



# Holy Trinity Primary Information Report 2025-2026

Review Date - September 2026

Meeting the needs of Pupils with  
Special Educational Needs (SEN)  
and Disabilities (SEND)

*'To be the best we can be - for God, for others and for ourselves'*



## Definition of SEN

‘A child or young person has SEN if they have a learning difficulty which calls for special education provision to be made for them, A child of compulsory school age or young person has a learning difficulty if they

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them 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.

A child under compulsory school age has special education needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them,’

Code of Practice 2014

## Who are the best people to talk to about my child’s difficulties with learning?

The first step is to speak to your child’s class teacher if you have concerns about your child’s progress.

- ✓ The class teacher is responsible and accountable for providing quality first teaching. This includes, adapting and refining the curriculum to respond to strengths and needs of all pupils. Monitoring the progress of pupils and identifying, planning and delivery of any intervention or additional support.

You may also wish to speak to the Special Educational Needs Coordinator (SENDCO), the school SENDCO is Mrs Hogg. The SENDCO is responsible for:

- ✓ Coordinating provision for children with SEND and developing the school’s SEND policy.
- ✓ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Monitoring progress and effectiveness of provision.
- ✓ Ensuring parents are involved in supporting their child’s learning and access to the curriculum.

Other members of staff who may useful to contact are:

- ✓ The Headteacher, is responsible for the day-to-day management of all aspects of school, including provision made for children with SEND.
- ✓ The SEND Governor, Mrs A Tudor, is responsible for supporting the school to evaluate and develop the quality and impact of SEND provision.
- ✓ The SEND Teaching Assistant, Mrs M Hannah, is responsible for supporting children through additional support programmes and interventions.



- ✓ Our pastoral team, Mrs Lincoln and Mrs Fletcher, may also be a point of contact for parents. These members of staff must always communicate any information shared with them to the child's class teacher and SENDCO.

## How do we identify pupils with SEN and assess their needs?

As shown in the flowchart at the end of the document, your child could...

- ✓ Have additional group work or take part in an intervention to support their learning (either 1:1 or as part of a group).
- ✓ Have a support plan in place to tailor learning to their specific need.
- ✓ Be referred to a specialist for an observation and advice
- ✓ Apply for funding for additional adult support
- ✓ Apply for an EHCP if further support is still needed
- ✓ The class teacher will track progress of and make observations of children they are accountable for. If a child is not learning at the same rate as their peers or has a particular difficulty in an area of learning, then it may indicate the child has a special educational need.
- ✓ The class teacher will then discuss these concerns with the SENDCO and together they will decide the next step for the child.

## What kinds of SEND are provided for?

There are 4 different types of SEND:

**Communication and Interaction:** Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people will be supported to develop their linguistic competence in order to support their thinking, as well as their communication skills.

**Cognition and Learning:** Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, these children will be supported with appropriate differentiation and intervention.

**Social, emotional and mental health:** For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. These children will be supported with age appropriate intervention and support from key adults.

**Sensory and/or physical needs:** There is a wide range of sensory and physical



difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

### How will school engage with parents about concerns and support?

- ✓ The class teacher will meet with all parents twice a year through Parents Evening.
- ✓ If your child is receiving SEND Support then additional meetings are held three times per year (September, January and May) with the class teacher and SENDCO. Parents will receive a copy of their child's pupil profile at these meetings.
- ✓ At different points in the year, the class teacher may invite the parent into school for an informal discussion regarding their child's progress or difficulties.
- ✓ A parent can request a meeting with the class teacher or SENCO at any time of the year.

### How will teaching be adapted to meet the needs of my child?

- ✓ As part of quality first teaching, teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.
- ✓ Adaptive teaching is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- ✓ Teachers set different tasks for pupils of different abilities. They allocate additional help and support to certain pupils in the class and allow pupil response at different levels and through alternative means of recording
- ✓ Independence of pupils is kept of the forefront of planning for different needs.
- ✓ Grouping arrangements are organised flexibly with an emphasis on mixed ability groups, to maximise learning opportunities to the full.
- ✓ Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent skills.

How will the school adapt the curriculum and learning environment for pupils with SEND to ensure children receive a broad and balanced curriculum that is accessible?



- ✓ We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school.
- ✓ We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning - for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.
- ✓ We encourage children with SEND to play a full part in the life of our school. Children with SEND are represented on our school council and in the role of Play Leaders along with their non -SEND peers. Taking these responsibilities helps children to communicate more confidently with other children.
- ✓ We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessments and when necessary make reasonable adjustments to plans and arrangements.
- ✓ Our SENDCo monitors the quality and effectiveness of interventions every half term through regular meetings with class teachers and the SEND TA.
- ✓ We measure a baseline at the start of an intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of expectations, we will consider other forms of support in discussion with parents and children.
- ✓ Subject Leaders have a working knowledge of the SEND Code of Practice and give this knowledge high status within their subjects.
- ✓ All class teachers take responsibility for meeting the needs of all learners in their class by differentiating learning. Where pupils have SEND, class teachers will be aware of each pupil's strengths and areas for development, and will make every effort to provide for these.
- ✓ Where learners are working at a level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups.
- ✓ We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENDCO, who may in turn seek advice from other specialist agencies.

### How is the progress of my child tracked and evaluated?

- ✓ We track progress for all pupils at Pupil Progress Meetings which are held three times a year. The meeting involves the class teacher and senior leaders including SENDCO and Head teacher.
- ✓ Any child not making progress is highlighted and immediate interventions are put into place.
- ✓ The monitoring and evaluation of SEN support is evaluated and measured in relation to progress towards personal outcomes.
- ✓ Progress is also tracked through targets set at SEND meetings involving the class teacher, parent/s and SENDCO. These happen three times a year. The targets are recorded and reviewed on Pupil Profiles.



- ✓ Upon entry into an intervention programme children are assessed and then re assessed at the end of the intervention to measure the impact of the programme.
- ✓ Provision for SEND pupils is reviewed each half term by SENDCO. This involves the SENDCO meeting with class teachers and the SEND TA to review the impact of support and discuss next steps so that support is maximised and highly effective.
- ✓ If a child is making progress through Quality First Teaching and additional support in place then they may no longer require SEND support.

## How do we identify pupils for additional support programmes or interventions?

- ✓ Steps are taken to ensure all pupils can access what is being taught. There may be times when an individual or groups of children require additional support or teaching to ensure that progress is made.
- ✓ The class teacher is responsible for monitoring a child's progress through an assess, plan, do and review approach. The class teacher will decide which pupils are not making expected progress and will implement additional support.
- ✓ There may be times when an outside agency offers recommendations or programmes for school to use. The class teacher will try to implement these programmes flexibly in the classroom to ensure a broad and balanced curriculum is offered to each pupil.
- ✓ There are many programmes and interventions offered at Holy Trinity. Listed below are a selection that we offer:
  - Maths programmes such as Numicon.**
  - The 5-minute Box**
  - Phonic programmes such as Read Write Inc and Fresh Start.**
  - Fine motor skills programmes such as Clever Fingers.**
  - Social and Emotional development programmes such as Socially Talented, The Conversation Train, Friendship Terrace.**
  - Speech and Language programmes provided by NHS Therapists.**

## How do school identify targets and involve parents in this process?

- ✓ The class teacher and parent will meet three times a year at the established SEND review meetings. The class teacher and parent will discuss the progress made against each target set for the child. As part of this review new targets will be set in line with the current needs of the child.
- ✓ Pupil profiles are shared with parents and their views are collated to add to this.



## How do school involve children, ensuring that pupil voice is heard?

- ✓ There are several opportunities in which children may share their view.
- ✓ Older children may be invited to the SEND review, if the class teacher and parent feel it is appropriate.
- ✓ Younger children may be asked about their learning and the teacher may complete a 'How am I doing?' questionnaire to bring along to the SEND review.
- ✓ Children may also receive pastoral support with Mrs Hannah, Mrs Lincoln or Mrs Fletcher who may then share the child's view with the class teacher and parent.

## What support from outside does the school use to help my child make progress?

- ✓ The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:
  - Sefton Special Educational Needs and Inclusion Service (SSENIS)** - Our Inclusion Consultant is Sophie Walsh. Sophie works on a consultancy basis with school, offering support where school identify a need.
  - Sefton SEN Assessment and Monitoring Service**
  - Educational Psychology Service** - Our attached Educational Psychologist is Stuart Duckworth. Stuart is a familiar face in school and comes into school several times each term to work with children, teachers and parents.
  - SSENIS Visual Impairment Service**
  - Occupational Therapy Service**
  - Speech and Language Therapy Service**
  - Child and Adolescence Mental Health Service (CAHMS)**
  - Paediatric Services**
  - School Nurse or Specialist Nurses**
- ✓ The class teacher or SENDCO may signpost one of these agencies for additional support for your child. If you are happy to seek involvement from one of these agencies, the SENDCO can make a referral as required.
- ✓ The relevant agency will assess the child and make recommendations to school and parents.
- ✓ Access to each service is not immediate and usually results in being placed on a waiting list.

## How does the school fund support for pupils with SEND?



Holy Trinity CE Primary School uses its notional SEN budget to provide additional support and interventions for pupils with SEND. This includes funding for specialist teaching assistants, targeted intervention programmes, staff training, and resources to ensure accessibility.

Where a pupil's needs require provision that exceeds £6,000, the school will apply for High Needs Funding from the Local Authority. This funding enables us to provide enhanced support, including one-to-one assistance or specialist equipment.

We also ensure compliance with our Accessibility Plan and the Equality Act 2010, making reasonable adjustments to the learning environment. All funding decisions are monitored for impact and reported to governors annually.

## What arrangements are in place to support transition between key stages or year groups?

Children with SEN can become particularly anxious about 'moving on' so we seek to support successful transition:

### When moving to another school:

We will contact the School SENDCO and share information about provisions that have been named to help your child achieve their learning goals. Additional transition visits will be arranged if it is felt appropriate. We will ensure that all records are passed on as soon as possible.

### When moving classes in school:

An information sharing meeting will take place between the current teacher and new teacher, including the teaching assistants. Children will also have an opportunity to visit their new classroom and experience a taster session with their new teacher. For some children, transition may be enhanced further. Class teachers may work together to plan additional experiences for individual children.

### When moving to High School, Year 6 to 7:

Transition from primary to secondary school can be a significant change for pupils with Special Educational Needs and Disabilities (SEND), particularly those with an Education, Health and Care Plan (EHCP). At Holy Trinity CE Primary School, we plan this process carefully to ensure continuity of support and reduce anxiety.

- ✓ **Early Planning:** Transition planning begins during the Year 5 annual review of the EHCP, where secondary placement options are discussed with parents and professionals.
- ✓ **Year 6 Annual Review:** The EHCP review in Year 6 focuses on preparing for the next phase of education. We invite the receiving secondary school's



SENCO to attend the review meeting to share information and agree strategies.

- ✓ **Enhanced Visits:** Where needed, additional visits to the new school are arranged for the pupil, including opportunities to meet key staff and experience the environment.
- ✓ **Information Sharing:** We provide detailed transition documentation, including the pupil's EHCP, Pupil Profile, and successful strategies, to the secondary school.
- ✓ **Multi-Agency Support:** For pupils with complex needs, we may hold a transition planning meeting involving parents, the SENCO, secondary school staff, and relevant professionals (e.g., Educational Psychologist, SSENIS).
- ✓ **Focus on Independence:** Transition planning includes developing independence skills, confidence, and emotional resilience to support a successful move to secondary education.

### **When moving from Nursery to Primary School:**

The SENDCO and Reception class teacher will meet with the SENDCO and/or Keyworker from the Nursery setting to discuss a child's specific needs, including the nature and level of support which has had the most impact. In some cases, additional multi-agency meetings may be arranged to create a more detailed 'transition plan' which may include Holy Trinity visiting the Nursery setting and enhanced visits for your child to visit Holy Trinity.

### **How can I be sure that the school has the appropriate knowledge and expertise to support my child's needs?**

- ✓ An audit of the school population takes place each year to ensure that the relevant teachers and teaching assistants have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND with whom they work. On-going training is given and is available as required to meet individual needs.

#### **Examples of training provided:**

- ✓ **Anxiety Management and Mindfulness**
- ✓ **Trauma Informed Practice**
- ✓ **Sensory Breaks**
- ✓ **Autism Training**



- ✓ ADHD Training
  - ✓ SaLT Training
  - ✓ NG Tube Training
  - ✓ Nurture Training
  - ✓ Epi-Pen
  - ✓ Diabetes
  - ✓ Lego Therapy
  - ✓ Paediatric First Aid
  - ✓ Quality First Teaching
  - ✓ Team Teach
  - ✓ EBSA
  - ✓ PDA
  - ✓ Sensory needs
  - ✓ MHST
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- ✓ Care plans are updated yearly unless the need arises prior to this to adapt them.
  - ✓ The SENDCO actively engages with opportunities available locally to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

### How do we make all opportunities in school accessible to children with SEN? How are specialist resources used to support my child?

- ✓ Holy Trinity is a mainstream primary school on three levels.
- ✓ Physical access at Holy Trinity includes, wheel chair access throughout the ground floor level.
- ✓ Advice from external agencies regarding accessibility is disseminated and followed. Our Accessibility plan is completed through a company we engage with called 'Compliance Education'.
- ✓ The purchase and use of any recommended equipment and resources within the parameters of school's budget are sourced.
- ✓ Specialist equipment as required on an individual basis to access the curriculum is either purchased within the school's budget or loaned from an agency.
- ✓ Training has been provided by specialist nurses and advice from professionals disseminated and followed for pupils with diabetes and epilepsy. Refresher training and further training is arranged and provided.
- ✓ All children are given access to any extracurricular activities and school trips. It may be necessary to complete an enhanced risk assessment.

### How do we ensure that children with social, emotional and mental



difficulties are supported?

- ✓ Strategies to support the development of pupil's social skills and enhance self-esteem are used throughout school.
- ✓ The SENDCO (Mrs Hogg), SEND Teaching Assistant (Mrs Hannah) and The Pastoral Team (Mrs Lincoln and Mrs Fletcher) all support parents, class teachers and pupils through regular contact and liaison. By talking and listening to the children, we are able to help gain a better understanding of the child's needs and how best to provide support.
- ✓ The following are some of the ways we support children:
  - Boxall profiling
  - Pastoral Support Programme
  - Small group programmes e.g., Social skills, Kids Skills, Socially Talented.
  - Playtime Buddies
  - Reduced or modified timetables
  - Time out
  - Choice boards / Choice boxes
  - Reward systems to celebrate success
  - Transition Support
  - Home / School Diaries
  - Regular contact with parents

### **What are the arrangements for supporting children who are looked after by the local authority (LAC) and have SEND?**

The SENDCO will work closely alongside the child's class teacher and the school safeguarding co-ordinator. Sefton Councils' Virtual School supports Looked After Children, through their education journey to help them overcome barriers to learning and achieve their potential. Both Holy Trinity and The Virtual School work together through the use of the child's Personal Education Plan (PEP). This is developed by the Social Worker, the Looked After Child, the school and the carer. The plan is monitored each term and adjusted as needed. The plan is ambitious, focused and detailed enough to be effective and will pay Pupil Premium Plus grant to the school to help with the cost of carrying out the plan. Each Looked After Child has an Education Coordinator who will monitor their progress and work with the child, and any professionals who are involved in their care to ensure successful outcomes in education.

### **What safeguarding measures are put in place for our pupils with SEND?**



Holy Trinity CE Primary School recognises that pupils with SEND can be more vulnerable to safeguarding risks. In line with **Keeping Children Safe in Education (KCSIE)**, we ensure:

- The SENCO works closely with the Designated Safeguarding Lead (DSL) to share relevant information and coordinate support.
- Staff are trained annually on safeguarding and SEND, including recognising signs of abuse, neglect, bullying, and child-on-child abuse.
- All safeguarding concerns are recorded on CPOMS and acted upon promptly in accordance with our Child Protection Policy.
- SEND provision includes strategies to promote emotional well-being and resilience, reducing vulnerability to harm.

For more details, please see our **Safeguarding and Child Protection Policy**, which is published on the school website.

Where can I find further information about the support services available for parents of children with SEND?

Within school, Mrs Hogg (SENDSCO), may be able to direct/ signpost you to more specific organisations and services that can provide additional support.

The Local Authority may be a useful point of contact -

For more information you can contact Sefton SEN and Inclusion Service on 0151 934 2347 or by emailing SEN & Inclusion Service: [SENIS@sefton.gov.uk](mailto:SENIS@sefton.gov.uk)

You can find the Sefton SEN and Inclusion Service at:

Sefton SEN and Inclusion Service  
Ainsdale Hope Centre,  
Sandringham Road,  
Ainsdale,  
PR8 2PJ

Sefton provide a Local offer for Special Educational Needs and Disabilities, more information regarding this can be found on the website -

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0> (there is a link to this on the school website)





## What are the arrangements for handling complaints from parents of children with SEND about the support that school provides?

At Holy Trinity we aim to provide the very best education and support for every pupil at our school to enable them to take full part in the life of the school and to achieve their best. Children who have special education needs, specific access requirements or particular health issues may need to have additional help, resource or support. Holy Trinity seeks to ensure there are no barriers to learning or taking a full part in the life of the school for any child. We especially ask parents of children with special needs to work in close partnership with us. If a situation arises where we have any concerns or need to talk to you, we shall contact you quickly and discuss matters confidentially, openly and fully with you.

If parents have any matter that they wish to talk over, or any concerns whatsoever, please talk to your child's teacher. If you feel that the matter has not been resolved then you can arrange to speak to Mrs Hogg, the school SENDCO or Mrs Thompson, the headteacher. They will endeavour to find a solution. They can be contacted via telephone by calling the school office on 01704 538366 or by email at [loren.hogg@ldst.lorg.uk](mailto:loren.hogg@ldst.lorg.uk) / [Linda.Thompson@ldst.org.uk](mailto:Linda.Thompson@ldst.org.uk)

If you are still not satisfied with the outcome, then please follow our school complaints procedure. A copy of this is on our school website under the tab 'Key Information' > 'Parents' > 'Complaints'.

Parents and carers can also seek independent, impartial advice and support from Sefton SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). Contact details for SENDIASS are provided in the school's SEN Information Report and on the Local Offer website.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found in the Sefton SEND Local Offer - <https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=3>