Holy Trinity Catholic Primary School

SEND Information Report 2026–2027

1. What kinds of special educational needs are provided for at Holy Trinity?

Holy Trinity is an inclusive school where every child is valued and supported to reach their full potential. Provision is made for children with a wide range of needs, including (but not limited to):

- Communication and Interaction – autism spectrum disorder (ASD), speech and language difficulties, social communication needs
- Cognition and Learning – moderate and severe learning difficulties (MLD/SLD), specific learning difficulties such as dyslexia or dyscalculia
- Social, Emotional and Mental Health (SEMH) – attention deficit hyperactivity disorder (ADHD), emotional regulation difficulties, anxiety
- Sensory and/or Physical Needs – sensory processing difficulties, hearing or visual impairment, fine and gross motor needs, physical disabilities

Our Enhanced Resource Provision (Eden) provides 24 specialist places (Cedar Class and Oak Class, 12 places each) for pupils with SLD, ASD and social communication needs. All pupils in Eden have an Education, Health and Care Plan (EHCP) and places are allocated by the Local Authority SEND Team.

2. How does Holy Trinity identify and assess pupils with SEND?

Pupils may be identified as having SEND through:

- Concerns raised by parents, carers, teachers or the pupil themselves
- Teacher assessment and progress tracking showing slower than expected progress
- Advice from external professionals such as Educational Psychologists, Speech & Language Therapists or SENISS

  When concerns are raised, the SENCO (Mrs J.Singleton) gathers information, including:

- Teacher assessments and classroom observations
- Attainment and progress data
- Pupil views and parental input
- Reports from health or social care professionals

The graduated response of Assess – Plan – Do – Review is followed, in line with the SEND Code of Practice (2015).

For pupils working below national curriculum levels, progress is tracked using the Engagement Model via Earwig to ensure small steps of progress are recognised.

3. How does Holy Trinity make provision for children with SEND?

a) Evaluating the effectiveness of provision

- Pupil progress meetings (termly)
- Monitoring and evaluation of Learning Plans on Edukey
- Analysis of provision maps and intervention data
- Use of the Engagement Model (via Earwig) to track small-step progress
- Annual reviews for pupils with EHCPs
- SEND Governor monitoring and annual report to Governors

b) Assessing and reviewing progress

- Termly assessment and tracking of all pupils
- Learning Plan reviews with parents/carers and pupils
- Consultation meetings with external professionals (EP, SENISS, Speech & Language, SHINE therapy etc.)
- EHCP Annual Reviews (and interim/emergency reviews if required)
- Where appropriate, access arrangements for assessments (e.g., additional time, readers, rest breaks)

c) Teaching approach

- Quality First Teaching (QFT) is the foundation of all SEND provision
- Class teachers are responsible for the progress of all pupils, including those with SEND
- Work is differentiated and scaffolded to meet individual needs, using visual, auditory and kinaesthetic approaches
- Personalised resources such as visual timetables, social stories, and sensory tools are provided where needed

d) Adapting the curriculum and environment

- Differentiated lessons, tasks and resources
- Alternative methods of recording (ICT, scribing, mind maps, photos)
- Small group or 1:1 support

- Access to sensory breaks and regulation strategies
- Use of visual timetables and communication aids
- Adaptations following professional advice (e.g., overlays for dyslexia, enlarged print for VI pupils, sloping boards, wobble cushions)

e) Interventions and support available

Examples include:

- 1:1 phonics support
- Sensory circuits
- Small group or adult support for literacy and numeracy
- Nurture intervention
- Drawing and Talking therapy
- Life coach support
- A Quiet Place
- SHINE Therapy
- OSSME and SENISS support
- Social skills groups

f) Additional activities available for pupils with SEND

- All after-school clubs and extra-curricular activities are inclusive
- Residential and educational visits are accessible to all pupils, with additional risk assessments and support where required
- Lunchtime and nurture groups provide additional opportunities for social interaction

g) Supporting emotional and social development

- Nurture and social skills groups
- Drawing and Talking therapy
- Access to external support from YPAS, CAMHS, OSSME, SHINE Therapy
- Life coach and SEMH-focused interventions
- Pupil voice activities (surveys, questionnaires, school council)

4. What expertise and training do staff have?

- All staff receive regular SEND training as part of school CPD
- The SENCO attends Local Authority briefings, SIL updates, and local consortium meetings
- Specialist training has included: autism, speech and language strategies, SEMH interventions, and sensory circuits
- External agencies provide targeted training (e.g., OSSME, SHINE Therapy, Educational Psychology)

5. Which external agencies work with Holy Trinity?

We work with a wide range of professionals, including:

- Educational Psychology Service
- SENISS
- Speech and Language Therapy
- CAMHS
- YPAS
- Physiotherapy
- Occupational Therapy
- OSSME
- SHINE Therapy
- Behaviour Intervention Team (BIT)
- Life Coach
- MHST

6. How accessible is the school environment?

Holy Trinity is committed to accessibility for all pupils. The site includes:

- A lift
- Disabled toilets
- Sensory rooms/spaces
- Adjustments made in line with the Equality Act (2010)

Risk assessments and reasonable adjustments are put in place for educational visits and activities.

7. How are parents and pupils involved?

- Parents are fully involved at all stages, from identification to review of provision
- Learning Plans are shared and reviewed with parents termly
- Pupils are supported to give their views on what helps them learn
- EHCP reviews include pupil and parent contributions

8. What should I do if I have a complaint about SEND provision?

If you have a concern or complaint, the following procedure should be followed:

1. Speak to your child's class teacher
2. Contact the SENCO (Mrs Jourdanna Singleton)

3. Contact the Headteacher
4. Contact the Governing Body
5. Escalate to the Local Authority if unresolved

9. Where can I find more information?

- Holy Trinity's SEND Policy is available on the school website
- Further information on SEND services across Liverpool is available on the Liverpool Local Offer:
  🔗 Liverpool SEND Local Offer

Our Special Educational Needs Co-ordinator (SENCO) **is** Mrs J Singleton. She can be contacted via email at j.singleton@holytrinity.liverpool.sch.uk or by calling the school office on 0151 427 7466
The Governing Body has a designated SEND Governor who monitors SEND provision across the school.