



Holy Trinity
CE Primary School

Curriculum Statement

SEND

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Date of Sign Off: 20.09.2026

Date of Review: 20.09.2027



SEND Curriculum Statement

At Holy Trinity, we are proud to be a diverse and inclusive school community. Our children come from a wide range of cultural backgrounds and begin school with varied experiences. Our curriculum is designed to broaden every child's understanding of the world and to equip them with the knowledge, skills and confidence they need to flourish.

Our Curriculum Vision

Our ambition is to provide all pupils with a rich, engaging and aspirational curriculum that prepares them for life in a modern, diverse society.

Through our curriculum, pupils will:

- Develop strong language and vocabulary skills to help them understand and talk about their learning.
- Encounter a wide range of people, cultures and experiences across subjects including history, geography, science and the arts.
- Explore the world locally, nationally and globally.
- Build secure foundations in reading, writing and mathematics that support future learning.

Our Christian ethos and our vision for education—promising “life in all its fullness” (John 10:10)—guide everything we do. These principles are woven throughout our curriculum as we nurture confident, compassionate and resilient learners who can contribute positively to their community.

An Inclusive Curriculum for All

Our curriculum, “Where are we going and who will we meet?”, is designed to be inclusive and accessible to every pupil, including those with special educational needs and disabilities (SEND). We believe that every child is a unique individual of inherent worth and we are committed to ensuring that all children—regardless of need—have every opportunity to succeed.

Teachers plan carefully to identify and remove barriers to learning, building on children's strengths and ensuring clear progression from year to year. Vocabulary development, cultural awareness and representation are key features of our curriculum design.

High-Quality Inclusive Teaching

At Holy Trinity, all pupils benefit from our Ordinarily Available Inclusive Provision (OAIP). This includes high-quality, inclusive teaching, reasonable adjustments, and evidence-based classroom strategies that ensure every child can access learning successfully before any additional SEND support is required.

Pupils with SEND are further supported through personalised strategies and, where needed, targeted or specialist interventions, meeting the provision specified in an EHCP for example. Teachers use the graduated approach—assess, plan, do, review—to ensure that support is carefully tailored, flexible and regularly reviewed. Our early identification pathway (Notice, Check and Try) helps us respond promptly to emerging needs and put appropriate support in place. Our provision fully complies with the Children and Families Act 2014, Equality Act 2010, SEND Regulations 2014 and SEND Code of Practice 0–25.

Our Aims for Pupils with SEND

Our curriculum aims to:

- Be ambitious for all pupils with SEND.
- Identify needs early and assess them accurately.
- Adapt and personalise learning in line with pupils' needs, starting points and aspirations.
- Involve parents and carers in all decisions about support for their child.
- Work closely with external professionals when specialist input is needed.
- Monitor progress carefully to improve outcomes.
- Provide targeted support for all four broad areas of need.
- Ensure all pupils can participate fully in school life and pursue their talents and interests.
- Prepare pupils for their next educational steps and for their journey into adulthood.
- Equip pupils to flourish beyond the classroom as confident, capable members of a diverse society.

Our Commitment

Children leave Holy Trinity as confident learners who possess the knowledge, skills and language needed to contribute positively to their community and to continue their education successfully in high school and beyond.