



Holy Trinity CE (C) Primary School

SEND INFORMATION REPORT

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness



Our School



July 2026

Number on roll	207
Number on SEND register	46
Number of EHCP's (Educational Health Care plans)	11

SEND By Year Group

Nursery	6	Year 3	8
Reception	3	Year 4	8
Year 1	3	Year 5	6
Year 2	3	Year 6	9

Meet Our SENDCo



The SENDCo/ Inclusion Leader is Laura Fox.

If you would like to contact Mrs Laura Fox please contact:

sendco@holytrinity.staffs.sch.uk or 01283 247550



Courage



Kindness



Respect



Responsibility



Perseverance



Togetherness

Our Early Year SENDCo is Hayley Cartwright. Mrs Cartwright gained her SENDCo qualification in May 2026.



If you would like to contact Mrs Hayley Cartwright please contact:
sendco@holytrinity.staffs.sch.uk or 01283 247550

Special Educational Needs



SEND is categorised into 4 broad areas in the SEN Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical (hearing, visual or multisensory impairment)



Courage



Kindness



Respect



Responsibility



Perseverance



Togetherness

Holy Trinity adhere to the definition of Special Education Needs from the Code of Practice 2014 which states that:

- A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school.



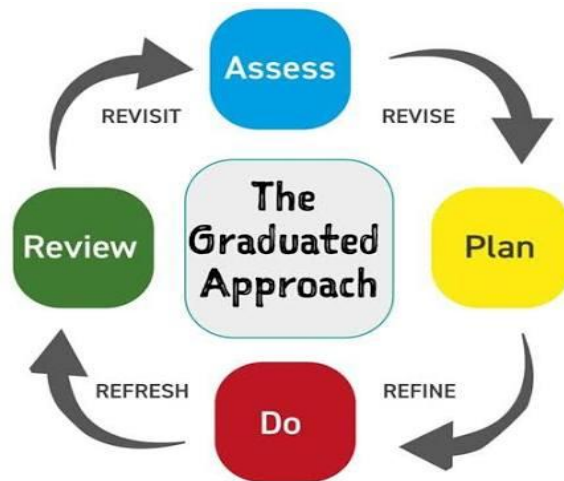
Identifying and Assessing Need

Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored.

When staff are concerned about a child, they will speak with the SENDCo and parents. Before this happens, informal conversations are likely to have already taken place. Depending on the level of concern or presenting needs, the SENDCo may then observe the child in class and gather the views of both children and parents.

We adopt a 'graduated response' to identifying children with SEND and additional provision is planned and delivered through the four-part 'Assess, Plan, Do, Review' cycle.

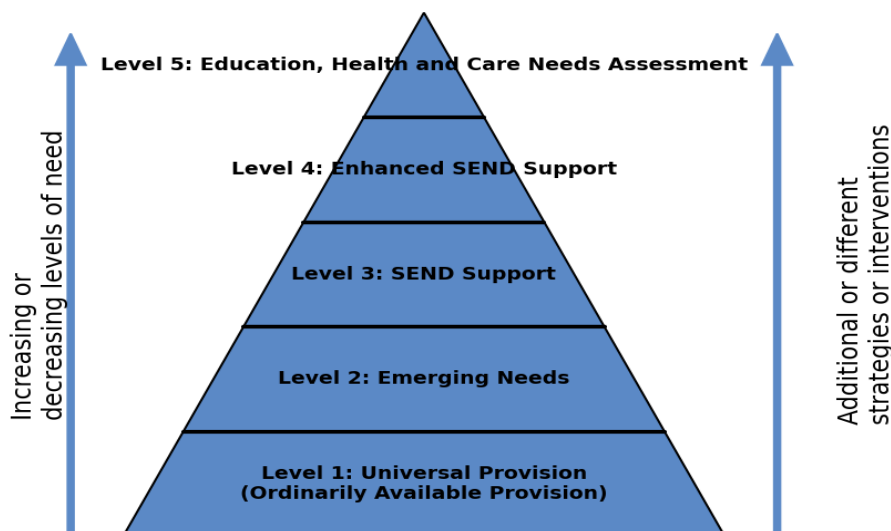




Usually after an initial period of monitoring (usually a term), we will decide if a child needs to be placed on the SEND Register and an Individual Education Plan (IEP) will be written with 3-4 targets and additional support they are receiving. Class Teachers share these with parents, and they are reviewed three times yearly

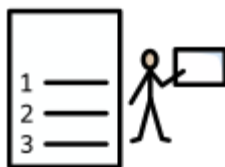
Some children may require more support than is ordinarily available in school. In this instance, we may seek the support of outside agencies in ensuring that we are offering the best support we can.

Graduated response:



Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

Adapting the Curriculum



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Our Ordinarily Available Provision includes:

- High quality teaching
- Differentiated learning
- Adaptive teaching strategies
- Classroom scaffolding
- Visual supports
- Flexible grouping
- Behaviour support strategies

Our provision to support children with additional needs can comprise of:

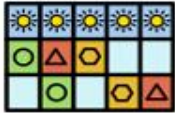
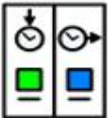
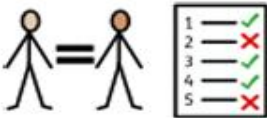
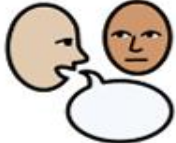
Adjustments – the ‘Teacher Tweaks’ that staff make through everyday Quality First Teaching (e.g. visual prompts, Now and Next structures etc.)

Resources/Support – the physical or human resources (e.g. pencil grips, adult scribe, voice recorders etc.)

Intervention – specific and additional teaching (e.g. individual or small group activities rehearsing a particular skill)



Common adaptations may include:

		
Visual Timetables	Now and Next boards	Word banks or vocabulary lists
		
Ear defenders	Timers	Pre or Post Teaching
		
Explicit and clear instructions	Opportunities for self-reflection and assessment	Assistive Technology
		
Writing slope	Pencil grip	Fiddle toy
		
Peer Marking	Individual support from an adult	Coloured overlays

Communicating with Parents and Carers



At Holy Trinity C of E Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We communicate in a range of different ways, including:

- An open-door policy with Class Teachers, SLT and pastoral staff available at the start and end of each day
- Parents Evening twice yearly. The SENDCo is always available at these events.
- Class Dojo, school website and ParentMail
- Annual Reports (summer term)
- Termly IEP Reviews (Individual Education Plans)
- Annual Reviews for those with EHCPs

Pupil Views



Pupil's views are very important to us; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school.

Where appropriate, children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

In a manner appropriate to their level of need, pupils are given opportunities to:

		
Tell us how they think they are doing	Attend meetings and help decide the support needed	Represent their peers when giving views in School



Evaluating Provision



We regularly review our provision for children with SEND and this is done in a range of different ways including:

- Review progress in SLT meetings and discussing next steps
- Discuss and share ideas in staff meetings to ensure up to date research and policies are in place
- Reviewing children's individual progress at regular intervals
- Monitoring classroom practice by SENDCo and subject leaders

Our provision is also reviewed by external processes including:

- Annual SEND Review
- Termly visit
- Teaching and Learning Reviews led by external advisers
- Ofsted inspections

Staff Training



At Holy Trinity, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be used. Some staff have completed training in the following areas:



		
Bucket Time (Attention Autism)	Autism Awareness	Little Wandle Phonics
		
ELSA (Emotional Support Literacy)	Restorative Relational Practice	Sensory Circuits
		
Dyslexia Friendly School Strategies	Lego Therapy	Makaton

Transition Support



Nursery to Reception:

We hold an information session in the summer term for our new reception starters, providing parents with the opportunity to meet key members of staff and to ask any questions they may have. 'Stay and Play' sessions are held in the summer term in preparation for their September start.

For some children with SEND, we offer additional opportunities to spend time with us to help this transition further. We liaise closely with local early years settings and rely on their expert knowledge of the children to secure they have the best possible start to school.

End of Year Transition:



When children move up a year, we provide information booklets which include photos of the teacher, support staff and key areas in school. We hold a read with your teacher session before our Transition Day during the summer term allowing the children to go up to their new classroom and meet their teacher.

For some children, we provide an 'Enhanced Transition' to help reduce any anxiety and to ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans and other key documentation.

Secondary Transition:

Taking their lead in this process, we liaise closely with local secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible. We highlight those children in Year 6 who would benefit from further 'enhanced transition' early and ensure we pass on all relevant documentation in a timely manner.

Mid-Year New Starters:

When we are aware that children joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.

Outside Agencies



We also seek advice and equipment from external agencies and work closely with a range of professionals to provide support for children with SEND:

- Specialist Education Services
- Autism Inclusion Team (AIT)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech and Language Therapy (SALT)
- School Nursing Team
- Educational Psychology (EP)
- Primary Mental Health Support Team



We also draw upon the experience and expertise of colleagues across Staffordshire Connects. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will of course share any advice given.



Clubs and Educational Visits

Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council.

No child is ever excluded from taking part in these activities because of their SEN or disability.



If You Have Concerns

In the first instance, any concerns should be raised with the Class Teacher

You can contact them via Class Dojo to make a face-to-face appointment or to request a telephone call.

If concerns or issues are still not resolved, then our SENDCo Mrs Laura Fox should be contacted.

In the event of a complaint, please follow the Holy Trinity complaints procedure

https://www.unitysp.co.uk/documents/complaints_policy-and-procedure



Staffordshire Local Offer and Further Information



Staffordshire Local Offer can be found at:

www.staffordshireconnects.info

Further support and information can be found:

Staffordshire SENDIASS	https://suffolksendiass.co.uk/
Staffordshire County Council Send Team	https://www.staffordshire.gov.uk
British Dyslexia Association	www.dyslexia.org.uk
British Deaf Association	www.bda.org.uk
National Autistic Society	https://www.autism.org.uk
IPSEA (Independent Provider of Special Education Advice):	https://www.ipsea.org.uk
Contact (for families with disabled children)	https://contact.org.uk



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