



Holy Trinity
CE Primary School

Special Educational Needs and Disability (SEND)

Information Report 2026/27

Author: Mrs S Doughty
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Part of



**The Sycamore
Church of England
Trust**

Grow together, Learn forever

Holy Trinity



Our School Vision

At Holy Trinity, we are dedicated to providing an educationally inclusive environment where every child is encouraged to be curious, creative, and independent. We believe that the achievement, attitude, and well-being of every child are paramount, and fostering inclusion is a collective responsibility within our school community. Our curriculum is designed to offer all children an equal right to a full and rounded education, broadening their life experiences and opportunities.

We recognise and celebrate the unique contributions of each individual and are committed to respecting and addressing the diverse needs of every pupil, including those with special educational needs and disabilities. Every teacher is a teacher of every student, and we ensure that our educational approach supports each child's personal and academic development.

The following gives you more information about the SEN provision at Holy Trinity. Feedback is always appreciated and the school would be happy to listen to your views about SEN support.

Sept 2026 Information

- Holy Trinity currently has 209 children on roll.
- There are 38 children on the SEND register with a range of needs.
- 6 pupils have an EHCP. 32 are registered at SEN Support.



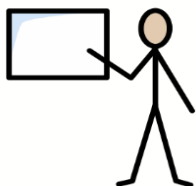
Primary areas of need for pupils at Holy Trinity

- 18 of pupils on the SEN register have communication and interaction as their primary need.
- 12 have moderate learning difficulties as their primary area of need.
- 1 specific Learning difficulty.
- 3 have social, emotional, mental health difficulties.
- 1 have sensory or physical needs.
- 3 have a diagnosis of autism

 Meet our SENDCO	The SENDCO and School Inclusion Lead is Mrs Doughty Qualifications: BA Hons, QTS, NASENCO Award, Responsible for: • Developing and reviewing the school's SEND policy. • Co-ordinating all the support for children with special educational needs or disabilities. • Overseeing a continuous cycle of quality assurance and development in inclusion. • Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting. • Liaising with other professionals who may support your child such as speech and language therapists or physiotherapists.
 Intensive Intervention	• The Woodlands offers a calm, multi-sensory, and enabling environment that supports the unique strengths and needs of each child. • The Woodlands is currently comprised of two primary learning spaces: Little Acorns and The Grove. • The curriculum at The Woodlands is child-centred and individualised, focusing on providing personalised learning opportunities through a play-based approach. • Emphasising active learning, exploration, and critical thinking, the curriculum is tailored to align with the outcomes outlined in each child's Education, Health, and Care Plan (EHCP), ensuring relevance and personalisation.
	Holy Trinity has an inclusion team available to support your child. Mrs Doughty – Deputy Headteacher, Deputy safeguarding Lead, SENDCO Miss Cusack – Intensive Intervention Teacher Mrs Whitaker – Learning Support Mrs Rafique – Learning Support Mrs Munir – Learning Support Ms Pitt – Family Liaison Officer

The SEN Governor is **Cannon Hilton**
Inclusion Trustee is **Mrs Adams**

The Inclusion Team



Class Teacher

Your child's class teacher will be responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child needs.



Outside Agencies

We work closely with outside agencies in education, health and social care in order to provide support for children with SEND.

Agencies include,

- Local Authority Outreach services.
- Physiotherapy,
- Occupational Therapy
- Child and Adolescent Mental Health Service,
- Early Help,
- Paediatrics,
- Educational Psychology Service,
- School Nurse Service,
- Speech and Language Therapy,
- Visual and Hearing impairment team.
- Sunnywood Project

We will ask your permission before we refer your child to any specialist service. Professionals may work with your child in school to understand their needs and make recommendations as to ways your child is given support.



Areas of Need

At Holy Trinity, we support children with a wide range of special educational needs and disabilities. We hold Bury's Inclusion Quality Mark and are proud to be a highly inclusive school with an ethos that values, encourages, and celebrates diversity and difference.

SEND is categorised into the following 4 broad areas of need in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

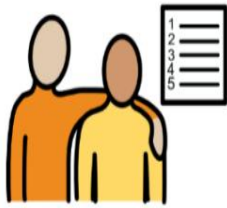


Identifying and Supporting Children

Provision for children is initially planned by the class teacher through High Quality Teaching, which forms part of our Ordinarily Available Provision – the support and strategies available to all pupils as part of everyday classroom practice. Lessons are adapted to meet the individual needs of the majority of pupils in the class. Teachers are expected to make reasonable adjustments to ensure that the needs of all learners are met through our universal offer.

At Holy Trinity, children's progress and attainment are carefully monitored and reviewed each term. When concerns arise, staff use the "Notice, Check, and Try" pathway as part of our early identification process. This approach enables teachers to observe, gather information, and implement targeted strategies to address emerging needs promptly and effectively.

If, following this process, a child is still not making expected progress within any of the four broad areas of need, we move into the Graduated Response of Assess, Plan, Do, Review (APDR). Throughout both stages, we work closely with parents, pupils, and the SENCO to identify and implement the support that best meets each child's individual needs. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



Education, Health and Care Plans (EHCPs)



GRADUATED RESPONSE USING ASSESS, PLAN, DO, REVIEW CYCLE:

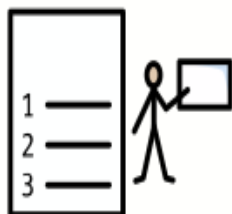
For a small number of children with severe and complex needs, the funding and support available through the school's SEN budget may not be sufficient. In these cases, additional funding can be requested from the Local Authority, following the procedures set out in the SEND Code of Practice. The school or parents can ask the Local Authority to carry out a statutory assessment of the child's needs. This legal process determines whether an Education, Health and Care Plan (EHCP) is required, and sets out the level and type of support to be provided.



Our approach to teaching children with SEND

At Holy Trinity, we believe that every child should feel included and supported in their learning. Wherever possible, children with special educational needs and disabilities learn alongside their classmates, with teaching that is adapted to meet their individual needs. Our approach is guided by the Education Endowment Foundation's Five-a-day principles, which help teachers to plan lessons that are clear, supportive, and accessible to everyone. When a child needs extra support, we provide small-group or one-to-one support that works alongside classroom learning to help them make the best possible progress.





Curriculum adaptations

 Visual Timetable	 Word banks	 Frameworks
 Manipulatives	 Timers	 Task Boards
 Explicit Instructions	 Partner Talk	 positive behaviour
 assistive technology	 scaffolding	 flexible grouping

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.



Parent Partnership

At Holy Trinity, we know that children do best when parents and school work closely together. We share Learning Plans each half term so you can see the progress your child is making and know what their next targets are. For children with an Education, Health and Care Plan (EHCP), we invite parents to three meetings each year – in the Autumn, Spring, and Summer terms – which include parents' evenings and the EHCP annual review.

We keep parents up to date with SEND information and events through email, and our school website has further details about the support we offer. Our SENDCO is available every morning and at the end of the school day to speak with parents informally, and private meetings can be arranged through the school office if you would like more time to discuss your child. By working closely together, we make sure every child gets the support they need to flourish.



Pupil Voice

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

At Holy Trinity, children's views are an important part of everything we do to support pupils with SEND. We listen to children regularly to understand their experiences, opinions, and ideas, and their feedback helps shape our daily teaching, interventions, and school procedures. By actively seeking and responding to pupil voice, we ensure that children feel heard and that their needs are met.

Pupils are given regular opportunities to:



Share their thoughts and feelings about their learning and support in class



Express their views during EHCP annual reviews or other meetings about their support.



Suggest ways to improve their learning environment or the strategies used to help them



Evaluating Provision

At Holy Trinity, the SEND Register is a flexible document, and pupils can be added or removed as their needs change. Pupils on the SEND Register receive support that is different from, or additional to, our mainstream universal offer.

We regularly assess and monitor your child's progress:

- Baseline assessments are carried out throughout the year in each year group.
- Class teachers review individual progress towards targets each term.
- Annual reviews for children with Education, Health and Care Plans (EHCPs) assess progress towards specific outcomes
- We evaluate SEND provision through pupil progress, attendance, engagement, pupil voice, parent feedback and progress towards outcomes.

This approach ensures that we continually evaluate how well your child's needs are being met and adapt support where necessary to help them make the best possible progress.



Staff Training

At Holy Trinity, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Training is also delivered to the whole Trust when necessary.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions so best practice can be shared.

Physiotherapy	Lego Therapy	Child Development	Bucket time
Autism	Makaton	Phonics RWI intervention	Team Teach
Specific Learning Difficulties	Trauma informed	De escalation	Speech and Language



Transition Support

Admissions

Holy Trinity welcomes applications from all children, including those with SEND. Admissions are managed in line with the Local Authority Admissions Policy and no child is treated less favourably because of their special educational needs or disability.

Starting in Early Years

We hold a parent and carer session for prospective Early Years starters, giving families the chance to visit the school, meet class teachers, and speak with the SENDCO.

If we are informed that a child has SEND before starting in our Early Years setting, the class teacher and SENDCO will arrange to observe your child in their current nursery or childcare setting to better understand their needs. We will also carry out a home visit to develop strong parent partnerships from the very beginning.

Transition Within School

Transition into Early Years and into each successive year group is supported through meetings, information shared via ClassDojo, taster sessions in the new class, and opportunities to meet the teacher.

End-of-Year Transition

For children with SEND, we can provide a transition booklet that includes photos of the new teacher, teaching assistant, and classroom environment to help them feel more prepared. Additional transition sessions in the summer term allow children to visit their new classroom and meet their new teacher. Some children may also benefit from extra visits to reduce anxiety and ensure a smooth, positive transition.

Class teachers and teaching assistants meet during the summer term to share information about pupils' needs, current support, and targets, ensuring continuity as children move up a year.

Mid-Year new starters

When children join us partway through the school year and have identified SEND, we arrange a meeting with the family to gain a full understanding of their needs and ensure the appropriate support is in place from the start.

	<u>Secondary Transition</u> We work closely with our partner secondary schools to make the transition from primary to secondary as smooth as possible. Some pupils may require an enhanced transition plan, including additional visits or meetings, to support their move successfully. We support children to develop independence, communication, resilience and self-help skills which contribute to successful preparation for later life.
 Clubs and Trips	At Holy Trinity, all extra-curricular activities and school visits are available to every child. We encourage all pupils to take part in trips, including residential visits and overnight stays, as well as in sports days, school competitions, assemblies, performances, workshops, and other events. Children are also encouraged to apply for roles of responsibility within the school, such as school council, peer mentors, play leaders, and senior positions. No child is ever excluded from these activities because of their SEND or disability, and we make reasonable adjustments to ensure every child can participate fully and safely.
 Complaint Procedure	If you have a concern about your child's SEND provision, your first point of contact is your child's class teacher and/or phase leader: Key Stage 1: Miss Phillips Key Stage 2: Mrs Dunkin If you feel that your concern has not been fully addressed, you can make an appointment to speak with the SENDCO and the Deputy Headteacher Mrs Doughty. Telephone: 0161 764 2993 Email: holytrinity@thesycamoretrust.co.uk Should the issue remain unresolved, you may arrange a meeting with the Headteacher, Mrs Knott. If you are still not satisfied with the outcome, you may contact the school governors through the school office: Tel: 0161 764 2993 Email: holytrinity@thesycamoretrust.co.uk

We aim to resolve all concerns promptly and collaboratively, working together in partnership to support your child's learning and well-being.



Bury LA Local Offer



The Bury Local Authority Local Offer can be found at <https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer>

EHC Assessment and Review Team	0161 253 5969
Bury Together	Email: bury2gether@gmail.com
SENDIAS Free confidential and impartial information, advice and support for parents and young people with SEND.	01706 769 634 bury.sendiass@barnardos.org.uk
Early Help Providing preventative support to families.	0161 253 5200 earlyhelp@bury.gov.uk
First Point Post diagnostic services for ASD/ADHD. Social care support.	0161 762 1440 admin@firstpointsupport.org.uk



Feedback

Your feedback is important to us.

Please make an appointment with Mrs Doughty, the SENDCO, to discuss any concerns about your child's provision or to let us know what is working well for your family.