



# HOLY TRINITY

## CATHOLIC SCHOOL

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### SEND information Report

April 2024

Our SEND information report is part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND)



#### Useful Links

Please follow this link to get to Birmingham City Council's Local Offer Webpage:

<https://www.localofferbirmingham.co.uk/>

All the information you need is now on this one website and easy to find.

Please use the following link to direct you to our school's locality:

<https://www.localofferbirmingham.co.uk/find-your-locality/>

Please use the following link to find various parental events taking place in Birmingham:

<https://www.localofferbirmingham.co.uk/events-for-parents/>

### **SEND Information Report: March 2024**

At Holy Trinity, we welcome all students from the local community, and we acknowledge the unique creation of every person and endeavour to meet the individual educational needs of all pupils. We are fully committed to working in partnership with our school community and parents/carers to ensure that all students have the opportunity to meet their full potential with the highest of standards.

Creating a fully inclusive and holistic learning environment, our aim is that every child will:

- Have the opportunity to achieve their best
- Become confident individuals and life-long learners
- Undertake a successful transition into adulthood, through Post 16 provision, and ultimately any further education training or future employment

This report is reviewed annually to ensure all content is accurate and relevant. We would welcome any feedback and involvement for future reviews. If you would like to be involved or find out more about the content of this report and any SEND provision within school, please contact:

Head Teacher: Mr C Crehan: [Crehan@holytrc.bham.sch.uk](mailto:Crehan@holytrc.bham.sch.uk)

SENCo: Mrs R Sian: [RSian@holytrc.bham.sch.uk](mailto:RSian@holytrc.bham.sch.uk)

You can contact the school on 0121 772 0184

You can also contact the school via email using this link:

[enquiry@holytrc.bham.sch.uk](mailto:enquiry@holytrc.bham.sch.uk)

### **SEND Department and Staff connected:**

- The Special Educational Needs Coordinator (SENCo) - Mrs R Sian
- A Teaching Assistant in English
- Two Higher Level Teaching Assistants in Maths
- A Teaching Assistant in Science
- A Higher Level ELSA Teaching Assistant who works in SEND and provides nurture/group/one to one support, as well as running the day-to-day support in Don Bosco

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- A Teaching Assistant who supports students across the curriculum and provides bespoke support in the Drexel Centre
- A Teaching Assistant who supports EAL students as well as bespoke support in The Drexel Centre
- A designated Pastoral Assistant with lead responsibility for Looked After Children
- A Medical Lead
- A Nurse who attends weekly
- A Pastoral Support DSL
- Home Link Worker
- Non-Teaching Heads of Year
- Behaviour support and mentoring
- Malachi - External counselling support
- Communication and Autism Specialist - once a week

**We are able to fully support students with a range of SEN from the following areas of need:**

- Communication and Interaction including ASD
- Cognition and Learning including Mild/Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) for example Dyslexia or Dyspraxia
- Social, Emotional and Mental Health (SEMH) Difficulties including attention deficit hyperactivity disorder (ADHD) and Oppositional Defiance Disorder (ODD)
- Sensory/Physical Needs including Hearing Impairment (HI) and Visual Impairment (VI).

### **How does Holy Trinity School approach teaching children with SEN?**

At HTC, we follow a collaborative approach to teaching children with SEN. The SENCo and members of the SEN Department communicate regularly with Curriculum and other Pastoral staff, parents, outside agencies and professionals as well as those at the centre of our focus, the students. Our SEN team have designated year groups that they work with; this benefits our SEN students, as the SEN Teaching Assistants are able to liaise with heads of years, parents and tutors efficiently. Our aim being that their subject specialist teachers support students mainly in their classrooms: any support provided by Drexel, will be to enhance their learning journey, both academically and spiritually.

**Communication and Interaction:** We have a designated Teaching Assistant for each SEN pupil. This provision and intervention can range from one-to-one weekly mentoring, academic and or pastoral support as well as the implementation of learning aids.

**Cognition and Learning:** At Key Stage 3, students identified are catered for through Quality First Teaching (QFT), in class support or small group interventions; this is dependent on the student's personal barriers to learning.

At Key Stage 4, students who are identified as SEN may be eligible for access arrangements for GCSE examinations. This may include extra time in an examination, a scribe, a reader, or a combination of all three. Students who may be eligible for access arrangements will have opportunities to work one-to-one with Teaching Assistants during Key Stage 3 and 4 as part of their normal way of working. We complete formal assessments for access arrangements with an external professional to ensure any necessary arrangements are formalised.

**SEMH:** A personalised programme of support is provided for students identified as having SEMH difficulties. We provide a Nurture based programme for students in Year 7 to support the transition process and staff working within the SEND Department who are equipped to provide emotional support through small group work or one-to-one sessions based on individual needs further supplement this. We have access to referrals for outside agencies such as Forward-Thinking Birmingham to provide more specialised support.

Our Drexel Centre has a sensory room that is a safe space for our children. A calm and comfortable environment that encourages self-regulation. This room helps ease anxiety and improves focus.

<https://forwardthinkingbirmingham.nhs.uk/>

**Sensory/Physical Needs:** We have access to individual and specialised support as needed through the Hearing and Visual Impairment teams and use any recommendations given to ensure fair accessibility of provision in school for all students. We also work closely with the Physical Disability Support Service (PDSS).

[https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/sensory-support/](https://www.localofferbirmingham.co.uk/send_support_services_menu/sensory-support/)

[https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/physical-difficulties-support-service/](https://www.localofferbirmingham.co.uk/send_support_services_menu/physical-difficulties-support-service/)

**All SEN Needs:** Students with additional needs at Specialist or Targeted+ level and those with very specific barriers to learning are included on the school's SEN Support Register. All students have a 'Student Profile', which is completed and then updated with a key member of staff using Person Centred Tools, which identify learning needs, strategies and provision. The profiles are completed in

collaboration with the students. Targeted students receive in class support where required, providing opportunities for students to work in small withdrawal groups as needed. All SEN students receive Quality First Teaching (QFT). Teachers are supported by the SENCO and SEN team by providing strategies and highlighting students' learning needs to ensure that learning outcomes, tasks and resources are adapted to ensure all students can access the learning in mainstream classrooms.

**Looked After Children (LAC):** Our designated Pastoral Assistant works closely with the member of the Senior Leadership Team responsible for LAC, ensuring LAC are supported.

### **What external professional services and organisations do HTC work with?**

We work closely with several external agencies and experts to support our students:

- Communication & Autism Team (CAT) to deliver whole staff training, work with our designated ASD Teaching Assistant and support individuals with an ASD diagnosis.  
<https://accesstoeducation.birmingham.gov.uk/communication-autism-team/>
- The School Medical Lead who provides additional support for our students with more complex medical conditions.
- A Registered and Chartered Educational Psychologist who can support students identified as having SEMH difficulties.  
[https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/educational-psychology-service/](https://www.localofferbirmingham.co.uk/send_support_services_menu/educational-psychology-service/)
- Pupil School Support (PSS) who works closely with students with Moderate/Mild Learning Difficulties.  
<https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/>
- Occupational therapists who work with our Teaching Assistance to provide small group interventions.
- A Travel Trainer from Birmingham City Council who support students to travel to school independently.
- The Physical Disability Support Service (PDSS) who can deliver training to staff within school and supports individuals with Physical difficulties.  
[https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/physical-difficulties-support-service/](https://www.localofferbirmingham.co.uk/send_support_services_menu/physical-difficulties-support-service/)
- The Sensory Support service who works closely with students who have Visual Impairments (VI) or Hearing Impairments (HI).  
[https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/sensory-support/](https://www.localofferbirmingham.co.uk/send_support_services_menu/sensory-support/)

**What are our policies for identifying children and young people with SEN and assessing their learning needs?**

When colleagues suspect that a student may have an undiagnosed or specific learning requirement, a SEN referral is made to the SENCO, Mrs Sian. The Pupil School Support (PSS) service and Educational Psychologist supports the school with SEN referrals and requests for Educational Health Care Plan (EHCP) assessments. External agencies, such as the CAT, PDSS and the Sensory Team will meet with individual students and provide specific advice once a formal diagnosis has been identified. Medical needs are assessed via our School Medical Lead GP or Children's Mental Health Services (FTB formerly CAMHS). Health referral teams such as Occupational Health or Physiotherapy Therapy, PDSS, CAT or Sensory Support services are appointed directly by the NHS and Local Authority. Our SENCo and SEN Department work closely with colleagues, external professionals, and services to ensure students' learning needs are appropriately assessed and met. Parents are kept informed during the journey.

**Transition:** Key Stage 2 data is analysed prior to Year 7 starting the new academic year to assess and identify learning difficulties. This is supported by additional information provided by Primary Schools on transition, as well as discussions with students and parents. A person-centred approach is always taken, and students are continuously monitored.

All Year 7 are tested using the NGRT Reading Tests. This data is analysed and some students with a reading age of below 9 will receive some additional support.

**Key Stage 3:** At Key Stage 3, students' reading and writing skills are assessed by the English department on a termly basis to monitor progress and to identify any barriers to learning which might require support from the SENCO. All core faculties, including the SENCo, ensure that any specific gaps in progress can be identified and addressed, with the appropriate provision.

**Key Stage 3 & 4:** At both Key Stage 3 and 4, end of year and termly data is used to assess and review SEN students' level of progress and attainment. This is used to identify the level of learning need and support required moving forward.

### **How do HTC consult with parents of children with SEN and involve them in their child's education?**

At HTC we are committed to open and honest communication. Parents' views are regularly sought, and every effort is made to consult and collaborate. Contact between the SEND department and our parents, happens regularly through telephone conversations, informal discussions, and pre-arranged meetings.

In addition, we hold:

- Communication with parents is ongoing and specific students receive support by the SEND Department

- Annual Reviews for EHCP students as part of the Assess, Plan, Do, Review cycle.
- Consultation meetings prior to requests for EHCP or specialist assessment.
- Person Centred Reviews where required, involving student, parents and professionals who work with the student. Our PSS worker leads these.
- During KS2 transition, the SENCO, when necessary, attends Person Centred Reviews or pre-arranged meetings with parents, students, and Primary School Key Staff. Every effort is made for the SENCO to meet all SEND students at their Primary School.
- The SENCO attends every parents evening

### **How do HTC consult with young people with SEN and involve them in their education?**

All SEND students are encouraged to attend all parental and outside agency meetings, as well sharing their voice during their meetings with their Teaching assistant in the Drexel Centre.

All students have a 'Student Profile' and their voice shared throughout the proforma; this is then used to provide valuable information for classroom teachers. We always endeavour to discuss provision and strategies with Specialist and Targeted+ students before they are implemented. The students' views are considered at all stages of the 'Assess, Plan, Do, Review' cycle.

### **How do HTC assess and review students' progress towards outcomes and provide opportunities for parents and young people to be part of the assessment and review?**

As part of the 'Assess, Plan, Do, Review' cycle, at HTC we conduct regular academic assessments throughout the year to ensure that we effectively monitor progress and attainment. The Senior Leadership Team, Curriculum and Pastoral staff and the SENCO, review the data. This is then used to determine appropriate intervention strategies and provision. Reports are published for all parents, and they are encouraged to attend parents evening, where they have the opportunity to meet and discuss their child's progress, attainment and achievement with all school staff involved in their child's education and learning. Parents and colleagues can also request a feedback report at any time during the academic year where colleagues can report on achievement and barriers to learning. This is then shared with parents and used as a tool to determine future intervention and provision. We also use person centred approaches to ensure that both parents and young people are involved in the 'Assess, Plan, Do, Review' cycle, to ensure SEND students' outcomes, both academic, social and emotional are being met.

## **How do HTC support children and young people in moving between phases of education?**

**Key Stage 2 to Key Stage 3:** We have a designated member of staff who is responsible for transition between Key Stage 2 and Key Stage 3. As part of the transition programme, the SENCO, members of the SLT, Pastoral Staff and Transition Lead visit Primary schools and meet with students and Primary SEND and teaching staff. Annually, we hold open mornings and an open evening for parents and students. The transition process is supported further through a citywide induction day set by Birmingham City Local Education Authority. We also hold an additional transition 'Step Up' day for any students identified by primary schools as requiring additional support during the transition process. Any students identified as having specific needs and any barriers to learning are introduced to the SEN team where required.

**Key Stage 3 to 4:** At HTC Key Stage 4 students choose from a broad and varied range of GCSE options. Students and parents are offered guidance and advice and are encouraged to attend the GCSE Options Evening. SEN students and parents are supported through the process by the SEND team, Curriculum and Pastoral staff, guiding them in making appropriate and achievable pathways.

**Post 16 Transition:** at HTC, the Pastoral team, Senior Leadership Team and Curriculum staff, alongside the involvement of the SEN Department support pupils in making appropriate choices regarding employment, careers, and higher education. There is also the support of a Careers Advisor who can offer an additional layer of support for students identified by the SENCO and Head of Year. Where necessary, the SENCO also provides supports for parents to enable the process to run smoothly, as well as visiting colleges to ensure the needs of the students are met when leaving HTC.

We also work closely with other outside agencies such as the Communication & Autism Team (CAT) who offer additional transition support.

## **How do HTC adapt the curriculum and learning environment of children and young people with SEN?**

At HTC, we provide opportunities for students with lower-than-average levels of literacy and numeracy to engage in additional intervention through small groups with Higher Level Teaching Assistants and Teaching Assistants. Within lessons, Teaching Assistants create opportunities for students to work in small groups inside or outside of the classroom. As part of Quality First Teaching, Teaching staff appropriately adapt learning outcomes and resources to match the students' needs.



The students at Key Stage 4 have access to a broad range of topics at GCSE, where necessary, the curriculum can be tailored to match the learners' needs and to support in the transition to college.

### **What training is provided at Holy Trinity Catholic School for staff that support children and young people with SEN?**

- The SENCO has completed The National Award for Special Educational Needs Co-ordinator.
- The SENCO and a TA completed a course for Access Arrangements.
- All staff at HTC have attended the Level 1 Autism training provided by the CAT during the Spring Term 2016.
- HLTAs and TAs during the academic year 2015-2016 have engaged in training delivered by PSS- on the use of Literacy Continuums.
- The SENCo has attended a literacy-training course with BEP
- The SEND team work closely with PSS and other external professionals to support teaching and learning strategies for targeted students.
- All staff receive regular SEND updates from the SENCO
- All staff receive regular short CPD sessions to help support SEND students
- Staff have received training to support students with ADHD
- Two Teaching Assistants in the SEND Department are ELSAs
- All Staff have received training on how to support Dyslexic Learners - delivered by PSS

### **How do HTC evaluate the effectiveness of provision made for children and young people with SEN?**

Within the SEND department we follow the 'Assess, Plan, Do, Review' cycle. The effectiveness of interventions and provision is reviewed termly using a Person-Centred Approach. Whole school data regarding students' attainment and progress is analysed by the SENCO and collaborative work is carried out with the Faculty Leaders in English, Maths, Science and RE to identify appropriate provision and learning strategies.

SEND department meetings enable the SENCO and SEN Department to meet regularly to discuss, review and evaluate targeted intervention and provision and individual SEN students' needs, allowing opportunities for new strategies to be introduced or existing to be adapted.

The SENCO meets with the pastoral team regularly to ensure adequate support and provision is met for all students with SEN, in particular key students who require targeted support.

**How are SEN children and young people able to engage in mainstream school activities?**

Adaptive 'Quality First Teaching' allows for an inclusive approach to learning in all subjects, for all students. Collaboration and communication between Teaching and SEN staff is essential to ensuring all SEN students can access learning across the curriculum. Pastoral and PSHE lessons support students' social and emotional development.

**Who do I contact at Holy Trinity Catholic School if I have a complaint about SEN provision my child is receiving?**

All complaints regarding students with Special Needs should be conveyed to the SENCO or a member of the Senior Leadership Team. We aim to address all complaints and concerns swiftly.

Our Special Educational Needs Co-ordinator (SENCO) is Mrs R Sian:

[RSian@holytrc.bham.sch.uk](mailto:RSian@holytrc.bham.sch.uk)

The Head teacher Mr Crehan: [CCrehan@holytrc.bham.sch.uk](mailto:CCrehan@holytrc.bham.sch.uk)

Our Governor with responsibility for SEND is Stephanie Nixon:

[Stephanienixon94@live.co.uk](mailto:Stephanienixon94@live.co.uk)