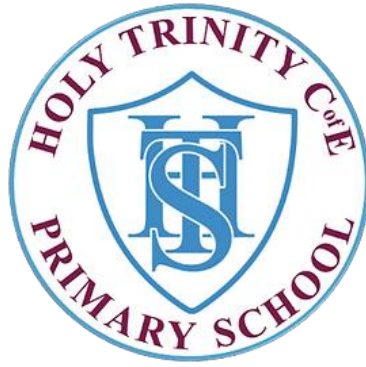




Holy Trinity C of E Primary School

A Church School community aspiring for all to live life to the full.

Special Educational Needs and Disabilities (SEND) Information Report

(Statutory Report)

Ratified: December 2025

Date: September 2025

Next Review due by: September 2025

Add Introduction including key staff (DLT, HM, KW gov)

1. Identification of Special Educational Needs and Disabilities (SEND)

How does the school identify children/young people with special educational needs and disabilities?

Children may be identified as having SEND through concerns raised by teachers or parents about progress, behaviour, or attitudes to learning. In addition, school tracking systems highlight pupils who are not making expected progress, which may indicate an underlying need

What should I do if I think my child has SEND?

Your first point of contact is your child's class teacher. You can contact them by email, via phoning the school office, or by sending a note. After discussing your concerns, the class teacher may consult the SENDCo (Special Educational Needs Coordinator). If needed, a meeting with the SENDCo can also be arranged to explore next steps.

2. Support for children with Special Educational Needs

If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher is responsible for the learning of all children in their class, including those with SEND. Where additional support is required, the teacher plans this with input from the SENDCo and, if appropriate, external professionals.

How will I be informed/consulted about the ways in which my child is being supported?

A MyPlan will be created. This document sets out your child's strengths, areas for development, and outcomes for the term. It is written in consultation with parents and reviewed termly, incorporating both parent and child views. Parent/Teacher discussions are also held twice a year.

How will the school balance my child's need for support for developing their independence?

Teaching Assistants provide targeted support but also encourage pupils to work independently. They are skilled at judging when one-to-one support is necessary and when it is better to step back, under the guidance of the class teacher.

How will the school adjust the curriculum for my child's needs?

Teachers adapt lessons based on tracking data and professional knowledge. Differentiation may involve simplified activities, use of practical apparatus, visual supports, targeted adult help, or additional time to consolidate learning.

What strategies does the school use for children with learning difficulties, including autism,

Strategies are tailored to each child and may include: visual timetables and prompts, adapted seating, simplified instructions, pre-teaching key vocabulary, enlarged resources, reduced use of complex language, or follow-up consolidation with an adult.

What additional staffing does the school provide from its own budget for children with SEND?

We employ teaching assistants to deliver targeted support, including Speech and Language and Occupational Therapy programmes. We also employ an Emotional Literacy Support Assistant (ELSA) to work with individuals and run group sessions. We deploy SEND teaching assistants to provide 1:1 support for specific children with an EHCP.

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

The range of interventions provided by the school can be found through our Whole School Provision Map, found on the school website.

What resources and equipment does the school provide children with SEND?

We have a range of resources including Numicon, wobble cushions, fiddle toys, weighted lap cushions, and social stories. A dedicated nurture room provides a calm space for pupils who feel overwhelmed, which is available for those children who need ad-hoc support from our family support worker.

Specialist equipment is purchased or borrowed on the advice of external agencies.

What special arrangements can be made for my child when taking examinations?

Where appropriate, pupils may receive access arrangements such as extra time, a reader, a scribe, movement breaks, or a smaller test environment. Modified test papers can also be ordered for children with a visual impairment. These adjustments are available to all children, appropriate to their age and stage, as well as their individual needs.

3. My Child's Progress

How will the school monitor my child's progress and how will I be involved in this?

Progress for all pupils is reviewed regularly. Parents are updated during Parent/Teacher discussions and during MyPlan reviews three times a year, where outcomes and support are discussed through structured conversations.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Targets are reviewed collaboratively. Achieved outcomes are replaced with new ones, while ongoing ones may be refined or extended to allow more time.

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Parents may request additional meetings by contacting the class teacher, SENDCo or school office.

What arrangements does the school have for regular home to school contact?

At Holy Trinity, we have an open-door policy. Parents may pass urgent information to a member of staff at drop-off or pick-up, but regular updates are encouraged via email or phone call. Teachers and Teaching Assistants may provide feedback, and home-school diaries are available if needed.

How can I help support my child's learning?

Supporting homework, maintaining good attendance, and encouraging children's interests all contribute to progress. Regular communication with school staff helps ensure joined-up support.

Does the school offer any help for parents/carers to enable them to support their child's learning? (e.g. training or learning events)

The school website contains the school's curriculum offer and information for all year groups and subjects. Parents are also invited in regularly to visit their child in class and see their work.

Workshops are held to share the school's approach to teaching in some subjects, such as English and Maths.

How will my child's views be sought about the help they are getting and the progress they are making?

Children will be invited to contribute to the creation of their MyPlan and, where appropriate, create 'All About Me' cover sheets which outline their strengths, weaknesses and specific areas of need. Children may also attend review meetings to share their views. Pupil interviews and intervention feedback are also used as part of the review Assess>Plan>Do>Review cycle.

How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?

Progress for SEND pupils is monitored closely by the SENDCo and senior leaders and shared with parents through meeting and reports. Parents can also provide feedback through annual questionnaires and informal discussions with staff.

4. Support for my child's overall wellbeing

What support is available to promote the emotional and social development of children with SEND?

We have an Emotional Literacy Support Assistant who works with pupils on self-esteem, friendships and managing emotions. Trained staff also run social skills groups and provide 1:1 sessions where required.

What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Behaviour is managed consistently across the school. For pupils who need additional support, behaviour-focussed MyPlans or Pastoral Support Plans (PSP) are created in consultation with parents and external agencies.

What medical support is available in the school for children with SEND?

Staff are trained to support pupils with medical needs such as epilepsy. Care plans are created where needed, and medical information is regularly updated.

How does the school manage the administration of medicine?

Both the office and classroom hold medication, such as inhalers and other prescribed medicine, in a locked cupboard. Parents are required to fill out a form detailing dosage and storage instructions for medication. All medication is administered by an adult.

How does the school provide help with personal care where this is needed? (e.g. help with toileting, eating etc)

Individual care plans are created with parents. Facilities include an accessible toilet and flexible arrangements are made for lunchtime if required.

5. Specialist Services Available / Accessed by the School

What SEND support services does the school use?

Each service has their own criteria to access support which we refer to when considering whether a child needs specialist support. Currently we have input from most of the above services and additionally have children and families receiving support through the Child and Adolescent Mental Health Service (CAMHS).

What should I do if I think my child needs support from one of these services?

The SENCo can make the appropriate referral if it is considered suitable. Some referrals are completed in collaboration with the child's parents/carers.

How are therapy services provided? (Speech and Language, Occupational, Physio etc)

Therapists create programmes for pupils. These are delivered in school by TAs, with therapists reviewing progress at follow-up visits

What should I do if I think my child needs to be seen by a Speech and Language therapist, Occupational therapist or Physiotherapist?

Raise your concerns with your child's teacher, who will refer you to the SENCo. Referrals may be made by the SENCo or, in some cases, your GP.

What arrangements does the school have for liaison with Children's Social Care services?

Our designated safeguarding staff and Family Support Worker liaise with Social Care as required, on a case-by-case basis

6. Training for school staff in SEND

What SEND training is provided for teachers in your school?

Teachers access training delivered by external agencies and therapists. Topics include Autism, sensory processing, speech and language strategies, and therapeutic approaches. The SENCo also provides in-house training.

What SEND training is provided for teaching assistants and other staff in your school?

Teaching assistants are trained in interventions such as Precision Teaching, Narrative Therapy and Nippy, as well as understanding specific needs such as Autism.

Do teaching assistants have any specific qualifications in SEND?

Yes. Some of our support staff are trained in Emotional Support and Team Teach.

7. Activities outside the classroom, including school trips

How do you ensure children with SEND can be included in out-of-school activities and trips?

Full risk assessments are carried out. Adjustments are made to ensure all children are included and have fair access to the activities involved.

How do you involve parents/carers in planning the support required for their child to access activities and trips?

For activities such as residential visits, planning meetings are held with parents to agree support.

8. Accessibility to the School Environment

How accessible is the building for children with mobility difficulties/wheelchair users?

The school is accessible, with external ramps available where there are steps.

Have adaptations/improvements been made to the auditory and visual environment?

Yes but these are planned to be reviewed in the next year.

Are there accessible changing and toilet facilities?

Yes

How do you ensure that all the school's facilities can be access by children with SEND?

Each case is considered individually, and additional support is provided where required.

How does the school communicate with parents/carers who have a disability?

Parents are asked about their preferred communication methods, and external advice is sought if required.

How does the school communicate with parents/carers whose first language is not English?

We seek advice from the Local Authority and can arrange interpreters or translated documents.

9. Preparing my child to join a new school / next stage of education

What preparation will there be for both the school and my child before he or she joins the school?

The SENCo liaises with parents and the previous setting. Transition visits can be arranged, including at quieter times. Transition booklets with photos of key staff and spaces are provided.

How will my child be prepared to move on to the next stage within school? (e.g. class or key stage)

Children visit their new classroom and staff, and receive a transition booklet to use over the summer.

How will my child be prepared to move on to his or her next school?

Extra visits, small group sessions, and individual support are available. Staff share strategies and information with the receiving school.

How will you support a new school to prepare for my child?

We pass on key information, including successful strategies and reports. Meetings between staff at both schools are arranged where needed.

What information will be provided to my child's new school?

The SENCo's full file, including plans, reports, and strategies, is passed on.

10. Who can I contact to discuss my child

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your child's class teacher.

Does the school offer any specific support for parents/carers and families (such as Family Support Workers)?

Yes. Our Family Support Worker, Mrs Jodie Childs, offers advice, support and access to workshops and courses.

What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

Information is shared via newsletters, emails and direct referrals from the SENDCo or the Family Support Worker.

What arrangements does the school have for feedback from parents, including compliments and complaints?

Parents can share feedback at meetings, through questionnaire's or directly with staff. Complaints follow the school's standard complaints procedure.