



SEND Information Report 2025-26

A copy of the SEN Policy can be found on the website, along with the Local Offer

Our School Vision

'Love your neighbour as yourself.'

Matthew 22:36-40 "Teacher, which is the greatest commandment in the Law?" Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself."

At Holy Trinity, positive, caring relationships are the foundation of our school community, woven through everything we do. In our school, everyone is valued and learns to value one another. Children, staff, and families are recognised and celebrated as unique individuals — each one loved, supported, and respected for who they are. Jesus' teaching supports us to see the value in others, to be compassionate and to create an environment where everyone can flourish and achieve their full potential.

We recognise that our school community is part of a larger, diverse world, and we are committed to fostering an environment that is welcoming, inclusive, and accepting of all. At Holy Trinity, we nurture curious and motivated learners who take joy in discovery as they explore the world around them. We encourage our pupils develop into *responsible* global neighbours who *respect*, appreciate, and embrace the differences that make each of us unique.

We support our Holy Trinity family to flourish by nurturing their spiritual journey through:

- **Looking in** with self-reflection, to love and value themselves as a unique child of God with self-respect and honesty.
- **Looking out** with compassion and service to seek justice, peace, and care for all people and the planet we share.
- **Looking up** with wonder and gratitude. We consider being a part of something greater than ourselves by taking time to pray, reflect, and be still.

Our school values:

Respect – The Parable of the Good Samaritan

Luke 10:25-37 teaches that compassion, and neighbourly love should be extended to everyone, irrespective of background or perceived differences.

Community – The Parable of the Lost Sheep

Matthew 18: 10–14 teaches us the importance of community and belonging. God, like the shepherd, desires for all to be part of the flock, experiencing the joy of being connected and cared for.

Responsibility – The Parable of Jesus feeding the 5000

John 6.1-13 teaches us that Jesus notices and cares about the everyday needs of all people.

By fostering an inclusive community and working in partnership with Durham and Newcastle Diocesan Learning Trust and the Church of England, we are empowering our children to live full lives, reaching their potential and helping others to do the same. Through our spiritual development and our commitment to these Christian values, we encourage children to not only see the world through a broader lens but also actively contribute to making it a more inclusive and compassionate place. Our school is a place where

respect, community, and responsibility guide our actions and help us live out the teaching to *love our neighbour as ourselves.*

Durham and Newcastle Diocesan Learning Trust's vision: **"Every child matters and no child is ever left behind..."**

The Church of England vision: **"Live life to its fullness."**

SEND Information Report 2025-26

The Special Educational Needs and Disability (SEND) Code of Practice July 2015 requires schools to produce a SEND Report. This report aims to outline how we meet the needs of pupils with SEND within our school, including children who are looked after by the local authority and have SEND. The information within the report is based upon the school policy, Hartlepool LA and School's Local Offer.

Catering for different kinds of SEND

Communication and Interaction

We recognise that the needs of pupils with speech, language and communication needs are different and will change over time. The SENCo, Mrs Ridley, works with pupils, parents and language communication experts to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and Learning

We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), affect one or more specific aspects of learning. We offer these pupils a range of support suitable to their needs.

Social, Emotional and Mental Health

We understand that pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways. They may reflect underlying mental health difficulties such as anxiety or depression. We have a Wellbeing Lead and a trained staff in Thrive to support pupils with these difficulties.

Sensory and/or Physical Needs

We understand that impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. We are aware that some conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision. In line with our Accessibility Policy we have made adjustments to the school building to accommodate pupils with specific physical needs.

SEND Context

Holy Trinity currently has 225 children on role (September 2025).

- The number of pupils classed as 'SEND Support' is slightly below the national average. Holy Trinity has 27 registered SEND children (12%) (*National percentage was 14.2% in 2024-25*).
- The number of children with EHC plan is below national average. Holy Trinity have 2 children with EHC plans (0.008%) (*National percentage was 5.2% in 2024-25*).
- Children are also monitored to identify their difficulties. Holy Trinity have 31 children (13.7%) of school who are on monitoring.

The main areas of need of SEND support children / EHCP:

Main Area of Need	Amount of Children	Percentage
Cognition and Learning	16	59%
Social, Emotional and Mental Health	4	15%
Communication and Interaction	7	26%
Sensory and Physical Needs	0	0%

Who are the staff supporting SEND at Holy Trinity C of E Primary School?

Through quality first teaching, the class teacher is the first person who identifies and supports the needs of children with SEND.

Mrs Ridley (Deputy Headteacher) is the school SENDCo. She is currently completing the NPQSEnCo and is a THRIVE Practitioner.

All teachers retain responsibility for the progress of all students, including those with SEND (SEND Code of Practice 2015). SEND is therefore a whole-school responsibility. It is the responsibility of everyone in the school to know how to remove barriers to learning and to share this knowledge.

SENDCo priority areas for development are placed in our School Development Plan and the SEND RAG can be found on the website. Mrs Ridley monitors all of the children with SEND in school. She supports parents and staff to source assessments and can arrange for external agencies and services to become involved. The lists are regularly updated.

The Academy Councillor for SEND is **Mrs Crowley**. She spends time in school discussing current information about SEND children and their provision.

Staff and Teaching Assistants support children who require assistance with mental health issues and social and emotional needs. One member of staff has been trained in ELSA (Emotional Literacy Support Assistants). Trailblazer (Mental Health support team) also support children with mental health. The team come into and promote resilience, encourage the development of self-care and self-help techniques and explore different strategies. Trailblazer work is completed depending on the needs of the child e.g. 1:1 with the child, class support, group work, parental support or signposting to more suitable organisation. The school nurse also provides a bespoke package of support for children in school and provide support and guidance for parents around: behaviour, dental hygiene, toileting, sleep and mental wellbeing.

How will Holy Trinity offer support for my child?

Holy Trinity C of E Primary School is part of Durham and Newcastle Diocesan Learning Trust (DNDLT) where all children are valued as individuals and will be given the best opportunities to achieve their full potential.

We continually assess and monitor the academic, emotional and social welfare of all children within our school to ensure that they can access the National Curriculum and achieve their potential, making significant progress from their starting points. All pupils, including those with SEND, are tracked on their attainment and progress. Quality first teaching, supplemented by differentiated intervention, is put in place and monitored continuously.

Holy Trinity is implementing the guidance for Hartlepool Borough Inclusive Framework which states what should be 'Ordinarily Available' in schools. If children do not meet targets for attainment or progress, they are identified. We identify their barriers and needs, put short term support and interventions in place and monitor progress rigorously; this is discussed with parents. If pupils do not begin to make progress towards targets the class teacher will monitor their learning closely to identify concerns which prevents them from making progress. If the difficulties continue the parent and teacher will decide if the child should be registered as SEND Support. Specialist assessments may be requested, with the permission of parents/guardians, from a range of support services - enabling school to have a clearer understanding of the pupil's needs. Pupils will then be included on the SEND Support Register.

All our extra curricular activities and school visits are available to all pupils. All children are encouraged to go on our trips and residentials and children with SEND are not excluded from activities.

Online Safety Support and Sexual Violence and Harassment

Holy Trinity has a 'managed system' that enables children to use the internet safely. We ensure every year group accesses 'internet safety' sessions to ensure they are up to date with current issues and practices.

We participate in Safer Internet Day. We do recognise that the use of these new technologies can put young people at risk both within and outside of the classroom. All staff are made aware of the vulnerability of pupils with SEND as evidence suggests SEND children can be faced with additional safeguarding challenges. School recognise the additional risks that pupils with SEND face e.g. through online bullying, grooming and radicalisation. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

How will we identify, assess and plan support?

At Holy Trinity we firmly believe in early identification of children with SEND.

We ask parents if they have any concerns about their child when they first visit school. When children are identified as having a difficulty or a disability, parents are invited into school to discuss their child's barriers to learning as well as discussing their strengths. Their consent is required to place their child on the SEND Support Register.

We identify four broad areas of need (as outlined in the Code of Practice July 2015):

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and Physical Needs

Alongside the class teacher and any other relevant professionals, we plan for the needs of their child both at home and at school. Individual Education Plans (IEPs) are put in place and a graduated response plan (**Assess, Plan, Do, Review**) is discussed and reviewed each term.

Assess a child's individuals needs
Plan the provision to meet child's needs
Do put the provision in place
Review the support and progress

Provision maps support IEPs which outline the support they receive throughout the week. The purpose of the IEP is to inform staff and professionals who work with the child what the specific targets are for each child. Children and parents contribute to the targets on IEPs by feeding back on the progress made over the course of the plan. Children with EHC Plan are reviewed with parents throughout the year and have annual meetings with parents, Hartlepool SEND Team and all professionals who are involved to revise the plans.

How do we listen and respond to children with SEND?

A child's individual needs are at the centre of everything we do at Holy Trinity C of E Primary School. Children's views are important and feed into policies, procedures and daily teaching. We believe that children should voice their opinion about the support they receive and ask them about what they feel has worked well and what they need in order to improve. In addition to this, we constantly encourage children to play an active role in their own education, taking charge and ensuring that they understand what the next steps are in order for them to overcome their learning barriers.

To enable Holy Trinity C of E Primary School to evaluate the support which we provide, we have gathered information from staff, professional agencies, parents and children. We conducted questionnaires with SEND children and the parents of SEND children. We also gathered views from children with SEND about what helps them to learn and what they find difficult.

Relevant outcomes of the most recent SEN questionnaire with SEN Support children in whole school:

October 2023 30 children Year 1 to Year 6	Agree	Partly Agree	Disagree	Don't know
I feel safe in school	93%	7%		
I enjoy coming to school	57%	33%	7%	3%
I have friends at school	90%	33%	7%	3%
I feel I am making enough progress	63%	30%	3%	3%
I feel I have enough support in school	77%	13%		10%
I know my targets	73%	17%		10%
I have the opportunity to take part in after school activities	76%	17%	3%	13%
I feel happy to ask for help	80%	17%	3%	
If someone is unkind to me I know what to do	97%	3%		
I know how to keep safe online.	83%	10%	3%	3%
Where do you NOT feel safe? Places at school / home / the environment or local area.				

Comments from children

The children talked about adults who could support them in school and the tools they access to help them to become independent in their learning e.g. phonics mats, word mats, multiplication grids, place value grids.

All children knew they could tell an adult if somebody was unkind to them. Some said they would tell a trusted adult such as a teacher, teaching assistant or parent. Some children said they would tell their friend or tell the person themselves to stop being unkind.

The children had a good understanding of online safety and who they could ask for help. They gave examples or when they have used these skills at home. Some children said they didn't go online. The 2 children who didn't know or disagreed recapped these areas again.

Some children did not feel safe when they go to the park or go to the shops. One child didn't feel safe when he goes to new places in case he gets lost. Some younger children didn't feel safe because it was Halloween and they didn't like to be in the dark.

During interviews with the SENDCO, Year 3 to 6 children commented about what they found difficult and what they enjoyed most about school:

- Challenges at school:
 - 'English is a big challenge'
 - 'Not the best at it but I still try'
 - 'I try my hardest'
 - 'School keeps challenging us and we have to try hard at things'
 - 'RE challenges me because I really have to think'

The interviews also highlighted what the children found helpful at school:

- Jobs in year 5/6 had given them confidence
- Social Club helps them to feel part of a group
- Friends helped them keep focused on their task
- Teachers make me think

- Small group work outside the class and 1:1
 - It's quieter and can concentrate
 - Not as many children to look at
- Mindfulness- not giving up and trying to think for self
- Resources such as word maps or personal dictionaries
- Reading
 - 1:1 teacher makes you think. They say 'make sure you understand' 'Can you summarise that part of the chapter.'
 - We talk about the target and what might help us to get it
 - I have to concentrate to get the answer
 - Overlays help me read better
- Maths
 - Teachers going through things with you
 - Visual – having things on the board
 - Tools in our drawer
- Teacher / Teaching Assistant
 - Helps us
 - Makes things fun and they do games with us

How do we work in partnership with parents and carers?

Parental involvement is paramount when assessing and reviewing the needs of a child. We know parents are the first educators of their child and we need their knowledge to plan effectively. As a result, we involve parents in every stage of the process, encouraging them to share their opinions and viewpoint. Parents feel that school provides them with enough information about their child's targets and progress.

Relevant outcomes of the most recent SEN questionnaire from parents with children who receive SEN Support: 37 questionnaires were sent out via email and they also received a paper copy. They were also sent a reminder to complete and return the form. 18 questionnaires were returned- 1 person = 6%.

October 2023	Agree	Partly Agree	Disagree	Don't know
1. My child feels happy and safe in school.	100%			
2. I feel that my child is getting enough support.	83%	11%		6%
3. I feel that I have sufficient information and communication about my child's progress.	88%	6%	6%	
4. I have been offered the opportunity to share my child's targets and IEP with their class teacher.	72%	11%		16%
5. My child's targets are appropriate.	72%		6%	22%
6. I am informed of how my child is progressing towards their targets.	88%		11%	
7. I feel that Holy Trinity staff have given me suggestions and ways to support my child at home. E.g. parent workshops, discussions with staff	88%	6%		
8. I am happy with the work my child is asked to complete at home.	88%	6%		6%
9. I feel my child has someone to talk to.	66%	11%		22%

10. I am able to approach staff about any concerns that I have regarding my child.	100%			
11. My child has opportunities to attend after school clubs or sporting events.	88%			11%
<p>The Government document 'Keeping Children Safe in Education 2023' states "children with special educational needs or disabilities or certain health conditions can face additional safeguarding challenges." E.g. Some children with SEND can be more vulnerable to online safety, grooming, sexual harassment. Do you think this applies to your child? Yes / NO. If yes please comment.</p> <p>Parents did not think this applied to them.</p> <p>Do you want to make any other comments about the Special Education Needs in Holy Trinity or any agencies which come into school? Learning Support, Speech, EP, Trailblazer, OT or any other.</p> <p>If you need more space please write on the back.</p> <p>More information from Speech and Language</p>				

Comments/ reasons parents made judgements in the questionnaires

Question 2 – 1 parent felt speech and language had not supported their child. 1 parent felt the support was exceptional. School had provided extra support for her learning and her social and emotional needs. As a result, they feel the child has made amazing progress. 1 parent felt that school are doing the best for their child.

Question 3, 4, 5 and 6 are waiting for parents evening (due November) so are unsure about their targets.

Question 7 – The parent who disagreed did not attend the parent workshop which was offered to all parents.

Question 8 - Homework – 1 parent felt their child received too much homework.

Question 9- Child will not communicate with parents. One parent was concerned that SALT had not contacted her.

Question 11- Most children accepted invitations to school clubs and sporting events but some children did not want to attend the clubs on offer.

How do the staff at Holy Trinity C of E Primary School support my child with SEND?

Teaching focuses on the pupil as an individual, not allowing their SEND to become a label. Support is adapted and tailored to the needs of the individual with a focus on pre-teaching and post-teaching interventions to allow pupils, where possible, to access the curriculum alongside their peers. We ensure that all children can access the National Curriculum and the learning environment within school through the use of additional targeted support, tools to support their learning, challenge and differentiation and modifications to the classroom environment e.g. adaptations to classroom furniture and writing equipment.

We have many different methods and approaches to support children within school some of which are outlined below.

- Quality first teaching (whole class teaching) involves the teacher delivering a lesson which caters for and challenges all learning needs, whilst ensuring children with SEND can access the National Curriculum.
- Teaching Assistants are deployed to support individuals and groups using various programs to target the needs of the child.
- The use of tailored intervention such as Phonics into Fluency to support reading development.

How do we develop the skills, knowledge and staff expertise to support children with SEND?

Staff at Holy Trinity C of E Primary School have access to the most up to date training, in order to provide support for the learning needs of all children. Staff receive training from Hartlepool EP service depending on their cohort or the area of CPD they require. Teaching staff have received training on Precision Teaching. Teachers and teaching assistant have received training on PACE (Playfulness Acceptance Curiosity and Empathy) and Thrive. Most staff have received training from PACUK on 'Understanding and Meeting the Needs of Children with Trauma' and the School's EP has training on Social Stories, ACEs and Executive Learning.' Staff regularly attend courses such as 'Supporting Learning through Developing Thinking Skills' 'Understanding Autism' and 'Specific Learning Difficulties Awareness Raising'. CPD is also cohort specific to help staff understand a child's needs e.g. (Managing Strong Emotions, 'ADHD', 'Making sense of autism in the Early Years' 'Support Play and learning in the Early Years'. This CPD has had an impact on classroom interaction and how groups of learners work together.

School also signpost parents to courses such as 'Understanding Anxiety',

Currently we have teachers and teaching assistants who have had training in the following areas:

- Speech and Language
- Autistic Spectrum Disorder
- Anxiety
- Attachment and Early Trauma
- Social Stories
- ADHD
- ACEs
- PACE
- Thrive
- Emotional Wellbeing
- Managing Strong Emotions
- Effective Teaching Assistant support in the classroom

Pupil interviews also highlighted that there is a Growth Mindset culture within school, to encourage children to be positive towards learning and 'keep trying'. One child said her teacher is teaching her to persevere. Another child also explained how she is trying to change from a 'Fixed Mindset' to a 'Growth Mindset.' She said she talked though her problems; "It's like you have two voices at war: One says, you can do this, try. If you do this you will get praise. The other voice distracts me. "

The Educational Psychologist has also provided training on Mental Health Issues and mindfulness. We are also taking part in Trailblazer to provide early intervention for children with mental health issues.

As a school, we believe that support should be provided for all children to improve their emotional and social development as well as having a strong approach to prevent bullying (see Anti-Bullying Policy).

Intervention

Where appropriate, pupils discuss their achievements and review their targets and next steps. All children on the SEN register have provision maps to show where they are given extra support and intervention.

Pupils are identified to work on a variety of interventions e.g. 'Precision Teaching', 'Phonics to Fluency' and 'Number Stacks. We aim to empower children to succeed and feel that thinking skills are important in order for children to;

- deepen their knowledge and understanding rather than superficial learning
- learn explicit strategies for **how** to learn

- be challenged and motivated

What agencies are available to help my child?

With permission from parents, school may ask for advice or support from educational or health services. A parent can also refer their child to some of these services. We budget for extra time from certain agencies to support the specific needs of the children within our school.

Educational services (this is not an exclusive list):

- Educational Psychologist*
- Small Steps (referred via EP)
- Autistic Spectrum Disorder Services – including Daisy Chain and Small STEPS;
- Hearing impaired service
- Visually impaired service

Health and Social Services (this is not an exclusive list):

- Occupational Therapist
- Speech and Language Therapist
- School Nurse
- Health services including Health Visitor
- Paediatrician
- Clinical Psychologist
- The CHUB
- Trailblazer Alliance
- Child and Adolescent Mental Health Service – CAMHS
- Social Services.

**As a school we buy extra time from these professionals.*

Early identification of younger children is a priority.

How does school support my child to transfer between classes and within Key Stages?

We are aware that some children, especially those with SEND, have difficulties when transitioning between classes or key stages; through identification, we endeavour to make this transition as smooth as possible.

We identify children who need to have access to an early transition: children can meet their new teacher(s) early; visit their new school or new area within school; parents are given the opportunity to speak to the new members of staff. Photos of the Nursery and Reception class teacher are sent home and booklets are made for vulnerable children (ASD, LAC and post LAC) to help with transition.

We have a robust induction programme in place for welcoming new learners into the Early Years setting. New parents and children are welcomed into school for individual session so staff can build up relationships with them. A close liaison with other settings helps with transitions and ensuring that children who use other providers can transfer smoothly between both settings.

The school EP develops transition plans with ASD children in Year 5; they highlight any issues which need to be addressed before they transfer to secondary.

Depending on the cohort we adjust the transition work in Year 6. Alliance support with whole class sessions and the EP can work with small groups to discuss and work on their transition. We liaise closely with our secondary schools to ensure transitions are smooth and schools have all the correct paperwork.

How does school support my child who is moving to secondary school?

Before children transfer to secondary school, we hold a meeting in the Summer Term with the secondary school to share overviews of SEND Support IEPs, Provision Maps and the specific needs of the pupils. In some cases, meetings are set up to support early transition and a program is put in place to facilitate the transition prior to the Summer Term. In Year 6 we work closely with our feeder school to support the transition and where we know there are high levels of anxiety our staff can be used to ease transition.

How can I make a complaint?

Parents are actively encouraged to contact the school SENDCo to discuss any of the provision provided for children with SEND either to provide positive feedback or to make a complaint (see our school Difficulties Concerns and Complaints procedure). The SENDCo can be contacted by phoning the school (01429 855620) or via the school's email address (admin@hpoolholytrinity.org.uk).

If you are not satisfied that your concerns have been addressed you can contact Micky Froud and he can give advice and support from SENDIASS sendiass@hartlepool.gov.uk Telephone: 01429-284876 (Available Monday to Thursday from 9am – 5pm and Friday 9am-4.30pm).

Where can I find more information?

School Local Offer

Additional information regarding identification of children with SEND needs and how we address these needs can be found within the school policy, the school's Local Offer <https://www.holytrinitycofeseatoncarew.co.uk/for-parents/send-local-offer/>

Hartlepool Local Offer

To access more information in relation to 'Hartlepool SEND' view 'Hartlepool Local Offer' and Parent Carer Forum(1Hart, 1Mind, 1Future) (https://www.hartlepoolnow.co.uk/local_offer). Within the 'Hartlepool Local Offer' you will find current and relevant information relating to many aspects of SEND provision and many related issues.

Mrs Kate Ridley
Deputy Headteacher and SENCo

Review: September 2026