



## SEND Information Report – March 2026

Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must publish information on their website about the implementation of the policy for children with Special Educational Needs (SEN) in the form of an SEND Information report. This report should be kept up to date with significant changes and published annually. The report differs from the SEND Policy in that the policy details the school's ethos and approach to SEND whereas the SEND information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
<b>School Policy and Procedure</b>		
What kinds of SEND do children in our school have?	As a mainstream school, Holy Trinity Primary School strongly believes in inclusion so that children are taught alongside their peers. Through 'quality first teaching', class teachers and support staff differentiate, scaffold and personalise the curriculum to meet the range of needs and abilities within each class. In the academic year 2025-2026, currently there are 53 children identified as having a SEND, which is approximately 16% of children on roll from Reception to year 6. These are made up of: 8 children with an individual Education Health & Care Plan 45 children at SEND Support	The kinds of special educational needs which provision is made at school



	<p>We support children with range of needs in all areas of development (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical/Sensory needs). Holy Trinity is participating in the Partnership for Inclusion of Neurodiversity in Schools project this academic year, providing additional training and support for staff to develop their skills, expertise and confidence in managing children with Autistic Spectrum Condition and ADHD.</p> <p>As a school we have a focus on the child as an individual, enabling us to meet a wide range of cognition and learning needs with an inclusive approach, encouraging all children to aspire to be their best</p>	
<p>How do we identify if a child has potential SEND?</p>	<p>Our robust graduated response supports us to identify potential SEND at the earliest opportunity. Teachers respond at different stages of this graduated response in different ways. Initially, if there are concerns from the class teacher, they will ensure that quality first teaching is meeting a child's needs. If these concerns remain, quick checkers are used, alongside gathering child and parent voice, to begin to hypothesise what needs may be present. Assessments at class level can then be used to further pinpoint needs and provision can be put in place at universal level to meet those needs. If those needs persist, the teacher can then raise a cause for concern which leads to SENCO involvement and further assessment, before an Individual Learning Plan (ILP) will be used to track progress</p>	<p>Information about the school's policies for identification of special educational needs</p>
<p>How do we know what kinds of support a child with SEND needs?</p>	<p>Each half term, class teachers and the SENCO discuss attainment, progress and provision for each child identified as having Special Educational Needs and agree support plans and targets which are</p>	<p>Information about the school's policies for identification of</p>



	<p>recorded in an ILP. Targets are linked to the areas of most need where progress is key. Interventions and provision is advised by the SENCO and recorded on an individual provision map. Teachers have access to a list of possible provision and intervention depending on the rea of need identified</p> <p>For most children identified as having a special educational need, this cycle of assessment and provision is effective in meeting their needs to ensure good progress.</p> <p>Where progress and attainment continues to be lower than expected, despite targeted intervention and support, the school may utilise more specialist diagnostic assessments, draw on support from outreach and / or health professionals or request advice and assessment from external educational services, such as Learning Mentors from the Virtual School, Educational Psychology services, or Children and Young People's Therapy Services.</p> <p>At Holy Trinity Primary School, we use this SEND process alongside regular academic assessments to highlight any children that may so far have unidentified needs.</p> <p>Assessments at our school include:</p> <ul style="list-style-type: none"><li>• Teacher assessments and standardised tests (Y2, 3, 4, 5, 6)</li><li>• Phonics screenings (Y1)</li><li>• Multiplication facts screening (Y4)</li></ul>	special educational needs
<b>Day to Day support</b>		



<p>How do our teachers help children with SEND?</p>	<p>As a mainstream school, Holy Trinity Primary School strongly believes in inclusion so that children are taught alongside their peers. Through 'quality first teaching', class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class.</p> <p>Teaching is adapted in many ways to suit the varying needs of individuals and groups within the class, e.g. changing resources: varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology, tools and scaffolds supporting children to work independently where possible etc.</p> <p>'Quality first teaching' and a broad and balanced curriculum from class teachers is an entitlement for all children and effective differentiation enables all children to experience feelings of success and achievement.</p> <p>At Holy Trinity Primary School, we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants or pastoral assistants, 1:1 tuition, ELSA, trauma informed approaches or additional equipment to achieve their potential. Some children also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all children. Children who require SEN Support and who have EHCPs are all part of the school's Plan, Do, Review process. These children will have ILPs</p>	<p>The school's approach to teaching children with SEND</p>
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which are regularly reviewed and updated, with input from the children and their families.

As SEMH is seen as a whole school approach at Holy Trinity Primary School, applying the principles of a PACE (Playful, Accepting, Curious and Empathetic) approach (Dan Hughes) and we have a number of experienced staff who naturally put a nurture slant on all that they do.

We pride ourselves on our Trauma Informed approach in supporting children with additional SEMH needs and utilise the expertise of our ELSA in supporting these needs.

If a child has a medical health condition or needs support with their personal care, then a IHP (Individual Health Care Plan) will be completed by the parents with the support of the SENCO. These plans include any medicinal needs as well as emergency procedures and specific interventions. Any prescribed medication will be accepted and administered in the school with written parental consent. For children with Asthma there are named adults responsible for the storage and use of inhalers. Staff follow specific rules with the recording of administering medicines and reporting this to parents. The school will make every effort to ensure that children who have medical needs will be fully included in all of school life, including trips and residential.

Risk assessments will be regularly completed and reviewed to support the staff in delivering the best provision.



<p>How will the curriculum be matched to my child's needs?</p>	<p>At Holy Trinity Primary School, we look at the educational needs of children with Special Educational Needs and Disabilities, and in liaison with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential.</p> <p>This will include a personalised curriculum tailored to individual needs, where appropriate, as well as ongoing professional development and training for staff.</p> <p>The level of support available at Holy Trinity Primary School can be divided into three areas: Universal, Targeted and Specialist. Universal support includes Quality First Teaching and in class support and differentiation. Targeted includes individual or small group interventions that are above and beyond that which is provided in class. Specialist support includes following programs and advice from outside agencies that are providing the individual child with specific plans and targets and a more highly individualised approach for those children working at a significantly different level to their peers.</p> <p>Parents are involved in any decision making and these decisions are supported by the school staff, including the SENCO, class teachers and support staff.</p> <p>If after completing the graduated response additional support is still required, then we work closely with a number of outside agencies. We use a number of outside agencies to advise us on meeting children' needs including:</p> <ul style="list-style-type: none"><li>• Educational Psychologists</li><li>• Inclusion Team</li></ul>	<p>How adaptations are made to the curriculum and the learning environment</p>
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	<ul style="list-style-type: none"> <li>• SEMH advisory teachers from the Taunton Deane Partnership School</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• School Nursing Team</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Hearing Impairment Advisory teachers</li> <li>• Visual Impairment advisory teachers</li> </ul>	
<p>How will I know how well my child is doing?</p>	<p>The teachers at Holy Trinity Primary School will continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision, the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision, then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher or SENCO, and through meetings if appropriate.</p> <p>If the child and family are part of the Early Help process then this information will be shared at the regular Team Around the Family/Child meeting and the targets, strategies and interventions will also be reviewed.</p> <p>Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SENCO to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of; for example if the child is having phonics intervention</p>	<p>Arrangements for assessing and reviewing child's progress towards outcomes</p>



	then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. The targets set for the children will be Specific, Measurable, Achievable, Realistic and Time limited.	
How will I know that my child is making progress? How do you check on this?	As stated above, the progress of each child is reviewed regularly as well as the effectiveness of the intervention itself. If it is deemed that the intervention is not effective for an individual child or a group of children, then the strategies themselves will be altered. The review process of interventions and progress is all part of our Plan, Do, Review cycle. If, for example, little or no progress has been made after trying a range of interventions and strategies then it is likely that referrals to specialist professionals will be completed.	How the effectiveness of the provision is evaluated
How will my child be included in activities outside the classroom, including school trips?	Holy Trinity Primary School Primary School prides itself on being a very nurturing and inclusive setting. Children who need support with their well-being, whether it be emotionally or socially, can access a range of provision for different needs. Our aim is that the right adaptations are in place to ensure all children can access all trips safely and actively seek parental support in identifying and planning to overcome any barriers to this inclusion. Risk assessments are also completed to ensure the safety of the individual children and the staff working with them.	How the children with SEND are enabled to engage in activities that are available to those in the school that do not have SEND
<b>Involving families</b>		
How will you help me to be able to support my child?	Parents and carers of children with SEND are included in the school's standard methods of information sharing – including parents evenings and open classrooms. Any parent is able to contact the	Arrangements for consulting with parents/carers of



<p>When will we be able to discuss my child's progress?</p>	<p>class teacher or SENCO at any stage of the school year for a further update or to discuss any concerns they may have.</p> <p>If a child is accessing an intervention or is being assessed using a specific program then the child's progress will be shared with the parents at regular intervals, including after an intervention has finished or reviewed.</p> <p>If a child is having input from a specialist service, then the parent will be informed by either the specialist or by the school each time any input or assessment is carried out. The feedback regarding progress may be given as part of a TAF/TAC meeting or as a one-off meeting / phone call depending on the needs of the child or the wishes of the parent.</p> <p>Any parent will have the opportunity to have a brief chat with the class teacher during the collection at the end of the day, for day-to-day feedback. However, if the parent wishes to have a more in-depth conversation with the teacher, this is done over the phone or by appointment.</p>	<p>children with SEND and involving them in their education</p>
<p>How will my child be able to share their views?</p>	<p>A child's voice is woven through all our SEND processes. The school encourages children to be part of the decision-making process at school by ensuring their voices are heard through:</p> <ul style="list-style-type: none"> <li>• Outside agency supports to assist children and families.</li> <li>• 1:1 support with a key supportive adult</li> <li>• 'School councillors'</li> <li>• Child surveys</li> <li>• Involvement in their ILP reviews</li> </ul>	<p>Arrangements for consulting with children with SEND and involving them in their education</p>



<p>How will you support my child when he/she joins your school, moves class or transfers to another school?</p>	<p>What is the school's approach to transition?</p> <ul style="list-style-type: none"> <li>• Comprehensive transition (teacher-teacher and teacher-parent/child)</li> <li>• Individualised Learning Plans, pupil passports and pastoral support plans for children who need additional support</li> <li>• Taster day with their new teacher/class</li> <li>• Key transition points provided with additional support (EYFS, Y6-7)</li> <li>• Comprehensive EYFS starter booklet and package sent to new starters</li> <li>• School Entry Planning process for children identified as having complex needs by their Nursery settings</li> <li>• Close relationship with local secondary schools</li> </ul> <p>How does the school work with other settings to transfer information and support transition to the next setting?</p> <ul style="list-style-type: none"> <li>• Close relationship with local schools and nurseries enabling timely and regular communication of needs and strategies</li> <li>• Meetings with transition workers from other schools</li> <li>• Sharing of all academic data with receiving schools</li> </ul> <p>Who is responsible for providing this support and what are the usual timescales?</p> <ul style="list-style-type: none"> <li>• SENCO, Safeguarding officer, SLT, Class teacher.</li> <li>• Data shared once transition is officially confirmed.</li> <li>• In-school transition programme begins within the last half term.</li> </ul> <p>What support is available for out of school activities?</p>	<p>Arrangements for supporting children between phases of education and preparing for adulthood</p>
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	<ul style="list-style-type: none"> <li>• All learning journeys include real life experiences and visits to the school where possible by experts. Support for these visits will be drawn up in consultation with Parents.</li> <li>• High importance placed on local and relevant visits to encourage children aspirations and develop lifelong learning.</li> </ul>	
<b>Staff skills and wider support</b>		
<p>What skills do the staff have to meet my child's needs? What specialist services are available at or accessible by my child's school?</p>	<p>The school have access to a huge range of professionals and specialists that can be called upon for general advice, training and support for specific children. Each service works in a way that produces the best outcomes for the children. These services work in a variety of different ways from working directly with the children, supporting staff to support individual children, supporting staff to support different types of SEND, whole school training, supporting families and supporting parents and supporting children at home.</p>	<p>The expertise and training of staff to support children with SEND, including how specialist expertise will be secured How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting children' SEN and supporting their families</p>
<p>What happens if my child needs specialist equipment? How is the school accessible and how</p>	<p>If a child at Holy Trinity Primary School needs specialist equipment that has been recommended by a specialist, there are a number of different ways that this can be acquired. Sometimes the specialist that has recommended it will be able to procure it for the school, or</p>	<p>How equipment and facilities to support children with SEND will be secured</p>



<p>does it arrange the facilities that the children need?</p>	<p>the school will purchase the necessary equipment. This may be funded from the school SEN budget or funding may be applied for. A number of local charities offer funding for certain types of equipment and this can be applied for when the need arises. Holy Trinity is an old building, but we have worked hard to ensure all areas are accessible to all, although some might require alternative routes. Further information regarding this can be found in our Accessibility Plan.</p>	
<p>How will my child manage tests and exams?</p>	<p>Holy Trinity Primary make appropriate access arrangements for both internal and external tests using the following guiding principles:</p> <ul style="list-style-type: none"> <li>• Additional support is available in line with the government guidelines</li> <li>• Children are assessed in-line with the guidelines set out in the access arrangements document</li> <li>• Parents and children informed continually throughout the process (parents evenings, individual meetings, website etc)</li> <li>• Teachers make the decisions with support from SENCO</li> </ul>	<p>Information regarding access arrangements</p>
<p><b>Accessing advice and support</b></p>		
<p>What should I do if I think my child may have a special educational need or difficulty?</p>	<p>The SEND team comprises of:</p> <ul style="list-style-type: none"> <li>• SENCO – Simon Billington</li> <li>• SEND Manager – Vanessa Dower</li> </ul> <p>They can be contacted by phoning or emailing the school directly and either appointments or meetings can be set up on 01823 284128.</p> <p>The SENCO will co-ordinate responses and outcomes and is available by telephone, Class Dojo and email</p>	<p>Contact details for the special educational needs co-ordinator</p>



	<ul style="list-style-type: none"> <li>• Safeguarding and Inclusion Lead for ACE Trust - Wendy Parr</li> <li>• Strategic SEND Lead for ACE Trust – Katy Burns</li> </ul>	
<p>What do I do if I am not happy or want to complain?</p>	<p>If a parent or carer has a concern that they would like to discuss there are a number of options. The first point of contact would be the class teacher or if the parent did not feel like they could discuss it with the class teacher, the SENCO, another member of the leadership team or the Headteacher. Parents and carers can also talk to the ACE Safeguarding and Inclusion Lead. There is a clear procedure that is followed if a parent wants to raise a concern or a complaint and this will be explained clearly verbally and in writing to the parent/carers if they feel that they want to make a complaint. The complaints policy is on the website</p>	<p>Arrangements for handling complaints from parents for children with SEND</p>
<p>Where can I find out about other services that may be available for our family or my child?</p>	<p>If a family are requesting additional support, the school SEND and Safeguarding team are able to signpost parents/carers to a number of different services that are available throughout Somerset's Local Offer</p>	<p>Contact details of support services for parents of children of SEND The school's contribution to the local offer and where the local offer is found</p>