

Special Educational Needs & Disability Information Report	
Last reviewed:	May 2023
Next review due:	May 2024
Member of staff responsible:	Assistant Head (Inclusion)
Governor's Committee:	Full Governors Board

Vision Statement

Our vision is to be a centre of excellence for learning inspired by Christian values where every person in our school community fulfils their potential.

Mission Statement:

Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.

Values Statement

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

Dignity

Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.

Community

Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.

Wisdom

As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.

Hope

As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

Introduction and Purpose:

This document outlines Holy Trinity School's provision for students with SEND and how the school will implement its policy as stipulated in Schedule 1, Regulation 1 of the Special Educational Needs and Disability regulations 2014.

Identification and assessment of students with Special Educational Needs and Disability:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning need or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has 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 schools or mainstream post 16 institutions.

In order to provide for students with special educational needs and/or disability, it is vital that these needs are identified as early as possible before entry to secondary school. To this end, where possible, we:

- Liaise closely with our feeder schools, visiting students and teachers before transition
- Use prior assessment data, including performance in National tests and assessments.
- Use standardised screening or assessment tools such as Cognitive Ability Tests (CAT tests), standardised reading and spelling tests and other screening tests as required.
- Follow up on substantiated concerns made by the classroom teacher, Learning Support practitioners, students and/or parent(s)/carer(s).

In many cases the special educational needs of a young person will have already been identified prior to transition from primary school. The student will have been on the primary school's SEND Register. If the need is persistent and active interventions are still required a student's name will be placed on the SEND register at Holy Trinity. In some cases, the young person may have made sufficient progress at primary school that there is no longer considered to be a special educational need and the young person's name will be removed from the SEND register. This decision is made following discussions with all relevant stake holders at the point of transition.

It is possible that a young person's special educational need or disability may be identified during their time at secondary school. Classroom practitioners, parents or the young person themselves may raise concerns or needs may become apparent following assessments.

It may be necessary to arrange an appointment to discuss particular concerns with the SENDCO to determine whether further investigation or assessments are necessary. The SENDCO, with the parent/carers' permission may determine that further guidance and or advice is required and will signpost parents or refer the young person to the appropriate professional(s) best placed to determine the nature and extent of the difficulties.

Holy Trinity School will work collaboratively with all stakeholders to secure the best possible provision and outcomes for young people with SEND and will use best endeavours to support the young person at a level commensurate with their abilities and needs.

Where more specialist intervention and support are required, Holy Trinity School will use all available resources at their disposal to access external support agencies and / or provide relevant staff training

to ensure young people are able to engage in a broad and balanced curriculum. All students are actively encouraged to participate in the wider life of the school, including young people with SEND.

Transition:

During the Summer term, the SENDCO liaises with the feeder primary schools to gather information about any students with SEND who will be joining Holy Trinity School. Some Year 6 students may have additional visits prior to transition and the SENDCO and Learning Support Assistants will visit students in their Primary settings to observe students needing support and to introduce themselves. The SENDCO will arrange meetings with any parents/carers of students with significant learning needs who have concerns about transition and would like to discuss these.

On entry to Year 7, an analysis of Key Stage 2 data and other relevant information from feeder primary schools is used to inform our initial responses to the learning needs of all students'. Further assessments are undertaken using nationally standardised assessments for reading and spelling. We also undertake Cognitive Ability Tests (CAT tests), subject specific baseline assessments and all students who join us in Year 7 (and as an in-year admission), will complete a LUCID EXACT assessment of reading, spelling and writing skills. We then use all of this information to target support and provision. Additional investigations and or assessments may be undertaken if students do not make the progress anticipated.

Throughout their time at Holy Trinity School student's progress will continue to be monitored and reported through the school's scheduled data tracking and assessment programme. Parents are informed and are able to discuss their child's progress during regular parent consultation evenings and by appointment at other times should there be any particular concerns identified.

The SEND Code of Practice defines four broad areas of need:

Areas	Implications	Examples
Communication and interaction	Students with speech, language and communication needs (SLCN) have difficulty communicating because they may not use or understand social rules, because they may have difficulty saying what they want to others or understanding what is being said to them.	Speech Language and Communication Needs (SLCN), Speech and Language Impairment (SLI), Autism Spectrum Condition (ASC) also called Autism Spectrum Disorder (ASD) including Asperger's.
Cognition and Learning	Specific learning difficulties (SpLD) may affect one or more aspects of learning. Students with learning difficulties may mean students learn at a slower pace than their peers even with differentiation.	Dyslexia, Dyscalculia, Dyspraxia Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
Social, Emotional and mental health difficulties	Students may display challenging, disruptive or disturbing behaviour or become withdrawn and isolated. Students may have disorders such as Attachment disorder, Attention deficit hyperactive disorder (ADHD) or Attention deficit disorder (ADD)	Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD). Mental Health Difficulties (anxiety, depression, self-harm, substance misuse, eating disorders)

Sensory and/or physical needs	Students may have a disability or illness which precludes or inhibits them from utilizing the universal educational provision in the school and will require specialist support and /or equipment to access the curriculum and co-curriculum.	Vision Impairment (VI) , Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD) Medical conditions both chronic and acute
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The school community includes students with needs in each of these broad areas.

Figures at the start of the Summer term 2023 were as follows:

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	238		211		215		215		213		132		100		1324	
SEN	41	17	48	23	46	21	56	26	60	28	28	21	8	8	287	22
EHCP	3		4		0		4		2		3		0	0	16	
K	38		44		46		52		56		25		8	8	271	

SEN – Special Educational Need

EHCP – Education, Health and Care Plan

K – Special Educational Need Support

The profile of the students by Area of Need is shown below:

Area of Need	Number	%
Cognition and Learning (includes dyslexia, dyspraxia, moderate and severe learning difficulties)	152 (includes 1 EHCP)	53
Communication and Interaction (includes Speech and Language needs and Social Communication Needs e.g. autism)	59 Includes 10 EHCPs)	21
Social, Emotional and Mental Health (includes a range of mental health needs including ADHD, anxiety, depression and attachment disorder)	66 (Includes 6 EHCPs_	23
Sensory or Physical (includes hearing and vision impairment as well as physical disabilities)	10 (all at SEN support)	3

Assessing and reviewing progress:

As a school we make a graduated response to the needs of students i.e. **Assess, Plan, Do, Review.**

A range of methods are used to determine the progress of students including tests and assessments, progress data tracking, teacher feedback and monitoring progress against targets.

The SENDCo will make use of relevant standardised tests to assess students to identify any specific areas of weakness. Tests regularly used include:

- Cognitive Abilities Test (CAT4) - reasoning ability tests for Verbal, Non-verbal, and Quantitative and Spatial Skills.
- Lucid Exact – computer-based assessment of word recognition/reading accuracy, reading comprehension, reading speed, spelling, writing to dictation and typing to dictation.

- Lucid Recall – computer-based assessments of working memory and processing speed.
- Lucid Rapid – computer-based dyslexia screener.
- Comprehensive Test of Phonological Processing (CTOPP2) – assesses phonological processing skills.
- Detailed Assessment of Speed of Handwriting (DASH and DASH 17+) – assesses handwriting.
- Access Reading Test – paper or computer-based assessment of reading comprehension.
- Access Maths Test – paper or computer-based assessment of maths skills.
- Wide Range Achievement Test V (WRAT 5) – assesses single word reading, sentence reading comprehension, spelling and arithmetic.
- Kaufmann Test of Educational Attainment 3 (KTEA3) – assesses reading, maths, written language and oral language skills.
- SPaRCS Test - assesses spelling, processing speed and reading comprehension speed.
- Beery-Buktenica Test of Visual Motor Integration 6th Edition - identifies difficulties with co-ordinating visual perceptual and motor (finger and hand movement) abilities.

Students who require additional literacy support are assessed for reading and spelling progress using relevant tests within the time frame appropriate to the test package used i.e. every six months. It may be necessary to continue monitoring student's progress for the purposes of securing the audit trail of evidence necessary to secure exam access arrangements should the exam board criteria for this be met.

Review of Education, Health and Care Plan (EHCP):

A statutory review of a student's EHCP takes place annually.

In advance of this meeting the views of the student, parents/carers, teachers and other professionals involved with the child are gathered, focussing on overall progress and progress towards the outcomes as detailed in the EHCP. The school produces a report which is sent to all relevant stakeholders.

Invitations to attend the annual review meeting will be sent to the student and their parent(s)/carer(s) and a member of the support staff team best known to the young person. The Year Leader may attend alongside other professionals e.g. health care professionals, Child and Adolescent Mental Health Services (CAMHS), social care and others as deemed appropriate.

The review meeting is held in school and a meeting report is written which details the results of the review. All documentation is sent to the Local Authority and the meeting report is sent to all attendees. The review meeting will serve to determine whether the EHCP should be continued, amended or discontinued depending on the circumstances and needs of the student.

At key stage transition points a representative from the Local Authority, usually the Areas Special Educational Needs Officer, will attend the Annual Review. Following discussions actions are agreed and a transition planning document is written collaboratively with all stakeholders. All students have access to careers guidance and advice – our 'Career Lead' works with Post 16 providers and other colleagues to ensure students are able to consider their future and make informed decisions and choices based on the information and advice given.

Students with SEND meet with a careers advisor to discuss their hopes and dreams for the future in preparation for adulthood. Parent(s)/Carer(s) are advised, well in advance of transition, to visit local colleges and post sixteen providers to discuss the particular needs of their child with the SENDCO or Inclusion manager. We endeavour to work collaboratively with post 16 providers to ensure a smooth and positive transition for students with SEND.

Provision:**Wave 1 Quality First Teaching in the classroom (Universal):**

The core of our provision is quality first teaching in the classroom. Every subject teacher is responsible for the progress of all students in their class through high quality teaching which is differentiated and personalised to meet the needs of students, including those with SEN or disabilities.

Reasonable adjustments are made to enable students to access the curriculum, and these may include, for instance, foundation level/accessible textbooks, enlarged font used for printed materials, modifications to resources or the environment where this is deemed appropriate. It is recognised that a rich and varied multisensory approach to teaching and learning is best practice for all as every classroom will contain student with a range of learning styles and needs.

The needs of students with SEND are communicated to all classroom practitioners by means of a Learning Support Guide. This details the students learning needs, general strategies to support them and represents the students voice, highlighting more personalised approaches that they feel are most helpful to their learning. These documents alert staff to the needs of the student and enable them to use the information to plan support and teaching strategies appropriate to the needs of the young person.

The SENDCO oversees classroom provision for students with SEN or disabilities and works collaboratively with colleagues to secure the best possible outcomes for all students including those with SEN and disabilities.

Learning support team members are effectively deployed to support students in class. The nature of support varies from subject to subject, may differ due to the nature of the lesson content and the specific needs of the individual. The overall aim is that the Learning Support Assistant will focus on the student achieving the learning objectives as determined by the teacher as independently as possible. Students will be actively encouraged to use all available resources within the classroom environment to support their efforts to work independently.

This represents Wave 1 of the National Strategies model of three waves of intervention.

Wave 2 Targeted Interventions (usually time limited)

Where required, targeted interventions are provided which are designed to meet a specific learning need. The following are some examples:

In all key stages:

Sensory Room,

LSA Mentors – regularly checking in with students

Emotionally Based School Avoidance Trained Pastoral Support Assistants– deliver strategies to students who are struggling to come to school or go to lessons.

KS3**Support Groups for Literacy and Numeracy:**

Students with identified literacy and or numeracy difficulties may be assigned to one or more of

our support groups which will be led by the Intervention Teacher, specialist Higher Level Teaching Assistants or specialist Learning Support Assistants.

The lessons are designed to improve literacy and or numeracy skills to enable students to access learning more effectively across the curriculum.

Intervention lessons may be scheduled to replace other timetabled lessons for a fixed period of time. Monitoring and assessment will determine the effectiveness of the programme and determine the need for further support should difficulties persist.

Some students in Year 7 will receive support via our small humanities support groups, which focus on developing literacy and learning skills through an adapted humanities curriculum.

Years 8 and 9

Students who continue to have difficulties may be offered ongoing English support which replaces French lessons. Their progress will continue to be monitored and an audit trail of evidence will be collated to support an application for exam access arrangements should the exam board criteria be met.

Social Skills Groups:

These small group programmes run for a time limited periods of six weeks and are led by a specially trained member of the Learning Support team. A number of groups, focussing on different areas such as working with others, self-esteem or managing friendships are run throughout the academic year as students are identified as in need of support. These programmes are designed to help students engage at an appropriate level with their peers and learn strategies and skills to enable them to engage more effectively within the wider community.

KS4

Students who may require exam access arrangements will be assessed at the beginning of their GCSE/GCE courses to ascertain whether they meet the Joint Council for Qualifications (JCQ) criteria and to confirm the nature and extent of the support they may qualify for. Following assessment(s) all stakeholders will be notified in writing of the outcome. All supportive evidence including relevant assessment records and reports from other professionals will be secured and held on file for JCQ exam board audit and inspection purposes.

SEND Referrals are completed throughout the year, as and when the need arises – upon review, students are supported both internally and by external following updated information gathering through an Assessment of Need profile.

Other Wave 2 support strategies include:

Adapted Curriculum

We currently provide students with persistent literacy and numeracy difficulties the opportunity to be taught in smaller Maths and English classes delivered by specialist teachers.

Wellbeing and Behaviour

Students experiencing emotional difficulties (for example bereavement or parental separation) will be provided with additional support, alongside our universal pastoral provision, such as counselling or the allocation of a key worker.

Holy Trinity School takes bullying very seriously and works proactively to address any issues that arise, providing conflict resolution and restorative practices to build understanding, self-esteem and empathy. Our Anti-Bullying policy has more detailed information.

Students may need additional support to manage their behaviour when experiencing emotional difficulties. Parents/Carers will be involved in the planning of suitable strategies. These strategies will therefore include increased communication between home and school as well as regular contact with the Form Tutor, Year Leader or member of the pastoral and inclusion team.

Students may require:

- additional support from class teachers and the learning support team;
- additional intervention either in a small group or 1:1 covering areas such as emotional literacy and regulation, self-esteem, anger management and conflict resolution;
- additional literacy or mathematics support led by the Alternative provision Teacher (where this is identified as a barrier to learning impacting a student's behaviour);
- referral where necessary to external agencies such as the Educational Psychologist (EP), Child and Adolescent Mental Health services (CAMHS), Learning Behaviour Advisory Team (LBAT) etc.

Wave 3 Additional Personalised Intervention:

For some students, often, but not exclusively, those with an Education Health and Care Plan (EHCP), further intervention or support may be required.

The following are amongst the highly personalised interventions offered by trained members of the learning support team:

- 1:1 Mentoring – delivered by an LSA or a Kick London mentor, offering students support to help them stay on track with their learning, using target setting.
- Zones of Regulation – a highly personalised 1:1 intervention to support students who struggle to regulate themselves in the classroom to develop strategies to manage their behaviours more effectively.
- Sensory Circuits – support sessions for students with sensory needs.
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We work closely with other external service providers including health, mental health and social care services. We are proactive in seeking guidance and advice from all relevant external agencies as required, in particular we may seek support from:

- Child Mental Health Liaison Officers – who can advise us on appropriate pathways of support for students with mental health needs.
- Emotional and Mental Health Practitioners – we have close links with practitioners from the Thoughtful team who offer 1:1 and group support for students, including Cognitive Behavioural Therapy (CBT).
- Learning & Behaviour Advisory Team (LBAT) / Autism and Social Communication Team (ASCT) - these offer a termly Consultation and Review Meeting, where we can seek

- advice on individual students or key issues.
- Educational Psychologists – we can book telephone consultations with a West Sussex Educational Psychologist to discuss individual students. We also have termly planning meetings where we can discuss individual students or whole school areas of concern.
 - Sensory Support Team – our link specialist teachers offer advice and support relating to students with visual and/or hearing impairments and regularly visit students who need more specialist support.
 - Speech and Language Team – our link Speech and Language Therapist monitors students with significant speech and language needs and offers advice on whole school issues related to Speech and Language.

Evaluating the Effectiveness of Provision

All provisions that are put in place for our students are recorded on our Provision Map software. This enables us to effectively monitor what support is in place for each student and evaluate whether they have had positive impact on their progress.

After each assessment point, the SENDCO meets with the relevant Year Lead and support team to monitor student progress and determine what additional support may need to be put in place.

Interventions have clear intended outcomes and each student's progress towards these outcomes is evaluated at the end of the intervention to assess whether the intervention has had the intended impact. This enables us to adapt and improve our interventions if needed or look for alternative approaches for individual students who have not responded to a particular intervention.

Inclusion: Deeply Christian Open to All

We are an inclusive community where diversity, equality and appreciation of the uniqueness of all are embedded within our strong Christian ethos and core values. Every student is valued and respected and it is our aim to provide equality of opportunities for our students in every aspect of school life.

High expectations are set so that every student can become an independent learner who takes responsibility for their own progress, success and engagement in the wider life of the school. Our students, including those with SEND participate in extra- curricular activities including external trips and visits. Additional adult support is used to accompany students with disabilities to ensure their safety and enjoyment.

A comprehensive risk assessment is carried out for all trips and visits. Parent(s)/Carer(s) and trip organisers would discuss any particular needs at the planning stage.

Equipment and learning resources:

Students are encouraged to use a range of resources available within the learning environment to develop skills and enable them to work with increasing levels of independence.

The following list gives an indication of resources available to students with SEN and/or disabilities:

- Modified workbenches and work surfaces within technology department
- Modified tools and other hand-held tools and equipment as required
- Coloured overlays, coloured screen backgrounds, exercise books, pen grips, line guides, reading rulers etc.

- For hearing impaired students our sensory support advisor may provide resources suited to the individual need(s) of a student.
- Accessible textbooks
- Assistive technology such as Claro Reader, use of a word processor

Student Voice:

Our school recognises the importance of involving students with SEND in decisions around the support they receive in school.

In the preparation of their Learning Support Guide, students meet with a member of the Learning Support team to discuss the content of the Guide and the support that is currently in place for them. Where possible, we then adapt the support in place for the student to more closely meet their individual needs.

Student voice activities are regularly used after interventions have been completed, so interventions can be adapted and improved based on student feedback.

Students are encouraged to share concerns they have about their learning with their individual subject teachers or members of the Learning Support team.

Parental engagement and participation:

Our school values and respects the knowledge and opinions of parent(s) carer(s) about the progress and needs of their child. We actively encourage parental engagement in their child's education.

We have introduced parents to 'My Child At School' which is the Bromcom Parent App (MCAS) and distribute a regular parent mail to ensure parents are availed of information relevant to school life and activities.

Students are able to access and complete homework using the 'Satchel One' programme. Parents are able to access this to monitor and support the work their child is doing and to see marking and feedback.

At all parent/carers consultation evenings' parental feedback is secured and used to further enhance and develop engagement.

Staff Expertise:

Our teaching and classroom-based support staff have many years of experience in teaching and supporting students with special educational needs and disabilities. Within our staff body we have a number of staff with postgraduate or equivalent nationally recognised qualifications in their area of specialism. Skills and knowledge are kept up to date through continuous professional development.

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All classroom practitioners, including members of the learning support staff team regularly engage in collaborative training which is planned and coordinated by senior members of staff including the Senior Leadership Team, Lead Practitioners and others with specialist knowledge and expertise within the school.

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We include opportunities for teacher trainees, newly qualified teachers and new staff to attend specialist training. These sessions cover a range of topics and provide practical knowledge and skills which may be used to further enhance teaching and learning and provides strategies and good practice guidance to support students with SEND.

Admissions:

The admissions process is administered by the Local Authority. The criteria for the admission to Holy Trinity of students with SEN or Disabilities are the ability to follow successfully the broad and balanced curriculum typical of that found in a mainstream secondary school of its character and type and whether their needs can be met by the school.

Complaints Procedures:

Arrangements for handling complaints from parents or students with SEND about the school's support are within the scope of the school's published complaints procedure. Details are available on the school website or on request.

Where parent(s)/Carer(s) have specific complaints about the Education Health and Care Plan, or about the content of their child's EHC plan, they should refer to their planning coordinator or Local Authority Education Department.

Contact Details:

SENDCO@holytrinitycrawley.org.uk

01293 423690

Other Useful links for further information and support:

West Sussex SEND Local Offer: This provides details of SEND services available in West Sussex.

Our contribution to the Local Offer can also be found at:

<https://www.local-offer.org/services/742-the-holy-trinity-c-of-e-secondary-school-crawley>

West Sussex SEND Information Advice and Support Service: This service provides impartial information, advice and support for parents and carers of children who have special educational needs and or disabilities.

AMAZE: <https://amazesussex.org.uk/>

This report should be linked with or cross referenced to the following policies:

- Accessibility Plan
- SEND policy
- Complaints Policy

Other references:

SEND Code of Practice

(2015)

Equality Act (2010)