

THE ALLIANCE  
MULTI-ACADEMY TRUST



# SEND Information Report

For the Academies within TAMAT

This SEND Information Report was approved and adopted by the Trust Board: September 2024

It will be reviewed: September 2026

## SEND INFORMATION REPORT

Last updated July 2025

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational needs and Disability (SEND) information report every year. This document explains how our school fulfils our statutory duties towards the pupils with SEND and meets the needs of all learners.

Holy Trinity Church of England School is part of TAMAT (The Alliance Multi Academy Trust).

This document is to be read in conjunction with the Inclusion Policy which can be found via this link

<b>Inclusion Leader contact details:</b> Cat Byng (KS1 SENCo), Claire Taylor (Key stage 2 Inclusion Leader and Designated Teacher) <b>Email:</b> <a href="mailto:info@htp.tamat.org.uk">info@htp.tamat.org.uk</a>	
<b>1. Which children does the school provide for?</b>	<b>Links to relevant legislation</b>
<p>We are a mainstream Primary School catering for pupils from age 4 to 11. We also have a Nursery onsite.</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs, whose needs can be met in a mainstream setting.</p>	<p>SEND CoP 6.79 bullet 1</p>
<b>2. What are the different kinds of SEND?</b>	
<p>The areas of need fall into 4 broad categories which are:</p> <p><b>Communication and Interaction (CCI or SLCN)</b>          Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. Communicating with others is central to our everyday life and involves a complex set of skills to do this effectively. Speech, language and communication are skills that interact with each other:</p> <ul style="list-style-type: none"> <li>• Speech is made up of clarity of the sounds we make, the control of volume, pitch, stress and fluency.</li> <li>• Language is a complex system which covers both understanding (receptive language) and talking (expressive language).</li> </ul>	<p>SEND CoP 6.28</p>

- Communication is how we interact with each other and share information.

With established skills related to speaking and understanding, children will be enabled to develop positive relationships, learn, have good mental health, and ultimately, be prepared for adulthood. The profile for every learner with SLCN is different and their needs may change over time.

The school recognises that:

- Children and young people with Social Communication and Interaction difficulties, including Autism, have a difference in the way they process information which affects how they may communicate and interact with people and the outside world.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The Inclusion Leader will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

### **Cognition and Learning (C&L)**

Learners with Cognition and Learning needs may experience difficulties in acquiring, consolidating and retaining knowledge because they have yet to develop their skills in one or more areas of cognitive functioning.

Learners to whom this guidance relates will present with a range of difficulties which challenge their learning and possibly also their social inclusion. Cognition and Learning difficulties cover a wide range of needs, including those referred to in the SEND Code of Practice (21015) such as:

- Moderate learning difficulties (MLD) - likely to need support in many areas of the curriculum
- Specific learning difficulties (SpLD) - affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Severe learning difficulties (SLD) - likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD) - likely to have severe and complex learning difficulties alongside physical disability or sensory impairment.

**Social, Emotion and Mental Health (SEMH)**

Our learners may present with a range of social, emotional and mental health difficulties which impact upon their learning and social inclusion, and which manifest themselves in many ways. Behavioural difficulties do not necessarily mean that a learner has SEND. However, becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressed behaviour are often an indication of unmet SEND which may include aspects of cognition and learning or complex communication and interaction needs.

Behaviour is a form of communication that may indicate there is an unmet need. This need may not mean that the learner has SEND, but it should not be viewed solely as ‘behaviour.’ Where behaviours of concern are present, there should be a period of assessment to determine whether there are any factors, such as undiagnosed learning and/or communication needs or mental health issues or difficulties with social interaction. Such difficulties may vary in severity and intensity and may change over time and across different contexts and environments. For some learners, difficulties with mood (anxiety or depression), self-harm, eating disorders, substance abuse or physical symptoms that are medically unexplained will require adjustments to be made in school.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, (<https://www.holytrinity-primary.org.uk/page/?title=Policies&pid=22> ) including how we will manage the effect of any distressing behaviour so that it doesn’t adversely affect other pupils.

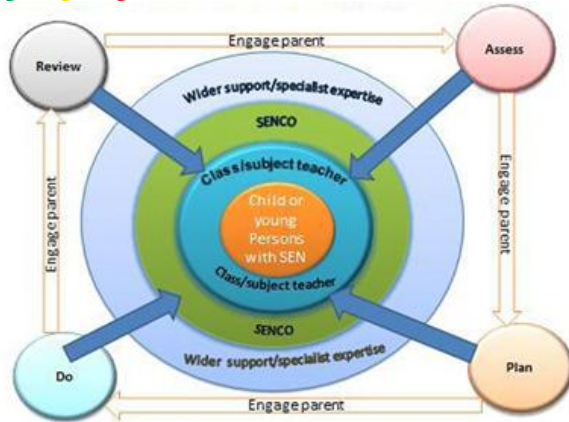
**Physical and Sensory (P&S)**

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the Inclusion Leader will ensure that their support needs are being met.

<p><b>3. How does the school identify children’s special educational needs?</b></p>	
<p>A pupil has SEND where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age.</p> <p>We assess each pupil’s skills and level of attainment when they start at the school and continue to assess them termly. If a child is making less progress than we would expect for their age or individual circumstances, we will consider whether they have special educational needs.</p> <p>We aim to identify children’s special educational needs (SEND) as early as possible so that the child achieves the best possible outcomes. This might mean using information from assessments, from their previous educational setting, or responding to concerns raised by staff or parents. As soon as we feel a child may have SEND, our Inclusion Leader will become involved. Where a SEND is identified, the child will be placed on our SEND register and an Individual Learning Plan (ILP) will be created.</p> <p>We will use a range of observations and assessments, in consultation with the child, parents and staff, and involving external professionals such as Specialist Teachers for Inclusive Practice (STIP) where appropriate. This will help us to identify the type of need a child has and what provision may be most appropriate. When a child with English as an additional language (EAL) is being assessed, we may use REMA or translators to help conduct assessments in the child’s home language.</p>	<p>SEND Code of Practice 6.15- 6.20</p> <p>6.79 bullet 5 and 6.21</p> <p>SEND CoP 6.24</p>
<p><b>4. How does the school meet, assess and review the needs of children with SEND?</b></p>	
<p>We are committed to regularly sharing progress feedback with our learners and their families. As part of our Assess, Plan, Do, Review cycle, we generate actions needed to support each pupil. These actions must be agreed upon by everyone involved in the pupil's learning, including the pupil themselves and are recorded on their Individual Learning Plans (ILP). This collaborative approach ensures families understand the next steps for their child and how best they can support their learning.</p>	<p>SEND CoP 6.79 bullet 5</p> <p>SEND CoP 6.80</p>



**SMART Targets and Review Process**

- **Targets:** Specific, Measurable, Achievable, Relevant, Time-bound (SMART) targets are set for each learner with SEND.
- **Review Cycle:** Targets are reviewed and updated termly. Progress and updated targets are shared with parents and carers.
- **Documentation:** Individual SEND targets are recorded on the Individual Learning Plan (ILP). Background information about the child, including strengths and achievements, is also included so that all staff have a clear understanding of the pupil's learning strengths and difficulties.

**Communication and Meetings**

- **Meetings:** Multiple opportunities are provided for parents and carers to meet with staff to discuss learner progress. These meetings, along with other communication methods, ensure clear guidance on how families can support their child's learning at home. During meetings, actionable steps that families can take at home to support school learning are clearly shared. Should more frequent contact be required, our staff will make suitable arrangements to ensure ongoing communication and support.

**5. How will I be involved in discussions about planning for my child's education?**

We value strong relationships with parents and carers, encouraging ongoing dialogue through our school communication systems. We welcome parental input to better support their child. The Inclusion Leader will encourage parents to share their knowledge of their child. Parents will be assured that their views and contributions are valued and will be acted upon. The focus will be on the pupil as an individual, avoiding allowing their SEND to become a label and support will be tailored to the needs of the individual, with input from those who know the pupil best. Parents will always be formally notified when the school provides their child with SEND support. Discussions will enable parents and pupils with SEND to express their needs, wishes, and goals, focusing on the pupil as an individual. Communications will use clear, ordinary language and images, avoiding professional jargon.

In addition to our twice-yearly parents' evenings, parents of all children receive an annual report on their child's progress.

SEND CoP 6.79 bullet 3

SEND CoP 6.79 bullet 5

<p>Children on our SEND register have an ILP detailing their personal targets and additional support received. The ILP is reviewed termly by the class teacher and shared with parents.</p> <p>Children with an EHCP will have an annual review, potentially involving outside agencies along with parents and teachers. These reviews focus on the child's progress toward agreed outcomes, with support planned to help reach these outcomes.</p>	
<p><b>6. How does the school teach and support children with SEN?</b></p>	
<p>All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners, supplemented with additional strategies where necessary. Our graduated support is organised into three waves:</p> <p><b>Universal</b> is high quality teaching using strategies that apply to all children including those with SEND. Our Inclusion Leader may advise teachers on any adaptations which would benefit children with SEND and will monitor effectiveness.</p> <p><b>Targeted Provision</b> also includes short term strategies for those who may need extra help in the form of additional interventions offered by the school.</p> <p><b>Personalised Provision</b> is individualised or specialist support for children with a high level of need.</p> <p>Details of what is available in each stage can be found on the Waves of provision document, available on the school website (<a href="https://www.holytrinity-primary.org.uk/page/?title=Inclusion&amp;pid=142">https://www.holytrinity-primary.org.uk/page/?title=Inclusion&amp;pid=142</a>).</p>	<p>SEND CoP 6.79 bullet 7 and 6.19</p> <p>SEND CoP 6.4</p>
<p><b>7. How do we adapt the curriculum and learning for children and young people with SEND?</b></p>	
<p>Having identified needs, we match provision to need, all reasonable adjustments are made and targeted interventions planned. Our staff make reasonable adjustments to help include all children not just those with SEND. Where appropriate, an individualised timetable is devised to support the development of skills and understanding for the individual in all areas of the primary curriculum and in social understanding.</p> <ul style="list-style-type: none"> <li>All teachers are teachers of inclusion and special educational needs and are proficient at providing appropriate experiences for the range of learners within their classes.</li> <li>Termly year group pupil progress meetings establish appropriate interventions for individuals or groups of pupils as well as ensuring clear communication between all staff involved with that child.</li> </ul>	<p>SEND CoP 6.79 bullet 8</p> <p>SEND CoP 6.12</p>

<p>We may make adaptations to how the curriculum is delivered for children with SEND, to ensure the learning is accessible. This could be through the initial input that is given, the task or the type of support for independent work, depending on the child's need. It may also involve making adaptations to the learning environment if needed.</p> <p>We monitor the impact of interventions through regular meetings and tracking of pupil progress.</p>	
<p><b>8. What training do school staff have to support pupils with SEND?</b></p>	
<p>We are committed to developing the ongoing expertise of our staff and upskills our staff knowledge of how to support children with SEND. We have trained staff in our school who have been trained in: ELSA, Numicon, Literacy for All (Reading Intervention) Fischer, Family Trust (Literacy support), ELS (Early Literacy Support), Emotion Coaching, precision teaching and pre-learning of vocabulary, Drawing and Talking intervention and Speech and Language.</p> <p>This year, we have put in additional training into:</p> <ul style="list-style-type: none"> <li>• Speech and Language intervention;</li> <li>• Emotion Coaching;</li> <li>• Positive touch training for key staff;</li> <li>• Literacy for All reading intervention led by the STIPs team;</li> <li>• Colourful semantics;</li> <li>• ALD board training from SALT;</li> <li>• Specific medical training for certain staff;</li> <li>• Nurture training for ELSA and Inclusion Leader;</li> <li>• Boxall training;</li> <li>• Intensive Interaction;</li> <li>• Introduction to speech sounds;</li> <li>• Articulation therapy for children with an Articulation Disorder;</li> <li>• Minimal Pairs for children with a Phonological Delay or a Consistent Phonological Disorder;</li> <li>• Autism specific training;</li> <li>• Nurture Training.</li> </ul> <p>Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral.</p>	<p>SEND CoP 6.79 bullet 9</p>

<p>This academic year the school has had support from SALT, Specialist teachers for Inclusive Practice (STIPs), PSS (Physical, Sensory and Support), The Park outreach team and the Educational Psychologist. We are also working with outreach workers from Freemantles.</p>	
<p><b>9. How does the school prepare children for transition and transfer?</b></p>	
<p>Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work successfully with our partner schools, arranging extra visits for vulnerable pupils where possible.</p> <p><b>EYFS</b> In Early Years, prior to children joining the school in September each year, the class teacher will visit nurseries and discuss the needs of all children that will be joining us. Any individuals who have already been recognised as having SEN will also be discussed with the Inclusion Leader to ensure the right provision is in place before their arrival.</p> <p><b>Year 3</b> The Year 3 team leader, teachers and Inclusion Leader make visits to our feeder infant schools and extra transition visits are arranged where necessary for SEND pupils. Special arrangements are also made for vulnerable pupils so that their transition into our school is successful.</p> <p><b>Secondary school</b> The Year 6 teacher meets with the relevant staff (usually Head of Year 7) to discuss all children transitioning to secondary school. For children with SEN, our Inclusion Leader would also meet with the SENCo of the secondary school and make plans for transition. This might involve additional visits, preparatory material or activities to help the child at the point of transition.</p> <p>While the pupil is still in Y5 parents are advised to take an active part in preparing for the next stage of their son/daughter's education by visiting schools that they feel may be appropriate for their child's secondary education. In this way, they can become familiar with the SEND departments of these schools and then make informed choices when applying for secondary placement.</p> <p><b>Progression through the school</b> Each year a careful transition meeting is also held between year groups to ensure the smooth transfer from one year group to the next and specific transition strategies put in place for SEND or vulnerable pupils. This will involve these pupils making extra visits to their new classrooms and familiarising themselves with the new environment they will be working in and making a book of photos of their new class to take home over the summer. The completion of an Individual Learning Plan for SEN pupils will further support this process, as these plans will give a clear outline of needs, aspirations and strategies that have worked successfully for the child.</p>	<p>SEND CoP 6.79 bullet 6</p>

<p>For children with EHCPs, their final annual review in Year 1 will consider their options for Key Stage 2 (juniors) and their final annual review in Year 5 will consider their options for Key Stage 3 (secondary school.)</p>	
<p><b>10. How well do we evaluate the effectiveness of provision for pupils with SEND?</b></p>	
<p>Budgets are closely monitored and aligned to the school improvement plan of the school.</p> <ul style="list-style-type: none"> <li>• Provision mapping is used to ensure that the SEND budget targets those pupils with greatest need. Provision mapping also supports the school in being able to evaluate if provision is effective and whether interventions have been cost effective.</li> <li>• We review the needs of the SEND children within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.</li> <li>• The Inclusion Leader carries out learning walks and book scrutinies, which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</li> <li>• Progress data is also used to assess the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective in terms of both the time spent on them and the finance used in providing the intervention.</li> <li>• Each year we review the needs of the whole cohort to see if there is a change in the overall SEND make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</li> <li>• Pupil premium children and those on free school meals are monitored to ensure they have access to additional resources (if they are SEND) that will support the narrowing of the gap in their learning.</li> </ul>	<p>SEND CoP 6.79 bullet 10</p>
<p><b>11. How are pupils with SEND able to engage in activities including school trips?</b></p>	
<p>Our SEND and Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</p> <ul style="list-style-type: none"> <li>• All children are encouraged to participate in after school activities as well as in all aspects of school life. When needed, extra plans are put in place to overcome barriers and enable pupils to access extra-curricular activities</li> <li>• Integral to our ethos is learning through first-hand experience and this is made accessible to all children. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out and where appropriate care plans are put in place so that pupils with SEND can access these educational experiences.</li> <li>• Pastoral support and response plans are also drawn up for vulnerable pupils or those with behaviour challenges.</li> </ul>	<p>SEND CoP 6.79 bullet 11</p>
<p><b>12. What support is there for children's overall well-being and their emotional, mental and social development?</b></p>	

<p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> <li>• A Personal, Social, Health and Economic and Relationships Education curriculum (PSHE) called Kapow based on the PSHE Association planning, that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.</li> <li>• We have a qualified Emotional Literacy Support Assistant (ELSA) who works individually with pupils who need pastoral or emotional support.</li> <li>• All staff provide a high standard of pastoral support.</li> <li>• Lunchtime ELSA drop-in clinics and social skills groups are in place to support pupils with emotional and social needs.</li> <li>• Rainbow group allows children with Social Emotional and Mental Health needs (SEMH needs) space away from the class to learn social skills and focus on strengths and achievements to boost self-esteem.</li> <li>• The school dog support children with reading, coming into school, drawing and talking therapy and walk and talk</li> <li>• Teachers highlight vulnerable children for these groups through regular monitoring of their behaviour and emotional well-being.</li> <li>• In the academic year 2020-21, we adopted the Outdoor Play and Learning (OPAL) Programme. This play project has enabled the school to radically improve the structure of lunchtime play so that pupils are becoming more resilient and adaptable in their independent play. The aim is to make lunchtime play completely inclusive and to improve the quality of play for all children, but particularly to increase the independence of those pupils with social and communication difficulties, through a structured and strategic approach. This enables all children, including those with ASD and SEMH difficulties, to be able to initiate and manage their play experiences and to have confidence to take risks when appropriate and necessary.</li> <li>• Relevant staff members are trained to support medical needs. We have a medical policy in place and our Inclusion Leader develops care plans for pupils with medical or physical needs. These care plans are communicated to all relevant members of staff and copies of care plans are taken on any school trips. The staff knows that they are responsible for following the care plans in and outside school.</li> <li>• Our Behaviour Policy, (<a href="https://www.holytrinity-primary.org.uk/page/?title=Policies&amp;pid=22">https://www.holytrinity-primary.org.uk/page/?title=Policies&amp;pid=22</a> ) which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. Additional behaviour charts are set up for particularly vulnerable children where teachers, parents and children are able to monitor behaviour and make comments on progress. Vulnerable pupils are also flagged up to all staff and monitored on the playground.</li> <li>• We have adopted a restorative approach to behaviour in the school, which addresses the causes of negative behaviours as well as dealing with bullying.</li> <li>• We use CPOMS to track welfare concerns and patterns of behaviour that might help us in identifying a need for support.</li> <li>• Daily acts of Worship which include promotion of our school values and raising awareness of topical issues such as bullying, racism or inequality help support our inclusive ethos and equality policy. Our SIAMs report can be found <a href="#">here</a>.</li> </ul>	<p>SEND CoP 6.79 bullet 12</p>
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<ul style="list-style-type: none"> <li>• Every child can talk to their class teacher to share any concerns using the class connection box or the whole school Time to Talk box.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly, i.e. WHAM (We have a mission), Eco warriors, Reading ambassadors.</li> <li>• We may work with other services to support children, e.g. Education Support, Inclusion Officer for attendance, Child and Adolescent Mental Health Services, Early Help services etc.</li> </ul>	
<p><b>13. What specialist services does the school use to support children and their families?</b></p>	
<p>As part of the cycle of SEN support (assess - plan - do - review) we will consider whether we need to involve other services to make sure the child's specific needs are met. This might include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Specialist Teachers for Inclusive Practice (STIPs)</li> <li>• Occupational Therapy (OT)</li> <li>• Physical and Sensory Support Service (PSS)</li> <li>• Speech and Language Therapy (SALT)</li> <li>• Outreach provided by Freemantles Specialist School</li> <li>• Young Carers</li> <li>• Banardos and Eikon for emotional well-being support</li> </ul> <p>Parents are always involved in any decision to involve specialists.</p>	<p>SEND CoP 6.79 bullet 13</p>
<p><b>14. Where can I get information, advice and support?</b></p>	
<ul style="list-style-type: none"> <li>• The <a href="#">Surrey Local Offer</a> shows advice and advocacy services for children, young people and parents and carers.</li> <li>• <a href="#">MindWorks</a> is a Surrey site where parents can access a wide range of information and services to support children with SEND, including mental health and wellbeing support.</li> </ul>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51;1</p>
<p><b>15. Who can I contact for further information or if I have any concerns?</b></p>	
<p>SEND CoP 6.79 bullet 14</p>	

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The Inclusion Leader
- The Headteacher

For complaints, please refer to the school's complaints policy, available on the school website.