

Information Report



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Holy Trinity

Church of England Primary Academy

Contents

What types of SEND does the school provide for?	3
Which staff will support my child, and what training have they had?	4
How does Holy Trinity identify if my child has SEND?	5
What should I do if I think my child has SEND?	6
How will the school measure my child's progress?	6
How will I be involved in decision about my child's education?	8
How will my child be involved in decision about their education?	9
How will Holy Trinity adapt its teaching for my child?	9
How do we enable pupils with SEND to engage in activities with other pupils without SEND?	11
How does Holy Trinity consult parents with SEND and involve them in their child's education?	12
How do we assess and review pupils' progress towards their outcomes?	13
How do we support pupils moving between different phases of their education?	14
How does Holy Trinity support pupils with disabilities and secure equipment or facilities to meet their needs?	16
How will Holy Trinity support my child's mental health and emotional and social development?	16
What support is in place for looked-after and previously looked-after children with SEND?	17
What support is available for me and my family?	18
Where can I find Birmingham's Local Offer?	18
What should I do if I have a concern or complaint?	18
Glossary	20

Welcome to Our SEND Information Report

At Holy Trinity CE Primary Academy, we are committed to ensuring that every child is valued, supported and encouraged to achieve their full potential. We believe in working in partnership with parents/carers, pupils and external professionals to provide an inclusive learning environment where all children can thrive.

This SEND Information Report explains how we identify, support and monitor pupils with Special Educational Needs and Disabilities (SEND), and outlines the provision available to help pupils access learning, participate fully in school life and make good progress.

For more detailed information about our approach to SEND and inclusion, please refer to our SEND and Inclusion Policy, which is available on the school website.

Please note: Some specialist SEND terminology is used throughout this report. If you are unfamiliar with any of the terms, a glossary is provided at the end of the document to support your understanding.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-Sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCo

Our SENCo is Mrs Saran.

Class Teachers and Teaching Assistants (TAs)

All of our teaching staff receive regular in-house SEND training and are supported by the SENCo to meet the needs of pupils with SEND. Training priorities are identified through ongoing assessment, monitoring and review of pupils' needs, ensuring that staff have the knowledge, skills and confidence to provide effective support and appropriate adaptations.

Specialist training is also delivered by external agencies and professionals who work alongside the school, enabling staff to implement evidence-based strategies and interventions. The SENCo receives ongoing professional development through BDMAT SEND networks, where they access specialist training from a range of SEND professionals and experts, collaborate with other SENCos across the Trust, and share effective practice. This ensures that current guidance, expertise and innovative approaches are embedded within the school's SEND provision, benefiting both staff and pupils.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

We work with a range of agencies to help identify and support specific needs.

- Speech and language therapists - Rhiannon Sewell/Rebekah Dwyer
- Educational psychologists Dr Hannah Fitzpatrick
- Language, Learning and Strategic Support – Halina Glebocki
- Communication and Autism Team – Murat Ozdogac
- Hearing Support Team – Joanne Wilkes
- Education welfare officers – Tracy Ward
- Behaviour Support - Beacon 360

We also access the following services where appropriate:

- Health Professionals: School nurses/Occupational therapists/Physiotherapist
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. How Does Holy Trinity Identify if My Child Has SEND?

At Holy Trinity CE Primary Academy, all class teachers regularly monitor the progress, attainment and wellbeing of pupils and are alert to any concerns that may indicate a child requires additional support. A child may be identified as having SEND if their progress:

- Is significantly slower than that of their peers starting from a similar baseline.
- Is not keeping pace with their previous rate of progress.
- Shows limited reduction in the attainment gap between themselves and their peers.
- Indicates that the attainment gap is increasing over time.

When concerns arise, the class teacher will first ensure that appropriate support is provided through high-quality adaptive teaching and targeted classroom strategies. If concerns remain, the teacher will discuss these with the SENCo and gather further information to better understand the child's needs.

Assessment may include:

- Classroom observations.
- Teacher assessments and school-based test results.
- Information from termly pupil progress meetings.
- Discussions with parents/carers.
- Pupil voice and the child's views about their learning.
- Information from previous schools or settings.
- Feedback from staff who work with the pupil.
- Records of concern and monitoring information.
- Specialist assessments and advice from external agencies where appropriate.

The SENCo may observe the pupil in different school environments and work alongside teachers to assess strengths, areas of need and any barriers to learning. Information from parents/carers is valued throughout the process and forms an important part of understanding a child's individual needs.

For pupils with more complex needs, the school may seek advice from external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other specialist services.

Following assessment, the class teacher and SENCo will consider all available evidence, including the child's progress, individual circumstances and national expectations, before

deciding whether special educational provision is required. Progress develops at different rates for different children, and a range of factors may influence attainment and learning.

Where it is agreed that a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching, the pupil will be placed on the school's SEND Register. Parents/carers will be fully involved in this decision and will work in partnership with the school to agree appropriate outcomes, support strategies and next steps through the graduated approach of Assess, Plan, Do, Review (APDR).

4. What should I do if I think my child has SEND?

Tell us about your concerns	We will invite you into a meeting to discuss them.	We will decide whether your child needs SEND support
If you think your child might have SEND, the first person you should tell is your child's teacher. They will pass the message on to our SENCo, Mrs Saran, who will be in touch to discuss your concerns. You can also contact the SENCo directly via hta-SENCo@holytrinity.bdmatt.org.uk or by calling into the school office and asking to make an appointment.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

5. How will the school measure my child's progress?

At Holy Trinity CE Primary Academy, we follow a **graduated approach** to supporting pupils with Special Educational Needs and Disabilities (SEND). This is a cyclical process of **Assess, Plan, Do and Review (APDR)** that enables us to identify needs early, provide appropriate support and monitor its impact over time.

The graduated approach ensures that support is tailored to each pupil's individual needs and is adjusted as those needs develop or change. Through regular assessment, collaboration with parents/carers and pupils, and ongoing review of progress and

outcomes, we can ensure that provision remains effective, responsive and focused on helping every child achieve their full potential.



The Graduated Approach

At Holy Trinity CE Primary Academy, we follow the **Assess, Plan, Do, Review (APDR)** graduated approach to ensure that support for pupils with SEND is carefully planned, monitored and evaluated.

Assess

The class teacher, working in partnership with the **SENCo**, parents/carers and, where appropriate, the pupil, gathers information to build a clear understanding of the child's strengths, needs and barriers to learning. This may include teacher assessments, observations, progress data, pupil voice, parental views and advice from external professionals. Assessments are reviewed regularly to ensure provision remains appropriate.

Plan

Following assessment, the class teacher, SENCo, parents/carers and pupil agree the outcomes to be achieved, along with the strategies, adjustments and support required. These are recorded on an Individual Target Plan (ITP) where appropriate, and shared with staff working with the pupil to ensure a consistent approach.

Do

The class teacher remains responsible for the pupil's day-to-day learning and works

closely with support staff and the SENCo to implement agreed provision. Interventions and support are delivered alongside high-quality adaptive teaching, with a focus on helping pupils access and succeed within the curriculum.

Review

Progress towards agreed outcomes is reviewed regularly with the pupil and parents/carers. The effectiveness of support is evaluated, and decisions are made about whether provision should continue, be adapted or be reduced. Where further support is required, specialist advice from external agencies may be sought.

To ensure that provision is effective, interventions are monitored through baseline and follow-up assessments where appropriate. This helps the school measure impact, track progress over time and refine support based on what works best for each pupil.

6. How Will I Be Involved in Decisions About My Child's Education?

We believe that parents and carers play a vital role in their child's education and are key partners in supporting progress and wellbeing. We value your knowledge of your child and work closely with you to ensure that the support provided meets their individual needs.

You will receive regular updates on your child's progress, including an annual school report. In addition, your child's class teacher will meet with you at least three times each year to:

- Discuss your child's strengths, needs and progress.
- Agree and review outcomes and targets.
- Review the effectiveness of the support and provision in place.
- Discuss any adaptations, interventions or strategies that may be required.
- Identify how the school, parents/carers and the pupil can work together to support progress and development.

The SENCo may also attend these meetings where appropriate to provide additional guidance and support.

We encourage parents and carers to share their views, aspirations and any concerns they may have, as this helps us develop a fuller understanding of each child and ensures that provision remains effective both in school and at home. If your child's needs, circumstances or aspirations change, we ask that you let us know so that we can review and adapt support accordingly.

Following meetings, agreed outcomes, actions and next steps will be recorded and shared with relevant staff to ensure a consistent approach. Parents/carers will also receive a copy of this information.

If you have any questions or concerns between review meetings, please contact your child's class teacher or the SENCo, who will be happy to discuss these with you.

7. How Will My Child Be Involved in Decisions About Their Education?

Pupil voice is an important part of SEND provision and helps to ensure that support reflects each child's individual needs, strengths and aspirations. The level of involvement will vary according to the child's age, stage of development and individual circumstances.

Opportunities for pupils to contribute to decisions about their education may include:

- Attending review meetings where appropriate.
- Discussing their views, strengths and aspirations with a trusted member of staff.
- Contributing to Individual Education Plans (IEPs) and target-setting discussions.
- Completing questionnaires, surveys or pupil voice activities.
- Sharing their views through writing, drawings, presentations or other creative methods.
- Working with a member of staff who can represent their views during meetings if they prefer.

Pupils are encouraged to share their opinions about the support they receive, what helps them to learn and any goals they would like to achieve. Their views are considered throughout the Assess, Plan, Do, Review (APDR) process to help ensure that provision is personalised, meaningful and focused on achieving positive outcomes.

Encouraging pupils to participate in decision-making supports the development of confidence, independence and self-advocacy skills, enabling them to take an active role in their learning and future aspirations.

8. How Will Holy Trinity Adapt Its Teaching for My Child?

Your child's class teacher is responsible and accountable for the progress and development of every pupil in their class.

High-quality adaptive teaching is the foundation of support for all pupils. This ensures that every child can access a broad, balanced and ambitious curriculum throughout their time at school.

Teaching and learning are adapted to meet individual needs, recognising that there is no single approach that works for every child. Adaptations are carefully planned to ensure

that they are meaningful, effective and responsive to each pupil's strengths and areas of need.

Adaptations may include:

- Adapting the curriculum to improve access to learning, for example through flexible grouping, individual or small-group support, adapted tasks or personalised learning activities.
- Adapting teaching approaches, such as providing additional processing time, pre-teaching key vocabulary, scaffolding learning, breaking tasks into smaller steps or giving verbal and visual instructions.
- Adapting resources, equipment and staffing to meet individual needs.
- Using specialist resources and assistive technology, such as laptops, visual timetables, communication aids, coloured overlays, larger print materials or other recommended equipment.
- Implementing reasonable adjustments to remove barriers to learning and participation.
- Using strategies identified through Birmingham's Ordinarily Available Guidance (OAG) and recommendations from external professionals where appropriate.

Teaching assistants and other support staff provide targeted support under the direction of the class teacher and SENCo. Their role is to help pupils develop the skills, confidence and independence needed to access learning successfully alongside their peers.

Where appropriate, pupils may also access additional personalised support through targeted interventions, specialist programmes or provision within **The DEN (Delivering Education with Nurture)**. A key aim of all support is to enable pupils to participate as fully as possible in the life of the school and make positive progress towards their individual outcomes.

AREA OF NEED	CONDITION	EXAMPLES OF SUPPORT THAT MIGHT BE PROVIDED
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays

	Moderate learning difficulties	Catch up interventions
	Severe learning difficulties	ITP targets from language and literacy continuums and Maths toolkit to support small step learning
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Seek professional advice from specialist staff and outreach services such as HI. Specialist equipment
	Visual impairment	Seek professional advice from specialist staff and outreach services such as VI. Limiting classroom displays
	Multi-Sensory impairment	Adaptations to school environment and the curriculum Access to 'The DEN'
	Physical impairment	Adaptations to school environment and the curriculum Accessibility plans

9. How Do We Enable Pupils with SEND to Engage in Activities with Other Pupils Without SEND?

Inclusion is a key principle of our school, and every effort is made to ensure that pupils with SEND are able to participate fully in all aspects of school life alongside their peers.

Support is tailored to individual needs and may include:

- High-quality adaptive teaching and reasonable adjustments to remove barriers to learning and participation.

- Access to appropriate resources, equipment and assistive technology where required.
- Additional adult support to promote independence and engagement.
- Adaptations to activities, learning environments and school routines.
- Pre-teaching, social stories, visual supports and structured preparation for new experiences.
- Support for social interaction, communication and friendship development.
- Access to targeted interventions, including provision within The DEN, where appropriate.

Pupils with SEND are encouraged and supported to participate in:

- Educational visits and residential experiences.
- Extra-curricular clubs and enrichment activities.
- Sports, performances and whole-school events.
- Leadership opportunities and pupil voice activities.
- Collective worship, celebration events and wider school life.

Where necessary, individual risk assessments and reasonable adjustments are made to ensure that all pupils can access activities safely and successfully. Staff work closely with parents/carers, pupils and external professionals to identify and remove barriers to participation.

The school monitors participation, attendance and engagement to ensure that pupils with SEND have equal opportunities to access the full life of the school and develop a strong sense of belonging within the school community.

10. How Do We Consult Parents of Pupils with SEND and Involve Them in Their Child's Education?

Parents and carers are important partners in supporting children with SEND. Regular communication and collaboration help to ensure that provision is effective, responsive and focused on achieving positive outcomes.

Parents/carers are consulted throughout the SEND process, including:

- During the assessment and identification of SEND.
- When planning adjustments, interventions and support.
- During reviews of progress and outcomes.
- When considering how support can be reinforced at home.
- When evaluating the impact of provision through the Assess, Plan, Do, Review (APDR) process.

The school aims to involve parents and carers in their child's education through a variety of opportunities, including:

- Parents' Evenings.
- SEND review meetings with the SENCo, class teacher and support staff, where appropriate.
- Target setting and review meetings.
- Annual reports on pupil progress.
- Parent views and contributions to Individual Education Plans (IEPs) and support plans.
- Home reading records and communication books where appropriate.
- Curriculum information and updates about learning.
- School newsletters and website information.
- Parent questionnaires and consultation opportunities.
- Parent coffee mornings and information sessions.
- Signposting to local support services, parent groups and specialist agencies.

Parents/carers are encouraged to share their views, aspirations and concerns at all stages of their child's education. This partnership approach helps to ensure that support is tailored to individual needs and promotes the best possible outcomes for children and young people with SEND.

11. How Do We Assess and Review Pupils' Progress Towards Their Outcomes?

The progress of all pupils is monitored regularly through teacher assessment, observations and the school's assessment systems. This enables staff to identify strengths, celebrate successes and ensure that appropriate support is in place where needed.

For pupils with SEND, progress is monitored carefully through a range of assessment methods, including Birmingham's Language and Literacy Continuum and Mathematics Toolkits, which support the assessment of smaller steps of progress and help identify next steps in learning.

Pupils receiving SEND support may have individual targets recorded within an Individual Education Plan (IEP). These targets are reviewed regularly and discussed with parents/carers at least three times each year. This process enables the school to evaluate the effectiveness of support, celebrate progress and identify any changes required to provision.

Progress and outcomes for pupils with SEND are also discussed through regular pupil progress meetings involving the class teacher, senior leaders and the SENCo where appropriate. Information from these meetings is used to review support, adjust provision and ensure that pupils continue to receive the most effective strategies and interventions to meet their needs.

The impact of interventions, personalised provision and support is reviewed as part of the Assess, Plan, Do, Review (APDR) process to ensure that pupils are making progress towards their agreed outcomes and achieving the best possible educational, social and emotional outcomes.

12. How Do We Support Pupils Moving Between Different Phases of Education?

Carefully planned transition arrangements help pupils feel confident, prepared and supported when moving between classes, key stages and schools. Information is shared with receiving staff and settings, in partnership with parents/carers and pupils, to ensure continuity of support and a smooth transition.

When starting at Holy Trinity CE Primary Academy, we may:

- Arrange home visits for new starters, including Nursery and Reception pupils, conducted by members of the Senior Leadership Team to build positive relationships with families, gather important information and support a successful transition into school.
- Liaise with the child's previous setting to gather relevant information.
- Meet with parents/carers and professionals involved in supporting the pupil.
- Review reports, assessments and support plans from previous settings.
- Arrange transition visits to help the pupil become familiar with the school environment.
- Provide transition resources, such as photographs or social stories, where appropriate.
- Share key information with staff to ensure appropriate support is in place from the outset.
- Offer additional visits and enhanced transition arrangements for pupils who may benefit from extra support.
- Provide Reception-aged children with a programme of transition sessions before they start school, enabling them to become familiar with staff, routines, learning environments and expectations.

When moving to a new year group, we may:

- Provide opportunities for pupils to meet their new teacher and support staff.
- Arrange visits to their new classroom and learning environment.
- Use transition resources, including photographs and social stories where appropriate.

- Discuss any questions or concerns with pupils and their families.
- Hold detailed handover meetings between current and receiving staff to share information about pupils' strengths, needs and successful strategies.
- Arrange SEND transition meetings during the Summer Term to ensure continuity of support and effective sharing of information.
- Develop individual transition plans for pupils with SEND where needed.

When moving to a new school or educational setting, we may:

- Work closely with the receiving school to share relevant information and support continuity of provision.
- Arrange transition meetings involving parents/carers, school staff and external professionals, where appropriate.
- Arrange additional visits and enhanced transition opportunities for pupils who may require extra support.
- Share information about successful strategies, adaptations and support arrangements.
- Prepare personalised transition resources where required.
- Support pupils and families in addressing any questions or concerns about the move.
- Ensure that SEND records and relevant documentation are transferred securely to the receiving setting.

For pupils with SEND, transition arrangements are tailored to individual needs and may involve additional planning, visits and support to ensure that pupils feel safe, confident and ready for the next stage of their education.

Preparing for Adulthood

Although Holy Trinity CE Primary Academy is a primary school, preparation for adulthood begins from the earliest years. Throughout their time at school, pupils are supported to develop the skills, confidence and independence needed for future education, employment, community participation and independent living. This includes developing communication skills, self-advocacy, resilience, social skills, emotional wellbeing and increasing independence in learning and daily activities. For pupils with SEND, these skills are embedded within individual targets, provision and transition planning. As pupils move to secondary education, information is shared with receiving schools to ensure continuity of support and to promote positive long-term outcomes as they progress towards adulthood.

13. How Does Holy Trinity Support Pupils with Disabilities and Secure Equipment or Facilities to Meet Their Needs?

The school is committed to ensuring that pupils with disabilities can access learning, participate fully in school life and achieve their potential. High-quality adaptive teaching, reasonable adjustments and inclusive classroom practices are used to remove barriers to learning and participation.

Teaching and learning activities are adapted to meet individual needs and may include adjustments to teaching approaches, resources, equipment, the learning environment and school routines.

Where a pupil requires specialist equipment, resources or adaptations to facilities, these needs will be considered on an individual basis by the Headteacher, SENCo and relevant professionals. Appropriate adjustments will be made wherever possible to support access to the curriculum and wider school environment.

School facilities include:

- Wheelchair access to all learning areas located on the ground floor.
- Accessible toilet facilities.
- Adapted learning environments where required.
- Specialist equipment and resources recommended by external professionals, where appropriate.
- Reasonable adjustments to enable pupils to access learning, social opportunities and wider school activities.

We work closely with parents/carers, external agencies and the Local Authority to secure additional equipment, resources or environmental adaptations where these are required to meet a pupil's identified needs.

Further information about how the school promotes accessibility and removes barriers to participation can be found in the school's **Accessibility Plan**, available on the school website.

14. How Will Holy Trinity Support My Child's Mental Health and Emotional and Social Development?

The wellbeing of all pupils is a priority, and a range of support is available to promote positive mental health, emotional wellbeing and social development.

Support may include:

- Encouraging pupils with SEND to participate fully in all aspects of school life, including lessons, educational visits, clubs and enrichment activities.
- Providing access to support from the school's Pastoral Manager, who works closely with pupils, families, staff and external agencies to promote wellbeing, provide early intervention and support pupils experiencing social, emotional or mental health difficulties.
- Offering nurture and wellbeing provision through The DEN (Delivering Education with Nurture), which provides targeted support for pupils who may require additional help with emotional regulation, resilience, confidence, social skills and positive relationships.
- Delivering targeted pastoral, emotional wellbeing and social skills interventions where needs have been identified.
- Providing opportunities for pupils to share their views, concerns and aspirations with trusted adults.
- Working in partnership with parents/carers and external agencies to support pupils' emotional wellbeing and mental health needs.
- Promoting positive relationships, inclusion, self-esteem and emotional wellbeing through the curriculum and wider school life.
- Using a Trauma Informed and Attachment Aware Schools (TIAAS) approach to help staff understand and respond effectively to pupils' emotional and behavioural needs.

The school has a clear behaviour policy based on positive relationships, restorative approaches and consistent expectations. Bullying is not tolerated, and any concerns are addressed promptly in line with the school's Behaviour and Anti-Bullying Policies. Every effort is made to ensure that pupils feel safe, valued, respected and included within the school community.

15. What support is in place for looked-after and previously looked-after children with SEND?

The Senior Leadership Team and SENCo will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What Support Is Available for Me and My Family?

A range of support and advice is available for families of children with SEND. The **SENCo** can provide information about support available within school and signpost parents/carers to appropriate local and national services.

Parents/carers are encouraged to speak to their GP if they have concerns about their child's health, development or wellbeing, as they may be able to access assessments, advice or specialist support services.

The school may also signpost families to a range of external organisations and services, including:

- SENAR (Special Educational Needs Assessment and Review Service)
- Birmingham Children's Services and Family Support Services
- Communication and Autism Team (CAT)
- Forward Thinking Birmingham
- Educational Psychology Services (EPS)
- Health Services, including Speech and Language Therapy, Occupational Therapy and Paediatric Services
- Family Hubs and Early Help Services
- Barnardo's
- ADDISS (The National Attention Deficit Disorder Information and Support Service)
- Other voluntary and community organisations that support children and young people with SEND and their families

We work closely with parents/carers and external agencies to ensure that families receive appropriate advice, guidance and support when needed.

17. Where Can I Find Birmingham's Local Offer?

The Birmingham Local Offer provides information about education, health, social care and support services available for children and young people with SEND and their families. It also includes guidance on SEND processes, Education, Health and Care Plans (EHCPs), and the support available across Birmingham.

The Birmingham Local Offer can be accessed via the Local Offer Birmingham website:

<https://www.birmingham.gov.uk/localoffer>

18. What Should I Do If I Have a Concern or Complaint?

We are committed to working closely with parents and carers and aims to resolve any concerns promptly and positively.

If you have a concern about any aspect of your child's education, including SEND provision, you should initially contact your child's class teacher or the SENCo. Many concerns can be resolved quickly through discussion and partnership working.

If the matter remains unresolved, parents/carers should contact the Headteacher, Mr D. Martin, who will work with all parties involved to investigate the concern and seek a satisfactory resolution.

The school and Governing Body take all complaints seriously and will consider each case fairly and in accordance with the school's Complaints Policy. If, after following the school's complaints procedure, you remain dissatisfied with the outcome, you may submit your concerns in writing to the Governing Body for further consideration.

Further information can be found in the school's Complaints Policy, available on the school website.

Glossary

Access arrangements – Adjustments made to assessments or examinations to ensure pupils with SEND can demonstrate their knowledge, skills and understanding fairly.

Annual Review – A statutory yearly review of an Education, Health and Care (EHC) Plan to consider progress, outcomes and whether provision remains appropriate.

Area of Need – The four broad areas of SEND identified in the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (SEMH); and Sensory and/or Physical Needs.

APDR – Assess, Plan, Do, Review. The graduated approach used to identify, plan, deliver and review support for pupils with SEND.

CAMHS – Child and Adolescent Mental Health Services.

Differentiation – The adaptation of teaching, learning activities or resources to meet the needs of individual pupils. (Many schools now also use the term *adaptive teaching*.)

EHC Needs Assessment – A statutory assessment carried out by the Local Authority to determine whether a child or young person requires an Education, Health and Care (EHC) Plan.

EHC Plan – An Education, Health and Care Plan is a legally binding document that outlines a child or young person's special educational needs, the provision required to meet those needs and the outcomes they are working towards.

First-tier Tribunal (SEND Tribunal) – An independent tribunal where parents/carers or young people can appeal certain decisions made by the Local Authority regarding EHC needs assessments, EHC Plans or disability discrimination.

Graduated Approach – A cyclical approach to SEND support based on the stages of Assess, Plan, Do and Review.

Intervention – A targeted programme or strategy provided to support a specific area of need or outcome.

ITP (Individual Target Plan) – A personalised plan that identifies specific targets, strategies and support for a pupil with SEND and is reviewed regularly.

Local Offer – Information published by the Local Authority outlining the services, support and provision available for children and young people with SEND and their families.

Outcome – A clear goal or intended result that a child or young person is working towards. Outcomes may relate to learning, communication, independence, wellbeing or other areas of development.

Ordinarily Available Guidance (OAG) – Guidance produced by Birmingham Local Authority outlining the provision, adaptations and strategies that should ordinarily be available to support pupils within mainstream settings.

Reasonable Adjustments – Changes that schools must make under the Equality Act 2010 to remove or reduce disadvantages experienced by a pupil with a disability.

SEN – Special Educational Needs.

SENCo – Special Educational Needs Coordinator. The member of staff responsible for coordinating SEND provision within the school.

SEND – Special Educational Needs and Disabilities.

SEND Code of Practice – Statutory guidance for schools, Local Authorities and other organisations supporting children and young people with SEND aged 0-25.

SEND Information Report – Information published annually by schools explaining how they identify, assess and support pupils with SEND.

SEND Register – A record of pupils who require special educational provision that is additional to or different from that normally available through high-quality teaching.

SEND Support – The provision made for pupils with SEND through the graduated approach without an EHC Plan.

The DEN – Delivering Education with Nurture. Holy Trinity CE Primary Academy's specialist provision for pupils requiring personalised support to access learning, develop self-regulation and build social, emotional and academic skills.

TIAAS – Trauma Informed and Attachment Aware Schools. An approach that helps staff understand and respond effectively to the impact of trauma, attachment needs and adverse childhood experiences.

Transition – The process of moving between classes, year groups, key stages, schools or into adulthood. Transition arrangements help ensure continuity of support and positive outcomes.