



Our mission - 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God.'

Our Core Values.

Faith, Aspiration & Unity

SEND POLICY AND Information Report

SEND Policy in School Policies - Document Status			
Date of Policy Creation	October 2022	Named Responsibility	SENDCo (Special Needs Coordinator)
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Policy Basis Adjustment	Post lockdown		

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements.....	10
7. Links with other policies and documents.....	10

Introduction

At Holy Trinity Academy we are dedicated to promoting a distinctive Christian ethos by upholding the teachings of the Christian Church. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of inclusive co-operation and always treat each other with courtesy and respect.

1. Aims

“God has created me to do Him some definite service; He has committed some work to me which He has not committed to another. I have my mission.” John Henry Newman

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN
- Ensure students with SEND have a safe and happy learning environment
- Promote inclusion and equality for all in line with our Christian beliefs and ethos

2. Legislation and guidance

“Use your God-given gifts to serve others.” 1, Peter 4:10

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools’ responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

This policy runs in conjunction with other school policies, particularly:

Teaching and Learning, Admissions, Curriculum, Safeguarding and Behaviour which can all be accessed here: <http://holytrinity.academy/ourschool/school-policies/>

Telford Admissions and SEN

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO (Special Educational Needs Coordinator)

The SENCO is **Karen Colton**

holytrinity@taw.org.uk **01952 386100**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support. Telford's guidance on effective graduated processes can be found here:
http://www.telfordsend.org.uk/localofferservices/info/1/home/69/sen_support
- Telford's SEN Strategy and action plan can be found here:
http://www.telfordsend.org.uk/localofferservices/info/1/home/61/send_strategy
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services. The Local Offer can be found here: <http://www.telfordsend.org.uk/>
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

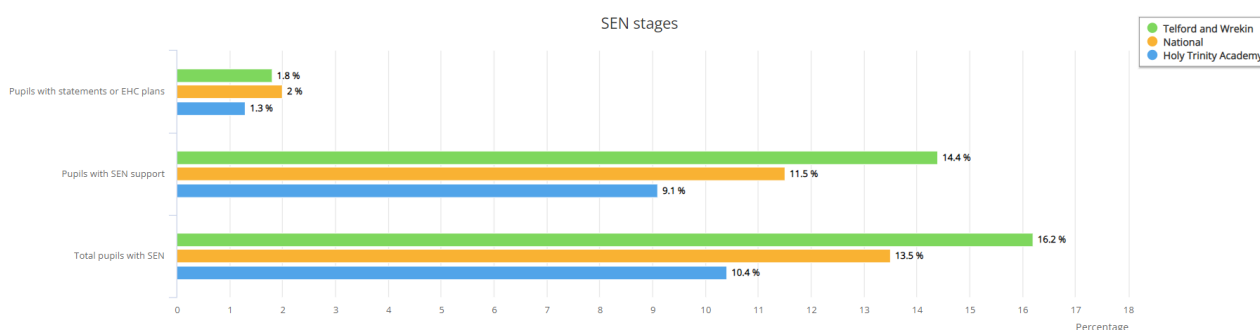
4.4 Subject Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and provide input towards any decisions on changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

“Never worry about numbers. Help one person at a time, and always start with the people nearest you.” Mother Teresa



5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorders/ Conditions (ASDC) and Speech and Language and Communication Needs (SLCN)
- Cognition and learning, for example, Specific Learning Difficulties (SPLDs) including Dyslexia, Dyspraxia; and Moderate Learning Difficulties (MLDs)
- Social, emotional, and mental health needs (SEMHN), for example, attention deficit hyperactivity disorder (ADHD), and a range of SEMHN which require interventions, including CAMHS (Child and Adolescent Mental Health Services)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

This list is not exclusive, and the school will consider all applications on an individual basis and work with parents/ carers to develop an understanding of the special educational needs of the student and how these can best be met.

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Where possible, liaison with parents and the previous school will take place prior to entry to enable as smooth a transition as possible.

Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs, student/family wellbeing and physical development and needs

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core/ universal offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

“I can do things you cannot; you can do things I cannot.

Together we can do great things.” Mother Teresa

We will have an early discussion with the student and their parents/ carers, and where possible and applicable, acquire information from other professionals, when identifying whether they need special educational provision. The aims of these initial discussions are to ensure:

- Everyone develops a clear understanding of the student's identified areas of strength and difficulty
- The students' and parents' views are shared and considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- External support and referrals to other agencies may be undertaken if required

Notes of these early discussions will be added to the student's record and if agreed, information shared with relevant parties.

Parents/ carers are notified annually if their child is on the register of SEND and receiving additional support. Where possible this is briefly outlined on the letter. Parents who wish to have their child removed from the register are welcome to contact the school to discuss this.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

[Graduated response SEN support press.pdf](#)

The SENCO will carry out a clear analysis of the student's needs. This will draw on:

- The student's own views, and the views and experience of the parents/ carers
- The teachers' assessments and experiences of the student
- The student's previous progress and attainment
- Attendance and behaviour logs and patterns with analysis, and consultation with the Pastoral Support Team
- The individual's development in comparison to their peers and national data including nationally standardized testing
- Advice from external support services, if relevant, including LSAT (Learning Support Advisory Teachers), Educational Psychology, Counselling services and BEEU, KOOTH & BEAM; and other medical professionals including Physiotherapists, Occupational Therapists

The assessment will be reviewed regularly, using <https://edukeyapp.com/parent/login> for which all parents of SEN pupils can access and review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Where relevant, and for students with an EHCP, careful transition into further education or training will be supported. Below is a list of some of the ways students are supported for successful transition:

- Independent careers advice and support available at the school from Year 9 through Future Focus
- Support with applications to further education (FE) colleges or apprenticeships
- Direction to websites to support careers decisions and understanding of strengths
- Self-assessment booklet completed at school
- Meetings with the family and other professionals/ institutions where appropriate/ relevant/ possible
- Agreed SMART targets and outcomes with clear lines of responsibility
- Supported visits and transition plans with Ms. Ralph (HLTA)
- Sharing of information with and from other services including LSAT and EP (Educational Psychology) services

5.6 Our approach to teaching students with SEN

“Faith, Aspiration and Unity”

Faith – We believe every child is a God-given gift and has a reason and purpose on this earth

Aspiration – We believe every child can achieve great things

Unity – We work together to promote inclusivity, awareness, tolerance, acceptance and together we achieve

All teachers are responsible for creating and maintaining an inclusive learning environment, including high quality, core universal provision as the first step in the graduated approach. This can be found on the school website at <http://holytrinity.academy/send/> and includes:

- Tinted/ coloured backgrounds to visual displays
- Dyslexia friendly fonts and spacings
- Visual supports including writing frames and pre-taught vocabulary and flip learning
- Differentiated teaching by grouping, style, activity/ content
- Structured and timed activities and the use of task boards
- Fidget toys and rules supplied where required

It is important to note that Special educational provision is provision that is ‘different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.’ Not all pupils that have a diagnosis need to be on the SEN register, some pupil’s will be on a ‘watch list’ and their needs will be monitored regularly.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We also provide the following interventions:

- SEN After school Homework club Monday to Friday
- KS4 Academic Coaching and Mentoring
- Independent Careers Advice and Guidance
- Lunch club for SEN students
- SLCN Interventions
- Dyslexia – strategies for independence programme including support to use technology effectively
- Metacognition and responding to feedback

- A range of SEMHN interventions delivered by the Pastoral team plus counselling and therapy services
- Social Use of Language Programme
- Identity and confidence – creative arts therapeutic group intervention
- SNIP spelling
- Guided reading
- IDL numeracy
- GCSE study support sessions

5.7 Adaptations to the curriculum and learning environment.

The school has a range of policies, protocols, and practices to support equality, accessibility, and inclusion. These are shown below and can be found at: <http://holytrinity.academy/ourschool/school-policies/>



We make the following adaptations to ensure all students' needs are met:

- A universal quality first teaching approach
- Differentiating our curriculum and homework to ensure all students can access it. The school uses "ski slopes" to show differentiated tasks and outcomes
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

5.8 Additional support for learning

We have five teaching assistants who are trained to support students in class and provide interventions. They receive high quality and current CPD (continuous professional development)

Support is tailored to meet the needs of individuals, small groups, year groups and the school priorities. All support and intervention aim to increase independence.

We work with the following agencies to provide support for students with SEN:

- Learning Support Advisory Team
- Educational Psychology and Telford SEN Team
- Future Focus - Independent Careers Advice (CIAG)
- BEEU - CAMHS, Counsellors and Therapists
- BEAM

- KOOTH
- Medical professionals/ Health Services

5.9 Expertise and training of staff

Our SENCO is a qualified teacher with a vast range of SEN experience, including leading nurture groups in mainstream secondary, teaching in specialist provisions for pupils with complex cognitive needs, PMLD, physical disabilities and SPLD (Specific Learning Difficulty).

The team currently consists of 2 HLTA's and two teaching assistants (3 vacancies), who have an array of experience within SEN, including EAL (English as an Additional Language). HLTA's and TA's lead on interventions for reading, spelling, maths, social skills, typing and CBT (Cognitive Behaviour Therapy).

Staff have completed targeted training, including understanding, and meeting the needs of pupils with ASD (Autistic Spectrum Disorder), ADHD, dyslexia, dyspraxia, and other conditions. Staff have also received training for accelerated reading, HI (Hearing Impairment), EVAC chairs, provision maps, diabetes, asthma, and others.

During this academic year, all staff will receive in house training which aims to 'broaden understanding of High-Quality Teaching,' as well as 'Understanding and meeting the needs of neurodiversity's.'

HLTA wider responsibilities include.

- Transition at KS2, 3 and 4. This involves discussions with pupils, parents and Future Focus, visits to schools and colleges, accommodating parent and pupil visits during year 5 and 6, attending annual reviews, liaising with primary schools and colleges regarding SEN pupils needs.
- Testing. Including standardised tests in reading, writing, spelling, maths, vocabulary, processing speeds, typing, etc.
- Edukey Provision Map. Collating evidence for reviews, recording and monitoring interventions, sharing information with key staff, communication with parents.

5.10 Securing equipment and facilities

The school provides equipment on an individual basis, including laptops and other technology and allocates funds as required. Where necessary, the school applies to the Local Authority for "Top-up funding."

The school is accessible, we currently have two pupils requiring physical/mobility plans, including a wheelchair and a frame.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-10 weeks with measurable outcomes
- Using student questionnaires and self-evaluation independence booklets
- Monitoring by teachers, the SENCO and the HLTA including observations during lessons
- Using provision maps to measure progress and plan intervention and support
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

We are a fully inclusive school. All 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 go on our trips including residential trip(s).

All students are encouraged to take part in sports day/school plays/special workshops

No student is ever excluded from taking part in these activities because of their SEN or disability.

Admissions

“Holy Trinity Academy is an inclusive faith-based school that serves the whole community of Telford & Wrekin, Shropshire and beyond. The Academy has a distinctive character and ethos, which reflects the teachings of Jesus Christ and Christian values and the principles of the Catholic and Anglican Churches. We ask all parents applying for a place here for their children to respect this ethos and its importance to the Academy community. We hope that all students who come to Holy Trinity will be able to participate (as appropriate) in the religious life of the Academy (including collective worship and religious education). This does not affect the right of parents to withdraw their children from collective worship and religious education and for those who are not Christians to apply for a place. Indeed, through our commitment to inclusivity, we actively welcome families from other faiths and no faith.” (Admissions Policy, HTA, March 2018)

Our admissions policy can be found here:

<http://holytrinity.academy/wp-content/uploads/2018/12/Admissions-Policy.pdf>

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council and student safeguarding board
- Students with SEN are also encouraged to take part in extra-curricular activities and enrichment
- All students are allocated to a vertical tutor group and have allocated pastoral support officers, House Leader, and key member of SLT (Senior Leadership Team) allocated to each house

We have a zero-tolerance approach to bullying. Our anti-bullying policy can be found here:

<http://holytrinity.academy/wp-content/uploads/2018/11/Anti-Bullying-Policy.pdf>

5.14 Working with other agencies

The school works with a range of agencies including health services, CAMHS, BEAM, Social Services, Early Help

5.15 Complaints about SEN provision

Concerns about SEN provision for a student/ students in our school should be made to the SENCo (Special Educational Needs Coordinator) in the first instance and the Headteacher.

If resolution cannot be reached, they will then be referred to the school's complaints policy which can be found here: <http://holytrinity.academy/wp-content/uploads/2015/09/Complaints-Policy.pdf>

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Telford and Wrekin offer a disagreement, mediation and resolution service which should be considered. Further information can be found here:

http://www.telfordsend.org.uk/localofferservices/info/1/home/10/what_is_disagreement_resolution_and_mediation

5.16 Contact details of support services for parents of students with SEN

Telford and Wrekin's Local Offer can be found here: <http://www.telfordsend.org.uk/localofferservices/>

BEAM <https://www.childrenssociety.org.uk/beam/shropshire>

<https://beeu.org.uk/>

5.17 Contact details for raising concerns

All concerns regarding pupils that are not on the SEN register, should be raised in the first instance or via the student's form tutor, Pastoral Officer, or Head of House, who will discuss the concerns with the SENCo.

Emails or letters can be sent via the front office, or a telephone or face-to-face appointment booked.

Concerns regarding pupils that are on the SEN register should be communicated with the SEN team via Edukey Provision Map.

5.18 The local authority local offer

Our contribution to the local offer is: http://www.telford.gov.uk/directory_record/3484/holy_trinity_academy

Our local authority's local offer is published here: <http://www.telfordsend.org.uk/localofferservices/>

6. Monitoring arrangements

This policy and information report will be reviewed by **Karen Colton (SENCo) every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

The SENCo will meet with the SLT lead for SEND fortnightly and the SEND governor at least three times yearly

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions
- Anti-Bullying
- Behaviour
- Complaints
- Child Protection and Safeguarding
- Equalities
- GDPR (General Data Protection Regulations)
- Health and Safety

<http://holytrinity.academy/ourschool/school-policies/>