



Special Educational Needs



A guide



for parents



at



Trinity



Primary School

Our Vision

At Trinity Primary School, we believe that every child can succeed, flourish and achieve their full potential. We are committed to creating an inclusive, nurturing and aspirational environment where every pupil feels valued, supported and empowered to thrive academically, socially and emotionally.

We recognise that, throughout their primary school journey, some children may require additional support with their learning, development or medical needs. Our vision is to ensure that every child receives the care, understanding and provision they need in order to feel safe, confident and successful.

Through strong relationships, inclusive practice and high expectations for all, we strive to ensure that every child experiences a genuine sense of belonging, develops pride in their achievements and is given every opportunity to succeed.

The SENCo and Inclusion lead at Trinity is Kim Goddard – kgoddard@trinity.hereford.sch.uk or 01432 266268.



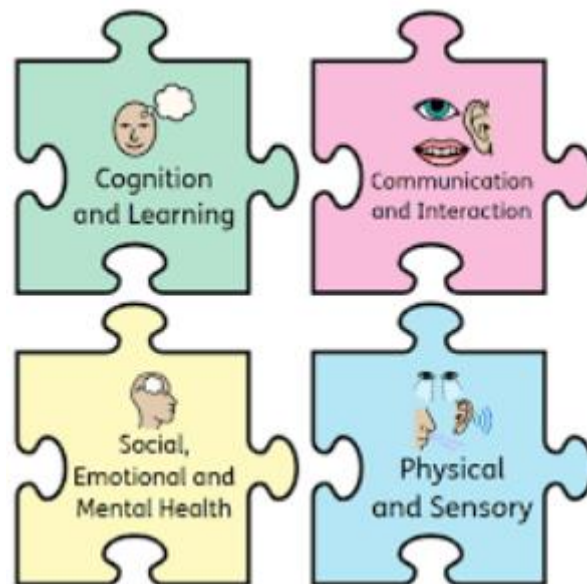
What is a Special Educational Need or Disability (SEND)?

Every child is an individual who develops and learns at different rates. At Trinity Primary School, we ensure that teaching, learning, assessment and provision reflect the diverse needs, strengths and interests of all pupils.

Some children may experience additional barriers to learning at different points throughout their school life. These barriers may affect learning, communication, emotional wellbeing, physical development or social interaction. When a child requires support that is additional to or different from that ordinarily available, they may be identified as having a Special Educational Need or Disability (SEND).



The SEND Code of Practice (2015) identifies **four broad areas of need**:



- **Communication and Interaction**
Including speech, language and communication difficulties and autism spectrum conditions.
- **Cognition and Learning**
Including difficulties with literacy, numeracy, memory, processing and learning at a slower pace.
- **Social, Emotional and Mental Health (SEMH)**
Including difficulties with emotional regulation, anxiety, attachment, behaviour or mental health.
- **Sensory and/or Physical Needs**
Including hearing impairments, visual impairments, physical disabilities or medical needs.

Some children may require support for a short period of time, whilst others may need longer-term provision and intervention.

How We Support Children with SEND

At Trinity Primary School, we are committed to early identification and early intervention. We work closely with pupils, families and professionals to ensure children receive the support they need to succeed.

The class teacher remains responsible and accountable for the progress and development of all pupils in their class, including those accessing additional support.

If concerns are identified, we use the **Graduated Approach**.



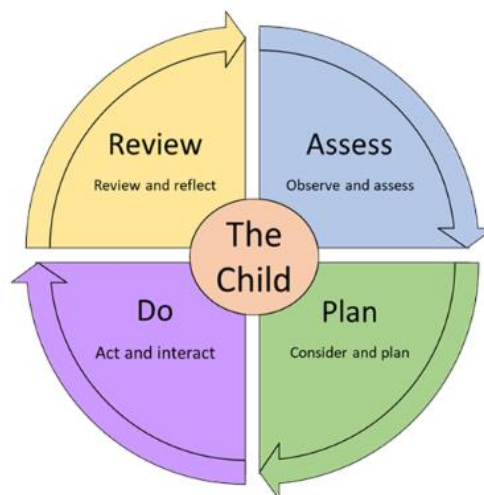
The Graduated Approach

The Graduated Approach is a cyclical process used to identify, support and review the needs of children with additional needs. It ensures that support is tailored to each child and adapted over time in response to their progress and changing needs.

The process begins by identifying and assessing a child's strengths, needs and any barriers to learning. Following this, appropriate support, strategies and targets are planned collaboratively with staff, parents/carers and the child where appropriate. The agreed support is then implemented and monitored within school. Regular reviews take place to evaluate the impact of the provision, celebrate progress and identify any further adjustments that may be needed.

When needs are first identified, a child may initially be placed on a **Monitoring Plan** to allow school staff to assess the effectiveness of targeted support and provision over time. Following at least two cycles of the Graduated Approach, and in collaboration with parents/carers, a decision may be made for the child to be placed on the school's **SEND register** if it is felt that they require provision that is additional to or different from that ordinarily available.

This ongoing approach allows support to remain responsive, personalised and focused on helping every child achieve the best possible outcomes



Assess

The class teacher and SENCO assess the child's needs through observation, assessment data, discussion with parents/carers and pupil voice. Additional specialist assessments may also be completed if required.

Plan

Support strategies, interventions and targets are agreed collaboratively with parents/carers and the child. A Pupil Passport may be created to outline strengths, needs, provision and agreed outcomes.

Do



Support is implemented by the class teacher and wider staff team. This may include adaptive teaching, targeted interventions or specialist support.

Review

Progress and provision are reviewed regularly with parents/carers and pupils to ensure support remains effective and responsive to need.

What Is Available at Trinity Primary School?

Support may include:

- High quality adaptive teaching within the classroom
- Small group targeted interventions
- 1:1 support or interventions
- Speech and language programmes
- Emotional wellbeing and regulation support
- Social communication support
- Physiotherapy or physical support programmes
- Specialist equipment or adapted resources
- Support from external agencies and professionals

The school works closely with a range of external professionals including:

- Inclusion Outreach Support Service
- Educational Psychologists
- Speech and Language Therapists
- Advisory Teachers
- Physiotherapists
- Occupational Therapists
- Health Professionals
- SEND Support Services

Education, Health and Care Plans (EHCPs)

Where a child's needs are identified as long-term and the school can evidence at least two cycles of the Graduated Approach, alongside demonstrating that the level of support required exceeds the school's delegated SEND funding, the school may discuss with parents/carers the possibility of requesting **Top Up Funding** or an **Education, Health and Care (EHC) Needs Assessment**.



Top Up Funding is an allocation of additional funding which allows the school to continue to provide the required support for a child whilst further evidence of the Graduated Approach is gathered and reviewed.

An Education, Health and Care Plan (EHCP) is a legal document for children and young people whose special educational needs require a higher level of support than is ordinarily available through the school's existing resources. An EHCP identifies a child's strengths, needs, outcomes and the provision required to support them across education, health and social care.

An EHC Needs Assessment is carried out by the Local Authority in collaboration with parents/carers, school staff and any professionals involved with the child. This process gathers detailed information about the child's needs and the support required to help them achieve positive outcomes.

Following the assessment, the Local Authority may decide to issue an EHCP. If issued, the EHCP outlines the specific provision and support that must be put in place to meet the child's identified needs.

Monitoring Progress and Impact

The impact of SEND provision and interventions is monitored carefully through:

- Ongoing teacher assessment
- Provision reviews
- Pupil progress meetings
- Parent/carer meetings
- Intervention tracking
- Pupil voice
- SENCO monitoring and evaluation

We believe successful provision is built through strong relationships, collaboration and a shared commitment to supporting every child to thrive.

Working in Partnership with Families

We value the importance of positive relationships with parents and carers and recognise that families know their child best.

We encourage open communication and collaborative working throughout the SEND process. Parents/carers will be involved in discussions, planning and reviewing support, and we will always aim to work together to achieve the best outcomes for children.



Key SEND Contacts

SENDCo

Kim Goddard

Trinity Primary School

Tel: 01432 266268

Email: kgoddard@trinity.hereford.sch.uk

The SENDCo oversees SEND provision across the school, supports staff, liaises with external agencies and works closely with families to ensure appropriate support is in place.

Headteacher

Lyndsey Manning

Trinity Primary School

Tel: 01432 266268

SEND Link Governor

Becky Bowen

Trinity Primary School

Tel: 01432 266268

Additional Support and Information

Herefordshire SEND Team

Plough Lane Offices

Tel: **01432 383679**

Email: senassess@herefordshire.gov.uk

SEND Information, Advice and Support Service (SENDIASS)

Tel: 01432 260955

Email: sendias@herefordshire.gov.uk

SENDIASS offers impartial, confidential advice and support for parents, carers, children and young people with SEND.