



# HOLY TRINITY CATHOLIC ACADEMY

## SEND INFORMATION REPORT 2025



**'In *every* child there is a space that only God can fill.'**  
**Our School Mission Statement**

### Welcome and Contents Page

Welcome to Holy Trinity Catholic Academy SEND Information Report for Parents 2024-5.

Holy Trinity Catholic Academy is a mainstream primary school and is part of the Our Lady of Lourdes Catholic Multi Academy Trust. Here at Holy Trinity we are committed to inclusion and work collaboratively to enable each child to achieve their full potential, whatever their ability or specific needs. We hope that parents will find this SEND Information Report for 2024-5 a useful and informative document, detailing our provision and support for pupils with SEND over the past year.

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### Who's Who?

**Our School Special Educational Needs Co-ordinator (SENCO) is Mrs Boneham-Hill.**

Mrs Boneham-Hill has weekly dedicated release time to fulfil her role. Currently she is available on Wednesdays.

She can be contacted directly via email:  
**[sbonehamhill@holytrinity.notts.sch.uk](mailto:sbonehamhill@holytrinity.notts.sch.uk)**

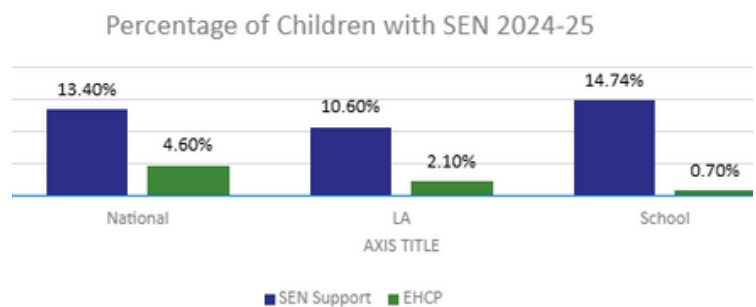
Or parents may prefer to contact the School Office to arrange an appointment:  
**01636 689177**

Our **Head Teacher** is Mrs Summers who can be contacted at [head@holytrinity.notts.sch.uk](mailto:head@holytrinity.notts.sch.uk)

Our **SEND Link Governor** is Robert Beall who can be contacted at [robertbeall@holytrinity.notts.sch.uk](mailto:robertbeall@holytrinity.notts.sch.uk)

### The kinds of SEND we provide for...

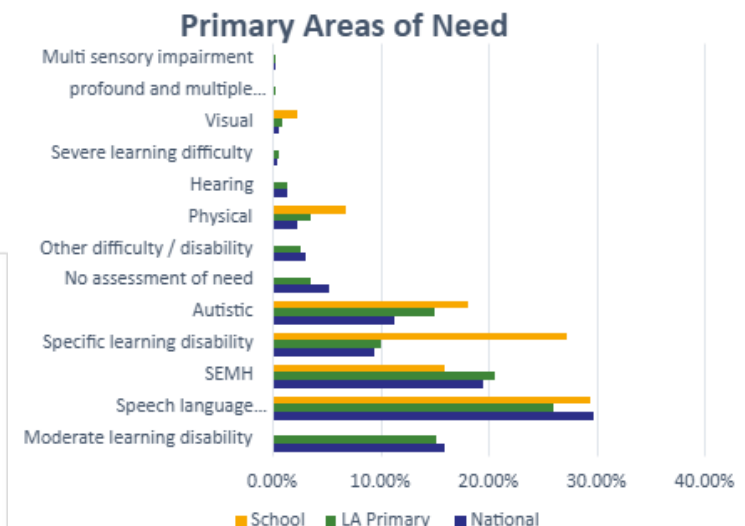
The percentage of children with SEND at Holy Trinity compared with the National and Local Nottinghamshire Local Authority is as follows:



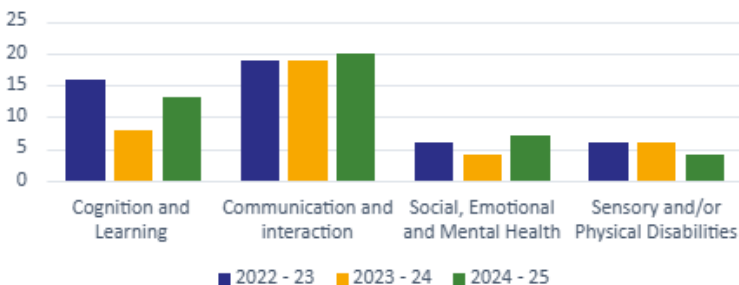
The broad areas of SEND needs are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health
- Sensory and/or Physical.

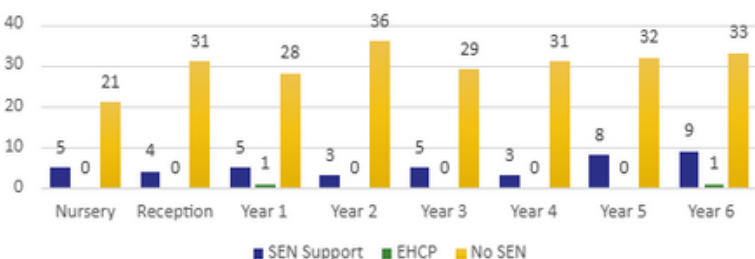
The Prime Areas of need in 2024-5:



### Broad Area of Need Three Year Trend



### Students with SEN by Year 2024 -25





## Policy and Code of Practice

At Holy Trinity we believe that all children are **unique individuals and should be valued equally**.

We recognise the entitlement of all children to receive a **broad and balanced curriculum** and we strive to **nurture each child's spiritual, academic, personal and social development**.

We believe that provision for pupils with special educational needs is the responsibility of the whole school community requiring a whole school response.

We recognise that at different times in their school life, a child or young person may have a special educational need.

### **The Code of Practice 2014 defines SEN as follows:**

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

Our SEND policy details further how we identify children with SEND at Holy Trinity and assess their needs.

The SEND policy can be found on the school website:

<https://www.holytrinityacademy.co.uk/wp-content/uploads/sites/22/2025/01/OLoL-SEND-Policy-2024-25.pdf>

## What if I think my child has SEND needs?



We recognise that children learn and progress at varied rates and we use a range of teaching strategies approaches and personalised provision to ensure that the learning needs of all pupils can be met.

Early identification of pupils with special educational needs is a priority and at Holy Trinity and we follow a **graduated approach** beginning with quality first teaching.

Support is given through the type of task given, differing its complexity or adapting the resources used.

Special educational provision **is additional to or different from** that made generally for others of the same age.

Progress is closely monitored by the class teacher and, if a child is not making expected progress, support is put in place focusing on the individual's specific needs.

This support may be small group or individual work.

If further support is needed the class teacher liaises with the SENCO to further personalise support and access outside agencies as necessary.

***At all times the school works in partnership with parents.***

Please speak to your child's class teacher if you are concerned about your child's needs.





## How does school know if my child needs extra help?

The signs that class teachers look for and discuss with the Special Educational Needs Coordinator (SENCO) may be if your child is:

- making no or very limited progress over a period of time
- working considerably below Age Related Expectations (ARE)
- experiencing profound difficulties with communication and interaction
- having severe difficulties in mastering the basic key skills in English and/or Mathematic
- experiencing emotional/social /mental health problems, which impacts their learning
- impaired physically or sensory and are not making progress, despite receiving a differentiated curriculum and support

Children may also be identified as having SEND through the following:

- Liaison with the previous setting
- Liaison with external agencies including Schools and Families Support Services (SFSS)
- Educational Psychology Service (EPS)
- Physical Disability Support Services (PDSS)
- Speech and Language Services (SALT)
- School nurse and community Paediatrician

If you have any concerns about your child's progress you should speak to your child's class teacher initially.

The class teacher will seek advice from the SENCO if necessary



## How does the school evaluate the effectiveness of its provision for pupils with SEND?

Special needs provision is reviewed and evaluated at the school as part of an on-going cycle of **Assess, Plan, Do, Review**. We assess children's performance using a wide range of strategies in order to measure their progress, plan our actions, implement them, then review their effectiveness.

**Teacher assessments are completed each term** and this is analysed by the class teacher, Senior Leadership Team.

All parents and carers of children who have SEND are invited to attend **termly review meetings** to discuss the progress of pupil's with special educational needs and to update on the success of any interventions which have been put in place.

Class teachers and Teaching assistants work closely to ensure progress is made and regularly update each other on an individual child or group's progress and adjust their planning accordingly.

The SENCO works closely with class teachers to ensure that appropriate provision is in place (where needed) and this is reviewed each term after analysis of progress with parents and outside agencies where appropriate. This is an **ongoing cycle** to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the types of intervention that are most effective in supporting a pupil to achieve good progress and outcomes in the time between each review.

The governors receive termly updates on practice and provision within school and the SEN governor meets with the SENCO to review and discuss areas for development. Each year the SENCO produces a SEND action plan detailing successes and areas for development for the forthcoming year.

'He took a little child and had him stand among them. Taking him in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me." Mark 9:36-37

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**Our School Mission Statement**





## How will both the school and I know how my child is doing? How will the school help me to support their learning?

As a school, we **track children's progress** from entry at Foundation Stage through to Year 6. It is from our use of this systematic tracking that children who are not making expected progress are identified.

**Pupil progress meetings** take place termly where teachers meet to share information and data with the school's Senior Leadership Team. Here discussions take place concerning why individual children are experiencing difficulty and what **further support** can be given to aid their progress.

Holy Trinity has an **'open door' policy** and encourages **strong home-school links**. We welcome parents to come in and discuss any concerns or strategies with their class teacher.

Holy Trinity holds **parent/teacher discussions** throughout the year. Pupils who are on our SEND support register will be invited to attend **review meetings** to discuss the progress and the success of any interventions which have been put in place. Achievements and successes will be discussed, as well as next step targets.

The targets set are: "SMART" (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that a child will achieve each target by the time it is reviewed. Parents/carers are given a copy of their child's targets. Parents will also be advised of any activities that they can do at home to support their child's progress.

If your child has more complex special educational needs, then they may have an **Education Health Care Plan** (EHCP) which means that a formal annual meeting takes place to discuss your child's progress.

A longer, more in-depth report is produced detailing progress and future plans of action; this is also overseen by the Local Authority.

## How are decisions made about the type and amount of support my child will receive?

Teachers attend termly progress meetings to discuss the needs of all individuals in the class and support is allocated according to need. If it is felt a child needs increasing support, the SENCO may discuss this with the Family of schools and additional funding may be given in accordance with agreed criteria for Nottinghamshire Schools.



## What is the school's approach to teaching pupils with special educational needs?

At Holy Trinity Catholic Academy, we believe that all children are unique and special. The approach to teaching all pupils in school is set in this context – of a Catholic Christian school living out its mission of **'In every child there is a space that only God can fill'**.

We aim to provide every child with access to a **broad and balanced education**. This includes the National Curriculum in line with the Special Educational Needs Code of Practice, working in partnership with parents and acquiring specialist support where needed.

All children receive **'Quality first teaching'**. Curriculum activities are adapted appropriately to meet the needs of individual pupils with additional adult support given when required – Teaching Assistants (TAs) support in whole class lessons, small groups or through undertaking one to one work.

## How will the curriculum and learning be matched to my child/young person's needs?

All pupils on the SEND support register have a Pupil Passport which outlines the child's strength and areas of difficulty, with specific interventions identified and targets to be achieved. This enables children to have a voice in relation to their curriculum.

The curriculum is reviewed annually by the Governing Body, Headteacher and Senior Leadership Team to ensure that it is fully inclusive of all pupils.

An adapted curriculum, with conscious regard to the particular learning needs, is in place in each class. Individual class teachers remain responsible for planning additional provision and for the overall delivery of the curriculum for children with special educational needs and disabilities on a day-to-day basis.

The evaluation process measures the impact and quality of the various support and interventions planned by the class teachers.



## How will my child be included in activities outside the classroom, including school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children have the **right to participate** in these experiences which may include residential, lunch and after school clubs, school visits and visitors. This year, Y4 children have attended PGL and Y6 have been to 'The Briars' on residential

Prior to trips being made, pre-visits are usually made by members of staff and a risk assessment is carried out.

All risk assessments consider the needs of children with special educational needs. Where necessary, members of staff meet with parents to discuss any additional support that may be required. Where it is beneficial for a parent to participate alongside their child, this is discussed at the planning stage.

## What training have staff supporting special educational needs had and what is planned?

The SENCO attends relevant courses, including local school's SEND network meetings. From these they are able to facilitate/signpost relevant training opportunities for all staff. We plan our staff training around the needs of the children we currently have in school. This is reviewed on an ongoing basis as the needs and circumstances of the children change. A range of training has taken place as a whole school and as individuals. We work closely with specialist services who train, guide and advise us, so that we can deliver the best support for a child with SEND.

### Training taken place over the last 12 months:

Safeguarding and Child Protection training  
Keeping children safe in Education f  
GDPR for all staff  
Designated Safeguarding Lead refresher training  
Equality and diversity  
Phonics – Little Wandle  
Attachment and Trauma  
Training  
Interception training  
Sensory circuit training  
ADHD Training – EYFS staff  
Supporting children in Continuous Provision – EYFS and KS1 staff  
Positive Handling training  
ELSA supervision training  
Staff liaison with external agencies – School Behaviour & Attendance Partnership  
Dyslexia Awareness training



## What support will there be for my child's overall well-being?

We want all our pupils to feel **happy and safe** whilst at Holy Trinity. We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

For those children who find aspects of this difficult we offer Teacher Assistants run interventions based on identified needs such as building self-esteem, social skills, developing friendships and anger management.

- Two trained **ELSA** Teaching Assistants provide targeted support individually or in groups
- **Forest school's activities are timetabled for pupils each week in our 'Ecoland'.**
- Social awareness games and activities
  - Lunch time and play time support / **playground buddies**
  - **Peer mentoring**
- Access external agencies and professionals and follow their advice



The Behaviour Policy outlines our expectations as a school along with our Anti-Bullying Policy. These are both available on the school website and sets out to parents the school's core principles regarding inappropriate behaviours and bullying.

As part of the curriculum, the school plans activities during **Anti Bullying week**, which alongside the **PSHE curriculum**, and the school's **Catholic ethos, underpinned by its virtues of Respect, Reconciliation, Resilience, Care, Compassion and Courage**, help to ensure that **bullying of any kind is rare**.

Any pupils with **additional medical needs** are well catered for at our school. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff.

For those pupils with a **medical condition** who need individual bespoke support we complete an **individual health care plan** which is reviewed annually. Each classroom also has access to any emergency first aid.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Prior to SEND review meetings, pupils have the opportunity to share their views.



## What specialist services and expertise are available or accessed by the school?

In 2024-5 we have accessed:

- SIS School Inclusion Service (accessed through the family Springboard process)
- SIS Communication and Interaction Team
- SIS Sensory and Physical Team (sight and hearing)
- Educational Psychology Service (accessed through the family Springboard process)
- Physical Disability Specialist Services (PDSS)
- Occupational Therapy
- Speech and Language Therapy (SALT)
- Physiotherapy
- CAHMS – Emotional Health and Well-being Service
- Healthy Families Team
- SBAP (School Behaviour & Attendance Partnership)
- Social Services
- Community Paediatricians
- Early Help Advisor support



## How will equipment and facilities to support pupils with special educational needs be secured?

### How accessible is the school?

Part of the school budget is allocated to providing equipment and facilities to support pupils with special educational needs.

The allocation of funding (including the allocation of equipment and facilities) is reviewed on a regular basis to ensure special educational needs provision is effective and best value for money.

Every effort is made to cater for the unique needs of each individual pupil with any specialist equipment being applied for through the appropriate channels.

**Specialist equipment is accessed through the Physical Disability Specialist and Occupational Health Services.**

The **Accessibility Plan** can be found on our website.



## What are the arrangements for consulting parents of pupils with SEND? How will be I involved in the education of my child?

At Holy Trinity, we recognise the vital role that parents play in the education of their children and we strive to work in partnership.

Parents are invited to attend review meetings to discuss the provision and progress of pupils with special educational needs and to update parents on the success of any interventions that have taken place.

## What are the arrangements for consulting young people with SEN and involving them in their education?

Regular discussions take place between pupils and their class teacher and where applicable teaching assistant.

Prior to a review meeting with parents, children will be invited to discuss what has worked well for them and how they feel about their education. Depending on the age and need of the pupil, this will be recorded in different ways.

We value and celebrate each child being able to express their views on all aspects of school life.

## What do I do if I have a concern or complaint about the SEN provision made by the school?

Firstly, we would like you to work with your child's class teacher and/or SENCO in order to discuss your concerns.

We will ensure regular dialogue between school and home until the issue is successfully resolved.

The Head teacher may be involved in order to monitor how the concern is being acted upon.



If you feel unsatisfied, you can list your complaint with the school Governors and follow the formal part of the procedures which are set out in the School Complaint Policy



## How does the governing body involve other organisations and services in meeting the needs of pupils with SEND and supporting their families?

There are a wide range of governor training opportunities both in school through dialogue and monitoring visits and through CMAT training for Governors.

Mr Beall, as our SEND link governor also works with the SENCO during monitoring visits about different agencies the school may be involved with, however individual pupils will not be discussed.



## How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Teachers seek advice and information from the SENCO and Headteacher to signpost parents to support organisations and services when parents have sought support.

We work closely with the Local authorities Early Help advisors who can also signpost us to other external agencies and organisations which may support families and pupils.

We also provide support for parents directly in school through the **Family SEAL programme**; and the Educational Psychology service also provides drop in '**Coffee Morning**' style support on various themes for families as needed.

Parents who are concerned that their child may have ADHD or ASD can also attend various workshops via the Local Authority which the school can signpost parents to. See useful link at the end of the following page.

As soon as we are aware of your concerns and needs we will endeavour to ensure that parents are signposted as quickly as possible to the best service available.



## How will the school prepare my child to:



### i) join the school/setting?

The admission arrangements for all pupils are in accordance with National legislation, including the Equality Act 2010. This includes any children with any level of SEN; those with Education Health Care Plans and those without. See **Admissions Policy** for more information on the school website.

We encourage all new children to **visit the school** prior to starting; this provides an opportunity for them to be shown around the school.

For children with SEND, we **encourage additional visits** where needed, in order to assist with a smooth transition.

We also **visit new starters or children with special educational needs in their current school/nursery**.

We may also use social stories or an individual welcome booklet depending on the needs of the child, if this may support a good transition.

### ii) Transfer between phases of education (e.g. early years to primary, primary to secondary)?

We acknowledge that transition can be a difficult time for some children and their parents/carers. We aim to support families through this time of change to ensure the transition is as smooth as possible.

When moving classes in school:

- Teachers meet to share academic and well-being information with the new class teacher.
- children also have the opportunity to meet their new teacher and to be in their new classroom during a planned transition day in the Summer term.

\*We offer parents the opportunity to meet their child's new teacher before we break for the summer holidays

• Additional transition arrangements may be in place where needed

**If your child is moving to another school before Y6:**

- We will contact the school SENCO and ensure that they are aware of their needs and make recommendations to support transition

**In Y6:**

- Transition to Secondary School is planned and personalised through liaison with the Secondary SENCO and tailored to meet individual needs. Woodland Nurture transition sessions may also take place as needed and additional visits with known school staff.





## How will the school prepare my child to:

### iii) Prepare for adulthood and independent living?

Our ethos is to provide pupils with life skills for later life from F1 upwards! These are taught discreetly in our curriculum, rewards, roles and responsibilities

For further information about these please visit the curriculum page of the school website: (Copy and paste these links into your browser)

<https://www.holytrinityacademy.co.uk/curriculum/>

In particular, **please see our PSHE curriculum:**

<https://www.holytrinityacademy.co.uk/curriculum/rea/pshe/>

And the **Catholic Life and Mission Page** which details all of the **different roles and responsibilities** within our Catholic Life and Mission Groups that children can become involved in.

Every year, we ensure that **pupils with SEND have**

**equal access to these groups and have opportunities to develop their leadership skills:**

<https://www.holytrinityacademy.co.uk/catholiclife/catholic-life/>



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**Our School Mission Statement**

#### Useful Links:

**SEND Page of School Website:** <https://www.holytrinityacademy.co.uk/information/send/>

**Curriculum Page of School Website:** <https://www.holytrinityacademy.co.uk/curriculum-2/>

**Link to Nottinghamshire's Local Offer:** <https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

**Link to our school's SEND Flow Chart explaining our Graduated Response:**

<https://www.holytrinityacademy.co.uk/wp-content/uploads/sites/22/2025/06/SEND-Identification-Flowchart.pdf>

**Link to our school Neurodevelopment Team support flowchart regarding the process of accessing a diagnosis of ASD or ADHD:**

<https://www.holytrinityacademy.co.uk/wp-content/uploads/sites/22/2025/06/GTKY-Form-Referral-Flowchart.pdf>

## Where can I access further information?



Please see the school's SEND policy for more information. Please also see the 'Useful Links' section below:

<https://www.holytrinityacademy.co.uk/wp-content/uploads/sites/22/2025/01/OLoL-SEND-Policy-2024-25.pdf>

WE ARE GOD'S CHILDREN

