical	Hearing impairment	Support guided by Trafford Sensory Support Team. Adaptive Teaching in lessons. Appropriate equipment based on need.
	Visual impairment	Support guided by Trafford Sensory Support Team. Large print resources Adapted displays and visuals in classrooms.
	Physical impairment	Adaptions are based on need. Support for moving around school. Adapted equipment identified with, and supported by, SENAS.

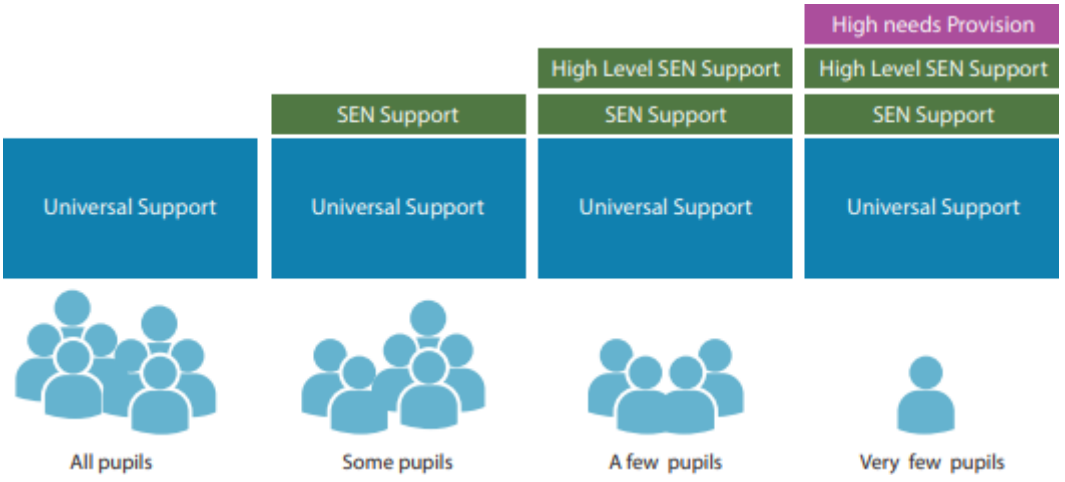
9. HOW WILL THE COLLEGE EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

Blessed Thomas Holford Catholic College focuses its approach to SEN support through the graduated response, monitored and evaluated through the Assess, Plan, Do, Review process (APDR). This is overseen by the SENDCo.

Based on assessment feedback, staff questionnaires and discussions with students. This is reviewed regularly. Parents and Carers are invited to contribute their views to the process and these are recorded alongside the feedback from teachers and students. Based on this feedback, progress is evaluated and a new cycle is started.

Trafford Council provides their schools with robust support to help meet the needs of the students in their schools. Support is based on the Graduate Response to special educational needs, which is a tiered response to support.

The majority of students at Blessed Thomas Holford Catholic College have their needs met through the ordinarily available inclusive provision and quality first teaching strategies, also known as universal support. These adaptive teaching techniques are suitable and appropriate to support most children. At the college and these students would not appear on the SEND list.



Our SEND list identifies students who require support at SEN Support level or higher. It is not a permanent list, and, based on the APDR cycle, students can be added and removed from the list based on their needs. The guiding principle is does the support the child requires represent support that is “in addition to” or “different from their peers.” Parents and Carers will be consulted should a decision be made to add or remove a child from the SEND list.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions often
- Using student questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

Sometimes, the support that a child needs, requires us to seek external support. This is always informed by the APDR and graduated response. Parent and Carer involvement is always sought when we feel that the child's progress requires further intervention, particularly when it involves external professionals, such as an Educational Psychologist.

At times, the resources needed to support a child require additional support beyond the normal resourcing of the college. This will be evidenced through the APDR cycles and input from external professionals. It may be that the SENDCO will feel it is necessary to apply for an Educational Health and Care plan based on this evidence.

10. HOW WILL THE COLLEGE RESOURCES BE SECURED FOR MY CHILD?

The school is funded through a local government grant called the Notional Budget or Element 2 funding. This funding is provided to support students with EHCP's and the resourcing of Special Educational Needs.

Sometimes we need to ask for additional funding. Either for one of costs or ongoing expenses related to your child's education.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The college will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority, which may include applying for an EHCP.

11. HOW WILL THE COLLEGE MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE STUDENTS WHO DON'T HAVE SEN?

We will make every endeavour to ensure that all activities are accessible and the needs of the students are taken into account when planning and delivering all activities.

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to take part in our school trips, including our residential trip(s).

All students are encouraged to take part in the life of Blessed Thomas Holford Catholic College and this includes enrichment activities, sports days, and other events that involve the whole school.

At times, these adaptions may involve circumstances that are outside of the college's control. Where difficulties such as this arise, the SENDCO will meet with parents and carers to discuss adaptions and solutions.

12. HOW DOES THE COLLEGE MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR STUDENTS WITH SEN OR A DISABILITY?

Our colleges admission process is managed through the Local Authority.

For more information on the admissions process please see our Admissions arrangements.

Students with an Education, Health and Care plan will be asked to name schools they want their child to attend. This is usually at the Year 6 review. Following this, those schools will be consulted by the Local Authority. The Local Authority will then name the most suitable school based on feedback from the consultation process. This will always take into account the parents preference.

For more information around the EHCP admissions process, please contact your child's primary school SENDCO who can provide this information.

The school has a designated staff transition lead who will attend the annual reviews from year 5 for students considering BTH.

13. HOW DOES THE COLLEGE SUPPORT STUDENTS WITH DISABILITIES?

We are a large college and our site is made up of a number of buildings. The most recent additions to our campus, our Fatima building and Walsingham building, are both fully accessible, with lifts, refuge areas and accessible facilities. Rome building contains a lift.

Where some of the older buildings are not able to be made accessible, lessons that may normally take place in these classrooms will be timetabled to more appropriate classrooms where possible.

We work closely with the Local Authority to ensure that any necessary equipment is purchased, installed and maintained to ensure students can access all aspects of learning.

14. HOW WILL THE COLLEGE SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

Here at Blessed Thomas Holford, we pride ourselves on providing our pupils with outstanding pastoral care. Our pastoral team is robust, 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 consist of Form Tutors and Heads of Year. 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 Transition lead work closely together to ensure that the needs of our SEND students are met.

In addition, we have Pastoral Managers who, provide support for our more vulnerable students and offer behavioral support.

Our priority is to ensure that every young person here at Blessed Thomas Holford Catholic thrives so that they can achieve their potential.

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

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 our SEND Transition Lead, to gather information on students transferring here. Parents/carers of SEND students can also arrange an appointment to come in to school to discuss their child's needs with our SENDCo and/or our SEND Transition Lead, prior to their transfer in September.

There is a Welcome Evening for parents and prospective students at the start of the last half term of Year 6, which enables parents to access further information and allows students to meet their new Form Tutors, we host a coffee morning for the parents in the summer term, followed soon after by a Taster Day, which provides students with the opportunity to find out in advance what a typical school day at Blessed Thomas Holford is like. In addition, we hold an extra morning just for our SEND students who can spend a morning with some of our Teaching Assistants doing activities whilst parents/carers can ask the SENDCo any questions they may have.

During the summer term, our Heads of Year 7 take groups of Year 7 students to visit their old primary schools to talk to students transferring here. They talk about what it is like to be a student at Blessed Thomas Holford. Students can 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 SEND students, giving them the opportunity to look at our facilities and familiarise themselves with secondary school life

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 Form Tutors and the Pastoral Team to support students with application forms and interviews for colleges and sixth forms. Our students have access to a careers counsellor who are able to support students with their decision making.

Where students are moving from Sixth Form to post-18 education or work, the SENDCO will work with the families to ensure the right provisions are in place to support their progress. This includes career advice and may involve working with local employers to support their next steps.

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

The SENDCO works closely with the designated teacher to ensure that the needs of students who are LAC or PLAC are met. The SEND team will often attend multi-agency meetings to help provide advice or to put in place recommendations from these meetings.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

We understand that at times parents and carers may feel that the support a child is receiving, for their educational needs, does not meet their needs.

Our college's complaints policy can be found here: https://www.bthcc.org.uk/policies. In properly addressing concerns it is important that both the college and parents/carers follow the key principles in this policy to ensure a productive outcome.

The college expects all complainants to make reasonable attempts to seek an informal resolution. To achieve this please contact SEND@bthcc.org, or contact 0161 768 6030.

All complaints will be dealt with in accordance with the complaints policy.

If you are not satisfied with the college's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaints, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our college has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-college/disability-discrimination

You can make a claim about alleged discrimination regarding:

- **Admission**
- **Exclusion**
- **Provision of education and associated services**
- **Making reasonable adjustments, including the provision of auxiliary aids and services**

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For more information on the support that Trafford SENDIASS can offer and how they can support you in a complaints process please visit https://sendiass.trafford.gov.uk or you can call 0161 912 3150.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Trafford and Manchester publish information about the local offer on their website:
Trafford Local Offer
Manchester Local Offer
Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:
Trafford SENDIASS
Manchester SENDIASS
National charities that offer information and support to families of children with SEN are:
IPSEA
SEND family support
NSPCC
Family ActionSpecial Needs Jungle

19. GLOSSARY

Access arrangements – special arrangements to allow students with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

APDR – Assess Plan Do and Review cycle

Area of need – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN