Trinity CE Primary School

SEND Information Report

SEPTEMBER 2025

Our Priorities

At Trinity CE Primary School, we embrace that each child is an individual with their own particular educational needs. We believe that all pupils have the right to access a broad, balanced and ambitious curriculum. To ensure that we can achieve this, we are committed to offering the following:

- The learning and teaching environment and resources are suitable for all and adapted to suit individuals.
- Pupils with SEND engage with all areas of the curriculum with reasonable adjustments and scaffolding making it accessible.
- Staff training is up to date to ensure children with SEND enjoy and experience school life.

SENCOs at Trinity

MRS R BURROWS-MCGILL

MR T SHIPLEY

Acronyms and Initials

SEND Special Educational Needs and Disabilities	**SENDCo** Special Educational Needs and Disabilities Co-ordinator	**SSS** Specialist Support Services for SEND
HNF High Needs Funding	**EHCP** Educational Health and Care Plan	**EHA** Early Help Assessment
SALT Speech and Language Therapy	**EP** Educational Psychologist	**OT** Occupational Therapy
ADHD Attention Deficit Hyperactivity Disorder	**ASD** Autism Spectrum Disorder	**SEMH** Social, Emotional and Mental Health

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Document reviewed September 2025

Next Review Due: September 2026

This SEND Information Report will be reviewed by the SENDCo every year.

It will also be updated if any changes to the information are made during the year.

It has been created using feedback from parents and is approved by the governing board.

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The aim of this report is to give parents information about how we support children's learning in our school and should be read in conjunction with the following policies (which can be found on the school website):

- **SEND policy**
- **Accessibility Plan**
- **Behaviour Policy**
- **Anti-Bullying Policy**

- What are special educational needs (SEN) or a disability?
- What types of Special Educational Needs and Disabilities does Trinity provide for?
- How will I know how my child is doing?
- How does Trinity measure progress of children with SEND?
- How can I help to support my child's learning?
- What should I do if I think my child has SEND?
- How will the school support my child?
- What specialist services or expertise are available at or accessed by the school?
- What support will there be for children's overall wellbeing?
- How will the school prepare/support my child in starting school and moving on?
- How will my child be included in activities outside the classroom including school trips?
- How accessible is the school environment?
- Complaints about SEND provision

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- A child has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

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What types of Special Educational Needs and Disabilities does Trinity provide for?

Children at Trinity may have additional needs in the following four broad areas of need:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
e.g. dyslexia or moderate learning difficulties	e.g. Speech & Language, ASD	e.g. ADHD or anxiety	e.g. Visual or hearing impairment

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How will I know how my child is doing?

We believe that good communication between home and school is essential for us to work effectively together to support every child.

Face to face meetings

Telephone conversations

Emails via the office

Quick catch up at pick up or drop off

Reports from professionals (e.g. EP, Speech therapist, school nurse)

Pupil Passports for children with SEND

Progress reviewed using informal and formal assessments

Parents evening consultations in autumn & spring term

Formal written report in summer term

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How does Trinity measure progress of children with SEND?

Data is collected each term for every child at Trinity. This is analysed by the class teacher and headteacher.

Children with SEND are also assessed at the end of any intervention. These are evaluated regularly by class teachers and amended in conjunction with parents and children.

We also work through the assess, plan, do and review process identified in the SEND Code of Practice (2015), which is cyclical and involves termly reviews (Pupil Passports).

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How can I help to support my child's learning?

Please look at the school's website. It can be found at http://www.trinityprimary.org.uk/ and includes information about areas of learning for each class.

In addition, termly overviews are sent out at the beginning of each small term to give parents information about learning and events that will happen in their child's class. Your child's class teacher or a SENDCo may also suggest additional ways of supporting your child's learning.

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

If you have concerns relating to your child's learning or inclusion, then please initially discuss these with your child's class teacher. This may then result in a referral to the school SENDCOs whose name is: Mrs Rosie Burrows-McGill and contact details are: senco@trinity.pdet.org.uk

Mr Tom Shipley is supporting Mrs Burrows-McGill and will help when she is unavailable.

Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

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How will the school support my child?

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
• Multi-sensory approach • Adapted curriculum • Scaffolding resources • Small group and 1:1 support • Equipment • Educational Psychology support and assessment	• External Agency Support • Social Stories • Visual Timetables • Now and Next boards • Talk4Writing • Communication friendly learning environment	• Interventions e.g. Drawing and Talking, Sensory Circuits • Safe spaces provided where necessary • Behaviour plans • Meet and Greet	• Adapted curriculum and resources • Provision of specialised equipment • Careful seating plans • External Agency Support

What specialist services or expertise are available at or accessed by the school?

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. As a school we can provide a wide range of English and Maths small group interventions delivered by class teachers, teaching assistants and SENDCo, ICT support in the form of reading, phonics and maths programmes and our teaching assistants can also offer social skills support. Our environment is designed to support children with individual needs, where possible, e.g. visual timetables, individual workstations etc. as required. We are also supported through advice from our Trust SEN consultant, Natalie Packer.

Other services include:

Educational Psychologist	Speech Therapists	Occupational Therapy (Blossoms)
Rowan Gate Hub	Autism Outreach support	SALT
JoGo Behaviour support	SSS	CAMHS

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What support will there be for children's overall wellbeing?

We believe that children need to be happy and feel secure to make progress and have a range of options available to support children's' wellbeing.

Individualised programmes of support shared with all staff.

Small group interventions

PSHRE curriculum that aims to provide children with skills to enhance emotional and social wellbeing.

Lunch and play time support

Access to external agencies

Behaviour policy promoting recognition and positive praise

Anti-Bullying policy with accreditation of the Silver badge by the Anti-Bullying Association in April 2020.

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How will the school prepare/support my child in starting school and moving on?

Reception	Within School	Year 6	Between schools
✓ Series of visits during the second half of the summer term. ✓ Parents/carers invited to an information meeting at school	✓ Transition days with new teachers. ✓ Handover meetings conducted with staff ✓ Observations and extra transition provided for children with SEND	✓ Additional visits arranged for SEND children where necessary. ✓ Specific programmes with secondary schools.	✓ Liaise closely with staff, ensuring all relevant paperwork is passed on and understood.

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How will my child be included in activities outside the classroom including school trips?

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off-site. We believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all.

- Visual timetable
- Extra adult support where required
- Pictures of the environment
- Class discussions about trip
- Social stories
- Small group numbers
- Visual checklists

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How accessible is the school environment?

- Our school building is all on one level. However, there are steps to access some classrooms from outside.
- The school building is accessible to wheelchair users via the Reception class door as well as via the hall access.
- Individual access arrangements, if appropriate, can be discussed prior to the child starting school and access reviewed accordingly.
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and this is available via the school website.

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Complaints about SEND provision

1. We urge parents / carers with any concerns regarding the SEND policy or the provision made for their child to speak to the academy as soon as possible and, in the first instance, to the class teacher or the SENCO.
2. If parents / carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher.
3. If concerns are still unresolved parents / carers may wish to engage with PDET's Complaints policy procedures.

NB - any issue relating to statutory SEN assessments should be pursued with the relevant Local Authority and not via PDET's Complaints policy.

4. If parents / carers require further advice / support, they should use the local Information, Advice and Support Service for Special Educational Needs and Disability SENDIASS:

- Information Advice Support Service for SEND in Northamptonshire (telephone 01604 364772) or
- SENDIASS Rutland (telephone 07977 015674).
- Local Offer Impartial Information Advice and Support | Peterborough Information Network

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