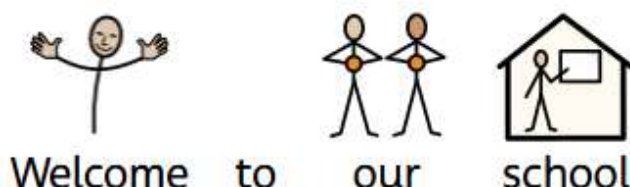




SEND Information Report

Trinity Primary School



Headteacher:	Lyndsey Manning		
Educational Needs Co-ordinator (SENCO):	Kim Goddard		
SEND Link Governor:	Becky Bowen		
Last reviewed on:	26.03.26	Next review due by:	25.03.27

Trinity Primary School is a mainstream primary school, we aim to provide inspiring teaching within a supportive and inclusive learning environment which empowers all children to achieve their full and unique potential. We are committed to ensuring that every child feels valued, respected, and nurtured as an individual. We recognise and celebrate diversity and strive to remove barriers to learning so that all pupils, regardless of their needs or abilities, can fully participate in school life and experience success.

Our Special Educational Needs Coordinator (SENCo) and Inclusion Lead is:

Kim Goddard who can be contacted through kgoddard@trinity.hereford.sch.uk or 01432 266268.

The purpose of this report is to answer any questions you may have about SEND at Trinity Primary School. Please do not hesitate to contact us if you would like to discuss anything further or have any other questions.

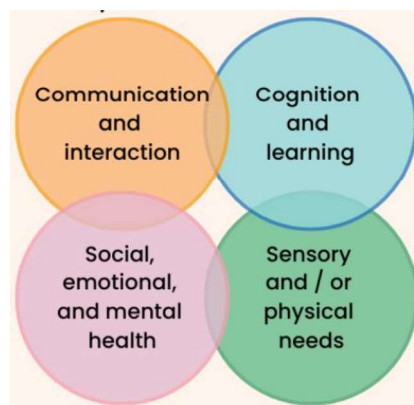


At Trinity Primary School, we recognise that every child is unique and therefore has individual educational needs, including those with Special Educational Needs and/or Disabilities (SEND). We are committed to working flexibly and making reasonable adjustments wherever possible to support inclusion and ensure that pupils and their families feel welcomed, valued, and fully part of our school community.

What types of SEND do we provide for?

The broad categories of need which are outlined in the SEND Code of Practice 2014 are as follows:

- **Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths
- **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing
- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children with SEND may have needs in more than one of these areas.



How do we identify and assess pupils with SEND?

Through communicating regularly with parents and any previous education settings, we hope to work together to identify any SEND early and take appropriate action to support pupils.

The principle of early identification and intervention underpins our approach to identifying those children who need extra help. This is often put in place, even if special educational need has not been identified, a diagnosis is not needed for us to put appropriate support in place to help your child.

This extra support is designed to diminish the difference between children and their peers. There is a graduated response to identifying and providing for pupils with additional needs which is outlined in the next section. Every child has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/ carers. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Equally, it should not be assumed that progress in line with chronological age means that there is no learning difficulty or disability.

Children who are not making expected progress can be given access to appropriate interventions or additional support in class.

If difficulties persist, and again in consultation with parents, the advice of specialist agencies is sometimes requested. This could include, for example, the Speech and Language Therapy Service (SALT) or the Inclusion Outreach Service. Advice and strategies from these services can provide specific and focussed strategies for our school to implement, which will enable children to make the most of their learning journey.

If appropriate and following at least two cycles of the graduated response we may submit a request to Hereford Local Authority for Top Up Funding which allows us to put additional support in place once we have exceeded our notional SEND school budget.

Following this we will also support families through the application for an Education, Health and Care Plan (EHCP) should this be deemed necessary.

The Graduated Response

The graduated response is a four-part cycle ([Assess, Plan, Do, Review](#)) used by educational settings to identify and support children with Special Educational Needs and Disabilities (SEND). It ensures we as a school provide increasing, tailored support, involving parents at every stage to make decisions, review progress at least three times a year, and revise actions.

The Four-Part Cycle (Assess, Plan, Do, Review)

- **Assess:** The school analyzes the child's strengths and needs, including data on progress and input from parents/professionals.
- **Plan:** The school decides on adjustments, interventions, and support, outlining expected outcomes.
- **Do:** The school implements the agreed interventions. Teachers and specialists are responsible for delivering the support, often with the Special Educational Needs Coordinator (SENCO) overseeing it.
- **Review:** The effectiveness of the support is reviewed by a set date, typically once a term, to determine if it is working, and if changes are needed



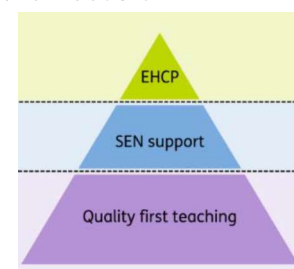
Our approach to teaching pupils with SEND

At Trinity School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive high-quality teaching that enables them to achieve their full potential. We recognise that what benefits pupils with SEND is, in most cases, good teaching for all.

Quality First Teaching

High-quality, inclusive teaching (Quality First Teaching) is the foundation of our approach. This includes:

- Carefully planned and well-structured lessons that are adapted to meet the needs of all learners
- High expectations for every pupil, regardless of need or starting point
- Clear modelling and explanation of new learning
- The use of scaffolding to support understanding and independence
- Regular opportunities for repetition, overlearning, and retrieval practice



- Ongoing assessment to inform next steps and adapt teaching in real time

Teachers ensure that lessons are accessible through a range of strategies, recognising that inclusive practice benefits all pupils.

Inclusive classroom practice

We adopt a range of approaches to support access to learning within the classroom, including:

- Use of **dual coding**, including visual supports such as Widgeo symbols, images, and diagrams to reinforce spoken and written information
- Consideration of the **learning environment**, including clear routines, reduced cognitive overload, and well-organised, distraction-aware classroom spaces
- **Flexible seating** and **movement** opportunities to support regulation and engagement
- Consistent use of **visual timetables** and structured **routines**

Adaptive teaching and reasonable adjustments

Teaching is adapted to meet individual needs through responsive and flexible approaches. Reasonable adjustments within lessons may include:

- Use of fidget tools, therabands, or alternative seating
- Planned movement breaks or access to sensory circuits
- Chunking of instructions and tasks
- Additional processing time
- Personalised resources or task adaptations

These adaptations are carefully considered to ensure pupils can access learning alongside their peers.

Targeted support and interventions

Where additional support is required, pupils may receive targeted interventions, either in small groups or individually. These are:

- Carefully selected and evidence-informed
- Delivered by trained staff
- Monitored regularly to assess impact and inform next steps

Our approach is informed by the recommendations of the Education Endowment Foundation (EEF), particularly the guidance that high-quality teaching should remain the primary focus, with targeted interventions used to complement, not replace, inclusive classroom practice.

Adult support

Additional adult support is used strategically to enhance learning, promote independence, and scaffold understanding. Adults work closely with teachers to ensure consistency, effective modelling, and appropriate levels of support, avoiding over-reliance and encouraging pupil autonomy. All of our wonderful Learning Support Assistants in Years 1-6 at Trinity are allocated to support children with additional needs through our high needs funding.



How do we consult with and involve pupils and parents?

We want to work in partnership with parents. If you have concerns about your child's progress, in the first instance, you should speak to your child's class teacher. You do not need to wait until parents' consultation meetings. All members of staff will be happy to meet with you at a mutually convenient time.

If you continue to be concerned that your child is not making progress, you may request to speak to the SENCO. If your child is identified as having additional needs, the school will set up a meeting to discuss this with you in more detail and to plan any additional support your child may need, listen to any concerns you may have and to discuss with you any referrals to outside professionals to support your child.

We will seek parental consent when it is decided that a pupil will receive SEN support.

Children are involved in the creation of their Pupil Passports, and these are updated with the child termly and shared with parents in termly SEND parent evenings.

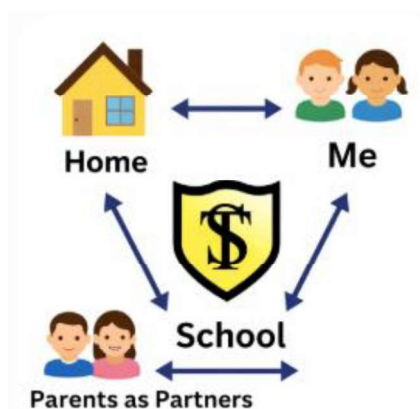
What support do we have for you as a parent of a child with SEND?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will usually be discussed with you and the person involved directly, or where this is not possible, in a report.

Termly review meetings to discuss personal progress targets, pupil passports and support plans are offered to parents of children with SEND.

We pride ourselves on being a welcoming school and we encourage you to contact us if you have any worries or concerns regarding your child.



If you feel you require help at home, **Lucy Cowell** is our **Student and Family Support Manager** who works with families and is able to signpost you to other agencies that can offer support.

To further develop the strong and effective relationships we value with parents and carers, the school offers a range of opportunities for engagement and support.

These include termly Parent Information Sessions focused on neurodiversity, such as Autism and ADHD, providing guidance, strategies, and a shared understanding of pupils' needs.

In addition, we host regular SEND and EAL coffee mornings, creating an informal and supportive space for parents and carers to share experiences, access advice, and build connections with school staff and other families. These opportunities help to strengthen collaboration and ensure a consistent, joined-up approach to supporting pupils both at home and at school.

**Trinity Coffee Morning
for SEND**



What support services are available for parents of pupils with SEN?

Herefordshire Special Educational Needs and/or Disability Information, Advice and Support (SENDIAS) service provides an impartial and confidential support service for parents and carers of children, and young people up to the age of 25, with special educational needs and disabilities. They can be contacted on 01432 260955.

Herefordshire Carers Support is a registered charity that provides practical support and advice to carers in Herefordshire. They can be contacted on 01432 356068.

Details of other support agencies in Herefordshire can be found on the Herefordshire.gov.uk website.

How do we assess and review pupils' progress towards outcomes?

We follow the graduated approach (detailed above) and the four-part cycle of assess, plan, do, review.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, (if relevant)

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How do we support transition arrangements for pupils?



Transition to High School

We will share information with the school/setting the pupil is moving to, summer term discussions take place and paperwork is sent securely (electronically). Parent permission is sought for this information to be shared. We will ensure that opportunities are provided to ensure a smooth transition, transition sessions take place in Year 5 and Year 6 with our local Secondary School. Our local secondary school also offer a summer camp for some children who may benefit from additional support.

If your child is joining us from another school we can:

Arrange visits to any previous settings; provide a taster day; create transition books and share photographs and information for children and families.

My new school is called Trinity
Primary School



If your child is moving to another school we can:

Share information; hold a planning/transition meeting with the SENCO from the new school; pass on records as soon as possible; create transition books and arrange a taster day.

When moving classes in school we will:

We hold transition meetings in the Summer term where previous and new teachers meet to discuss children and update pupil passports together. We continue support plans and pupil passports if appropriate and ensure specific needs are planned and provided for as part of the review process. Transition booklets are provided for children who would benefit from the information pertaining to their new class and supporting adults.

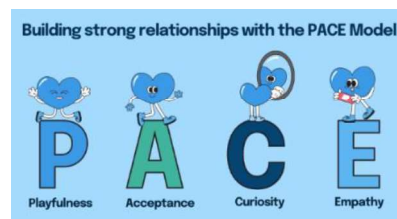
What expertise and training do our staff have to support pupils with SEND?

Our SENCO has experience in working within the Local Authority SEN team as well as being a SENCO for the past 3 years. She holds the National Award for Special Educational Needs Coordinators (NASENCo) and is allocated 5 days per week to manage SEN provision at Trinity. We have a team of 4 Learning Mentors who offer pastoral support across the school along with our school dog Winnie. We also have a large team of Learning Support Assistants who work across the school supporting children with additional needs.

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

In the last year, staff have received a range of training including (but not exclusively):

- ELSA
- Lexia
- Inclusive Classroom Environments
- Attention Autism
- Total Communication Approach
- Sensory Circuits
- Team Teach
- PACE and Relational Practice
- Zones of regulation
- Trauma Informed Practice



How is Trinity Primary School accessible for children with SEND or a Disability and how will equipment/facilities be secured?

Accessibility and provision of equipment and facilities

At Trinity Primary School, we are committed to ensuring that all pupils, including those with SEND or a disability, can access the curriculum, environment, and wider school life.

Curriculum access

The curriculum is carefully adapted to meet the needs of all pupils. Class teachers ensure that learning activities are appropriately challenging and accessible, regardless of a pupil's SEND. A range of resources and strategies are used to support access, including:

- Pencil grips and adapted writing tools
- Coloured overlays and visual supports
- Sensory resources
- Visual timetables and “now and next” boards
- Emotional check-ins and regulation strategies
- Therabands and movement supports

Where appropriate, some pupils benefit from a highly personalised timetable to support their individual needs and maximise engagement in learning.

Physical environment and facilities

The school environment is designed to be inclusive and accessible. This includes:

- Wheelchair-accessible buildings and facilities
- Designated **breakout spaces** for pupils who require quiet or low-stimulation environments
- A **purpose-built sensory room** to support sensory regulation and individual needs
- A **medical room** where medical procedures and care can be carried out safely and with dignity
- Suitable spaces for visiting professionals (e.g. Occupational Therapists) to work with pupils on an individual basis
- **Swimming pool** which can be used to deliver **Hydrotherapy**

Provision of specialist equipment

Where highly specialised equipment is required, the school works in partnership with parents/carers, external professionals, and the local authority to identify and secure appropriate resources.

Funding arrangements will depend on the individual pupil's needs. For pupils with an Education, Health and Care Plan (EHCP), funding allocated through the plan will typically support the provision of necessary equipment and resources. The school will liaise with the local authority to ensure that appropriate equipment is sourced and implemented in a timely manner.

Arrangements for the admission of pupils with a disability

At Trinity Primary School, we are committed to ensuring equality of access for all pupils and will comply fully with the **Equality Act 2010** when admitting children with disabilities. We operate an inclusive admissions policy and will not discriminate against any child on the basis of disability.

Where a pupil has additional needs, we work proactively with parents/carers, the local authority, and relevant external professionals to ensure appropriate provision is in place. Wherever possible, we will make reasonable adjustments and provide appropriate support to enable children to attend and fully participate in school life.

Further information about how we support access can be found in our **Accessibility Plan**, which is published on the school website and reviewed regularly.

Ensuring pupils with SEND or a disability are treated fairly

All staff at Trinity Primary School are committed to delivering high-quality, inclusive teaching for all pupils, including those with SEND or disabilities. We recognise that fair treatment does not always mean equal treatment, and we take steps to ensure that individual needs are met appropriately.

This is achieved through:

- **Quality First Teaching**, including differentiation and adaptive teaching strategies to meet individual needs
- **Reasonable adjustments** to teaching approaches, resources, and the learning environment
- **Adaptations to the physical environment** where required to improve accessibility

- **High expectations** for all pupils, ensuring every child is supported to achieve their potential
- **Ongoing staff training** to ensure inclusive practice is embedded across the school

The school's **Accessibility Plan** outlines in detail the steps we take to prevent disabled pupils from being treated less favourably. This reflects the governing body's commitment to meeting the requirements of the Equality Act 2010.

How do we evaluate the effectiveness of SEN provision?

At Trinity Primary School, we regularly evaluate the effectiveness of our provision for pupils with SEND to ensure that support is having a positive impact on outcomes and wellbeing. This is an ongoing, cyclical process involving staff, pupils, parents, and external professionals where appropriate.

We evaluate the effectiveness of SEND provision through:

- **Termly review of individual progress** against personalised targets, ensuring that support remains appropriate and impactful
- **Monitoring the impact of interventions**, including entry and exit data, to assess progress and inform next steps
- **Pupil voice**, including questionnaires and discussions, to understand pupils' experiences and engagement with learning
- **Regular monitoring by the SENCO**, including provision mapping, data analysis, and review of support in place
- **Monitoring by the Headteacher and Senior Leadership Team**, ensuring SEND remains a whole-school priority
- **Book scrutinies and learning walks**, to evaluate the quality of teaching, adaptation, and inclusion within the classroom
- **Annual Review meetings** for pupils with Education, Health and Care Plans (EHCPs), in line with statutory requirements
- **Ongoing communication with parents and carers**, ensuring their views contribute to evaluation and future planning

This robust approach ensures that provision is continually refined and improved, enabling all pupils with SEND to make meaningful progress and fully access school life.

How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

At Trinity Primary School, we are committed to ensuring that all pupils, including those with SEND, are fully included in all aspects of school life. We believe that every child should have equal opportunities to participate, achieve, and enjoy a broad and balanced school experience.

All extra-curricular activities, school visits, and enrichment opportunities are open to all pupils. Where appropriate, we actively encourage participation from pupils with SEND, including allocating places within clubs to support inclusion and engagement.

All pupils are encouraged to take part in residential trips, with reasonable adjustments made to meet individual needs. For example, this may include flexible arrangements such as attending during the day or with additional support where required.

Pupils with SEND are also supported and encouraged to participate in wider school events, including sports days, school productions, and special workshops. Adaptations are made as necessary to ensure accessibility and meaningful participation.



What support do we offer for improving emotional and social development?

At Trinity Primary School, we recognise that supporting pupils' social, emotional and mental health is a vital part of enabling them to succeed both academically and personally. We provide a range of support to ensure pupils with SEND feel safe, valued, and able to build positive relationships.

We are proud to have opened the first SEMH primary provision within Herefordshire called The NEST (Nurture and Emotional Support at Trinity), in which we have two classes supporting children with EHCPs for SEMH.



We work closely with parents/carers and external agencies to ensure a consistent and supportive approach to pupils' emotional wellbeing.

We support pupils' emotional and social development across the whole school in the following ways:

- Pupils with SEND are encouraged to take on roles of responsibility, including being part of the **school or eco council**, promoting confidence and pupil voice

- Pupils are actively encouraged to attend **extra-curricular clubs**, supporting teamwork, social interaction, and the development of friendships
- We deliver **ELSA (Emotional Literacy Support Assistant) interventions**, providing targeted support for emotional wellbeing
- Our **WEST (Wellbeing and Emotional Support Team)** provides additional layers of pastoral support across the school
- Pupils may access **weekly 1:1 pastoral check-ins with our Learning Mentors**, offering a consistent opportunity to talk, reflect, and receive support
- We offer an **art therapy intervention**, supporting emotional expression in a safe and creative way
- **Sunshine Club** is an art intervention specifically designed for children who have suffered a bereavement.
- External support is available through **Butterflies counselling**, which is delivered in school one day per week
- Structured group interventions such as **Brick Club** are used to support positive social interaction, communication, and collaboration skills
- Our **school dog, Winnie**, supports pupils' wellbeing, helping to reduce anxiety, build confidence, and promote positive engagement with school

The school has a zero-tolerance approach to bullying, and we are committed to ensuring all pupils feel safe, respected, and included at all times.

How do we work with other agencies?

We work collaboratively with a range of external agencies to ensure that children's needs are effectively met and that families receive appropriate support. These include, but are not limited to:

- The Local Authority SEN Team
- Speech and Language Therapy services
- The Inclusion Outreach Service
- Occupational Therapy
- Physiotherapy services.



Where appropriate, we also engage with additional specialist services to ensure a coordinated and holistic approach to meeting individual needs.

What can I do if I am not happy with a decision or what is happening?

Concerns about SEN provision in our school should be made to the class teacher or SENCo in the first instance. Complaints can be raised by following our Complaints policy which can be found here

<https://www.trinity.hereford.sch.uk/attachments/download.asp?file=29>

Where can the Local Authority offer be found?

Our contribution to the local offer is published on our school website at:

www.trinity.hereford.sch.uk

Our Local Authority's local offer is published at: <https://www.herefordshire.gov.uk/localoffer>.

The Head of Additional Needs at the Local Authority is Hilary Jones. The SEN Team can be contacted on 01432 383679 or via senassess@herefordshire.gov.uk

TRINITY PRIMARY SCHOOL

Nurturing Hearts and Minds

