

SEND & Inclusion Policy



Approved by: LAB

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Next review due by: September 2027





Holy Trinity

Church of England Primary Academy

Our Theologically Rooted Vision:

Holy Trinity lives out a simple yet profound vision:

‘To reflect the heart of God by showing compassion and caring for all.’

We believe that every child, every family and every member of our community deserves to feel seen, valued and cherished. There is a seat at the table for every member of our school community. We strive to be a beacon of hope and inclusivity, ensuring that quality education and opportunity are never limited by postcode or circumstance.

Our Values:

Community

Aspiration

Respect

Excellence

Each of our values provides the basis for our school rules, which in turn are supported by key Bible verses:

- **Community:** We treat others as we wish to be treated, nurturing a sense of belonging and togetherness.
- **Aspiration:** We encourage hope and inspire every individual to strive for their highest potential.
- **Respect:** We see each person as a unique child of God, deserving of dignity and kindness.
- **Excellence:** We aim to give our very best in all that we do, celebrating effort and achievement alike.

*Our central tenet, expressed in the Latin phrase **cura personalis—care for the entire person**—reminds us that education is about developing the whole person (academically, socially and spiritually).*

Underpinned by a biblical narrative:

Our ethos is deeply shaped by the teachings of Jesus, particularly the Parable of the Great Banquet (Luke 14:16-23). This story teaches us about radical hospitality, generosity, and the importance of welcoming those who are often overlooked.

The Parable of the Great Banquet: A Foundation for Our Vision

The Story:

Jesus tells the story of a man who prepares a grand banquet and invites many guests. When the original invitees make excuses and refuse to come, the host sends his servant out to the streets and alleys to bring in “the poor, the blind and the lame.” Even then, there is still room, so the invitation is extended even further—out to the roads and country lanes—so that the house may be full.

- Luke 14:16-23

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Key Messages:

Radical Inclusivity: The banquet is open to all, especially those who are often overlooked or excluded.

Unconditional Welcome: The host’s invitation is persistent and generous, breaking down barriers and welcoming everyone, regardless of status or circumstance.

Celebration of Community: The banquet is a joyful gathering, a place where everyone is valued and has a seat at the table.

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1. Aims of the SEND and Inclusion Policy

At Holy Trinity CE Primary Academy, we are committed to providing an inclusive, supportive and nurturing environment where every pupil is valued and enabled to achieve their full potential.

The aims of this policy are to:

- Ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal access to a broad, balanced and ambitious curriculum.
- Identify and respond to pupils' special educational needs at the earliest opportunity through effective assessment, monitoring and review.
- Provide high-quality teaching and appropriate support that enables pupils with SEND to make good progress and achieve positive outcomes.
- Promote an inclusive ethos where all children, regardless of age, gender, faith, ethnicity, ability, language or social background, are respected, valued and supported to thrive.
- Work in partnership with parents, carers, pupils and external professionals to ensure that individual needs are understood and effectively met.
- Ensure that pupils with SEND receive appropriate support through carefully planned interventions, targeted provision and reasonable adjustments.
- Support pupils' emotional wellbeing, social development and independence, enabling them to participate fully in all aspects of school life.
- Equip staff with the knowledge, skills and resources needed to meet the diverse needs of learners through effective collaboration and professional development.
- Monitor and evaluate the effectiveness of SEND provision to ensure continuous improvement and the best possible outcomes for pupils.
- Foster a culture of high expectations, ensuring that every child is encouraged and supported to develop their full potential academically, socially, emotionally and spiritually.

These aims reflect our commitment to ensuring that every child feels valued, included and empowered to succeed within a fully inclusive school community.

2. Legislation

This policy has been developed in accordance with the statutory framework for Special Educational Needs and Disabilities (SEND) and is informed by the following legislation and guidance:

- The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015), which provides statutory guidance on duties, policies and procedures relating to SEND.
- Part 3 of the Children and Families Act 2014, which sets out the responsibilities of schools, local authorities and other agencies to identify, assess and make provision for children and young people with SEND.
- The Special Educational Needs and Disability Regulations 2014, which outline duties relating to Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs) and the publication of SEND Information Reports.
- The Equality Act 2010, which requires schools to make reasonable adjustments for pupils with disabilities and to ensure they are not disadvantaged in accessing education and wider school opportunities.
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between those who share a protected characteristic and those who do not.
- The School Admissions Code, which requires schools to admit pupils whose Education, Health and Care Plan names the school and ensures that pupils with SEND or disabilities are not treated less favourably during admissions processes.
- The Teacher Standards (2012), which place a duty on all teachers to adapt teaching to respond to the strengths and needs of all pupils, including those with SEND.
- The Keeping Children Safe in Education (KCSIE) guidance, recognising that children with SEND may be more vulnerable to safeguarding concerns and require additional support.

This policy also complies with the school's funding agreement and articles of association and reflects Holy Trinity CE Primary Academy's commitment to providing an inclusive education that enables all pupils to achieve their full potential.

3. Inclusion, Equality and Diversity at Holy Trinity CE Primary Academy

At Holy Trinity CE Primary Academy, inclusion is at the heart of everything we do. We are committed to providing a nurturing, supportive and aspirational learning environment where every child is welcomed, valued and enabled to achieve their full potential. We believe that all pupils, regardless of their individual needs, abilities, background, culture, faith, ethnicity, gender or disability, have the right to access a high-quality education and participate fully in all aspects of school life.

Our inclusive ethos is rooted in our Christian values and our commitment to ensuring that every pupil feels safe, respected, represented and empowered to succeed. We celebrate diversity within our school community and recognise that difference is a strength that enriches learning and promotes understanding, respect and belonging.

We are committed to meeting our duties under the Equality Act 2010 by eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. We actively promote equality, diversity and inclusion through our curriculum, policies, practices and wider school culture. We do not tolerate discrimination, harassment or prejudice of any kind and strive to ensure that all members of our school community are treated with dignity and respect.

We recognise that pupils learn in different ways and may require varying levels of support throughout their educational journey. Through high-quality adaptive teaching, targeted interventions, reasonable adjustments and personalised provision, we work proactively to identify and remove barriers to learning and participation. Reasonable adjustments are made where necessary to ensure that pupils with disabilities and additional needs can access the curriculum, learning environment, wider school activities and educational opportunities alongside their peers.

Our commitment to inclusion extends beyond academic achievement. We are equally dedicated to supporting pupils' social, emotional and mental wellbeing, helping them to develop confidence, resilience, independence and positive relationships. Through our graduated approach to SEND, including support provided through The DEN (Delivering Education with Nurture), we ensure that pupils receive the support they need while maintaining a strong focus on participation within mainstream school life wherever possible.

We value the importance of partnership with parents, carers and external professionals and recognise that successful inclusion is achieved through collaborative working. Pupils are encouraged to share their views and contribute to decisions affecting their education, helping to ensure that their voices are heard and respected.

At Holy Trinity, we are committed to creating a culture where everyone feels that they belong. By promoting inclusion, equality and diversity, and by making reasonable

adjustments where required, we ensure that all pupils can access a broad, balanced and ambitious curriculum, participate fully in school experiences and develop the knowledge, skills and confidence needed to thrive both within school and in the wider community.

4. Identifying Special Educational Needs

At Holy Trinity CE Primary Academy, we identify pupils' needs by taking a holistic view of the child and considering all aspects of their learning, development, wellbeing and participation. We recognise that a child or young person has Special Educational Needs (SEN) if they have significantly greater difficulty in learning than others of the same age, have a disability that creates barriers to accessing education, or require provision that is additional to or different from that normally available within the classroom.

All pupils are assessed on entry to the school to establish their current strengths, needs and levels of attainment. This information is supplemented by discussions with parents/carers, information from previous settings and professionals, and ongoing assessment within school. Class teachers regularly monitor the progress and development of all pupils, identifying those who may require additional support.

When concerns arise, the class teacher, supported by the SENCo where appropriate, will gather a range of evidence including assessment data, classroom observations, pupil voice, parental views and information from external professionals where relevant. Particular consideration is given to pupils whose progress is significantly slower than that of their peers, fails to match previous rates of progress, does not close the attainment gap, or results in the attainment gap widening.

The school recognises that some factors may impact on a pupil's attainment or progress without necessarily indicating SEND. These may include:

- Disability supported through reasonable adjustments and inclusive practice.
- Irregular attendance or persistent absence.
- Medical needs or health concerns.
- English as an Additional Language (EAL).
- Being or having previously been a child looked after.
- Being part of a service family.
- Social, emotional or environmental factors, including significant life events such as bereavement.

Slow progress or low attainment alone does not automatically mean that a pupil has SEND. The school carefully considers all available information before deciding whether special educational provision is required.

When determining whether a pupil needs SEN provision, we consider the pupil's individual needs, desired outcomes, progress, and the views of the pupil and their parents/carers. We then decide whether those needs can be met through high-quality adaptive teaching and the school's universal offer, or whether additional or different provision is required.

For pupils joining the school with identified SEND, involvement from external agencies, or an Education, Health and Care Plan (EHCP), we work closely with parents/carers, previous settings and professionals to ensure that appropriate support is planned and implemented from the earliest opportunity. This ensures that provision is accurately matched to the individual needs of each child and promotes the best possible educational, social and emotional outcomes.

5. The Four Areas of Need

The needs of pupils with Special Educational Needs and/or Disabilities (SEND) are broadly categorised into four areas, as identified within the SEND Code of Practice. While these categories help to inform planning and provision, many pupils may experience needs across more than one area, and their strengths and needs may change over time.

At Holy Trinity CE Primary Academy, we adopt a personalised and holistic approach to identifying and meeting individual needs. Support and interventions are carefully selected, regularly reviewed and adapted to ensure they are appropriate to each pupil's current needs, strengths and desired outcomes. This enables pupils to access learning effectively, participate fully in school life and make the best possible progress.

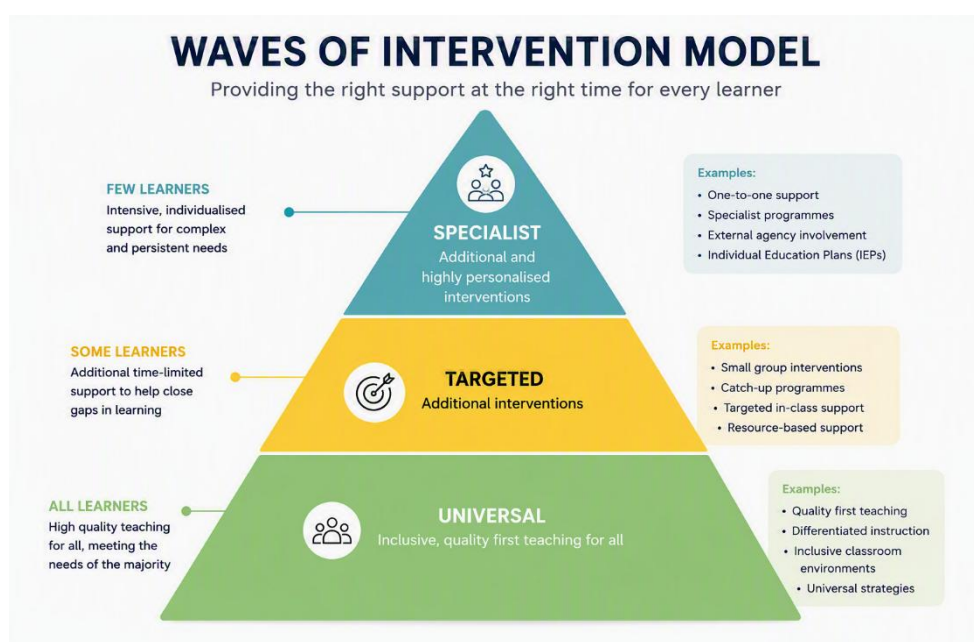
Area of Need	Description
Communication and Interaction	Children and young people with communication and interaction needs may experience difficulties understanding or using spoken language, social communication skills, or interacting effectively with others. Needs may include speech, language and communication needs (SLCN) and differences associated with Autism Spectrum Condition (ASC). Pupils may require support to understand information, express their thoughts and feelings, develop social relationships and participate fully in learning.
Cognition and Learning	Children and young people may learn at a different pace from their peers and require additional support to access learning. Needs within this area can include moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and developmental coordination difficulties (DCD/dyspraxia). Pupils may need adapted teaching approaches, targeted interventions and personalised support to make progress.
Social, Emotional and Mental Health (SEMH)	Some children and young people may experience difficulties managing their emotions, behaviour, relationships or mental wellbeing. These needs may present in different ways, including anxiety, attachment difficulties, low mood, difficulties with self-regulation, attention and concentration difficulties, or other mental health needs. Pupils may

Area of Need	Description
	require support to develop emotional literacy, resilience, self-esteem, social skills and positive relationships.
Sensory and/or Physical Needs	Some children and young people have a disability or sensory need that affects their ability to access learning and the school environment. This may include visual impairment, hearing impairment, multisensory impairment, physical disabilities or sensory processing differences. Pupils may require specialist equipment, environmental adaptations, assistive technology or additional adult support to enable them to participate fully in school life and achieve their potential.

6. The Graduated Approach to SEND Support

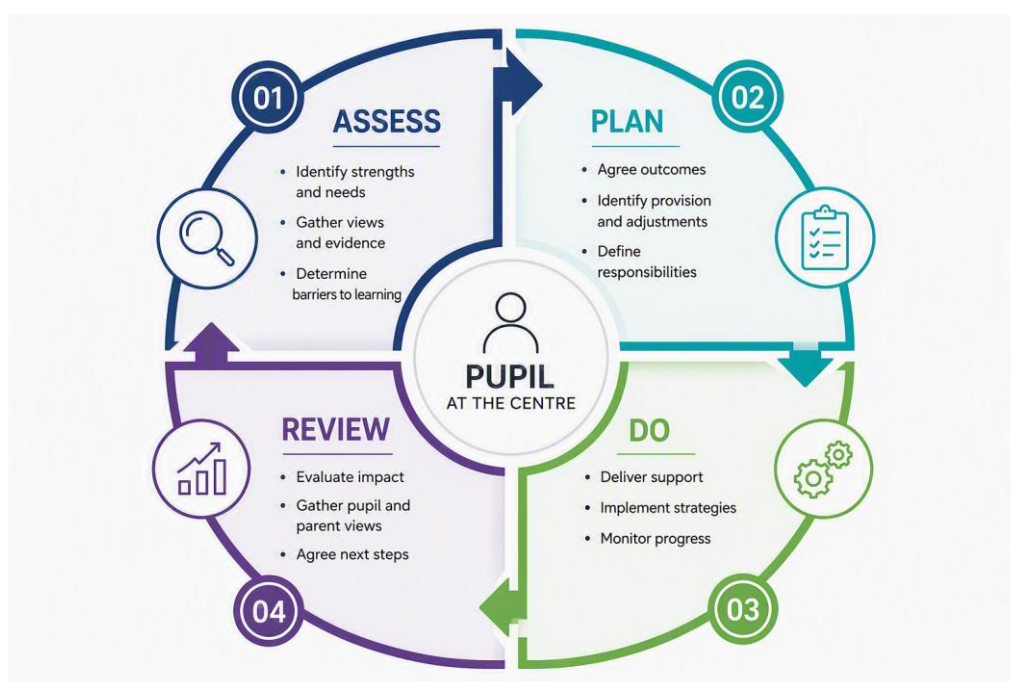
At Holy Trinity CE Primary Academy, we are committed to ensuring that all pupils receive the support they need to achieve their full potential. High-quality adaptive teaching, tailored to meet the diverse needs of learners, is the first step in supporting pupils within the classroom. Where a pupil is identified as having Special Educational Needs and/or Disabilities (SEND), additional provision may be required to address identified barriers to learning and participation.

Pupils who are identified as requiring special educational provision that is additional to or different from that ordinarily available through high-quality teaching will be placed on the school's **SEND Register**. Placement on the SEND Register follows a thorough assessment of need and is agreed in partnership with parents/carers and, where appropriate, the pupil. Being included on the SEND Register ensures that pupils' needs are closely monitored and reviewed through the graduated approach of **Assess, Plan, Do, Review (APDR)**, enabling provision to be tailored to support positive educational, social and emotional outcomes.



In line with the SEND Code of Practice (2015), we follow a graduated approach to SEND support. The graduated approach is a collaborative process involving pupils, parents/carers, class teachers, the SENCo and, where appropriate, external agencies. Regular monitoring and review ensure that support remains effective, responsive and focused on achieving positive outcomes.

Through this process, we aim to identify needs early, implement appropriate support, remove barriers to learning and participation, and promote the best possible educational, social and emotional outcomes for every pupil. The graduated approach also ensures that provision is evidence-based, person-centred and reviewed regularly so that pupils receive the right support at the right time.



This is a continuous cycle of **Assess, Plan, Do and Review (APDR)**, enabling provision to be tailored to the individual needs of each pupil and adapted as those needs develop over time.

1. Assess

The class teacher, supported by the SENCo where appropriate, will assess the pupil's strengths, needs and any barriers to learning. A concern may be raised when a pupil is making less progress than expected or is experiencing difficulty accessing learning or participating fully in school life.

The assessment process may draw upon:

- Teacher assessments and observations.
- Pupil progress and attainment information.
- The pupil's views, strengths and aspirations.

- Information provided by parents or carers.
- Evidence from classroom strategies, targeted interventions and additional support.
- Relevant Language, Literacy or Mathematics Continuums.
- School progress matrices and expected rates of progress.
- Advice or assessment from external professionals, where appropriate.

Less than expected progress may include progress which:

- Is significantly slower than that of pupils starting from a similar baseline.
- Does not match or improve upon the pupil's previous rate of progress.
- Does not close the attainment gap between the pupil and peers.
- Results in the attainment gap becoming wider.

The pupil's needs are met through high-quality adaptive teaching, inclusive classroom strategies and the school's usual pupil-progress monitoring arrangements. The school uses Birmingham's Ordinarily Available Guidance (OAG) to support staff in identifying and implementing effective adaptations, strategies and reasonable adjustments that enable all learners to access the curriculum and participate fully in school life. High-quality adaptive teaching is the first response for pupils who have, or may have, SEND, and additional intervention cannot compensate for teaching that is not appropriately matched to a pupil's needs. Therefore, the school regularly reviews the quality of teaching and supports staff to further develop their knowledge of SEND, inclusive practice and effective classroom strategies. If a pupil continues to make less than expected progress despite these adaptations and support, more focused SEND provision may be introduced. The Ordinarily Available Guidance can be accessed through the Birmingham Local Offer website.

The class teacher and SENCo will consider all the available evidence when deciding whether special educational provision is required. Assessment is an ongoing process and ensures that provision is matched accurately to the pupil's individual needs.

2. Plan

Following assessment, the class teacher, SENCo, parents or carers and the pupil, where appropriate, will work together to agree:

- The outcomes and targets the pupil will work towards.
- The support, interventions and reasonable adjustments required.
- The teaching strategies and resources that will support learning and participation.
- The roles and responsibilities of the staff involved.

- How progress will be measured and evidenced.
- A clear timescale for reviewing progress.

Where appropriate, an Individual Education Plan (IEP) will be developed. The IEP will contain a small number of clear, specific and measurable targets based on the pupil's identified needs. Targets will build upon the pupil's strengths and address priority areas for development.

The IEP will be shared with the pupil, parents or carers and all relevant staff. It will be reviewed and updated when targets are achieved or when the pupil's needs change. This may take place as frequently as half-termly rather than waiting for a formal review point.

All agreed outcomes, provision and responsibilities will be recorded on the school's SEND documentation to support a consistent approach.

3. Do

The class teacher remains responsible and accountable for the progress and development of every pupil in the class, including pupils receiving additional or specialist SEND support.

The agreed support may include:

- High-quality adaptive teaching.
- Reasonable adjustments to teaching, resources or the learning environment.
- Targeted individual or small-group interventions.
- Specialist programmes or resources.
- Additional adult support.
- Advice and support from external professionals.

IEP targets will be incorporated into classroom teaching and used to help pupils understand what they are working towards. Pupils will receive regular feedback about their progress and supported opportunities to revisit, practise and apply their developing skills.

The IEP is a working document and will be used to record evidence of progress. Relevant staff working with the pupil will contribute to this evidence, with comments dated and linked to examples of the pupil's work, assessments or observations where appropriate.

Teaching assistants and other adults may help to deliver provision, but the class teacher retains responsibility for:

- Ensuring that the support is implemented consistently.
- Linking interventions to classroom learning.
- Monitoring progress towards agreed outcomes.

- Checking that skills developed through interventions are applied and maintained within the classroom.

The SENCo will provide guidance, monitor the quality of provision and support staff in meeting pupils' individual needs.

4. Review

The effectiveness of support and provision will be reviewed regularly in partnership with the pupil and parents or carers. Where appropriate, relevant professionals will also contribute to the review.

The review will consider:

- Progress towards the agreed outcomes and IEP targets.
- The impact of teaching strategies, interventions and reasonable adjustments.
- Whether skills developed through additional support are being maintained and applied.
- Feedback from the pupil, parents or carers and school staff.
- Any new information or recommendations from external professionals.
- Whether the current level of provision remains appropriate.

When targets have been achieved, the relevant assessment tools, continuums or trackers will be updated and new targets may be agreed. Support will be continued, adapted, increased or reduced according to the evidence gathered.

7. Levels of Support

Pupils receiving SEND provision will be placed on the school's SEND Register. These pupils have identified needs that can be met through the school's graduated approach and ordinarily available provision. Where a pupil's needs cannot be adequately met through the school's in-house expertise, external specialist advice and support will be sought as appropriate.

Provision for pupils receiving school-based SEND support is funded through the school's notional SEND budget. On the school census, these pupils are identified using the code K (SEND Support). Some pupils may require a more personalised and specialist approach to learning. Where appropriate, these pupils may access The DEN (Delivering Education with Nurture), Holy Trinity's specialist provision.

Universal Support: Quality First Teaching

The pupil's needs are met through high-quality adaptive teaching, inclusive classroom strategies and the school's usual pupil-progress monitoring arrangements.

If the pupil continues to make less than expected progress, more focused support may be introduced.

Individual Education Plan (IEP)

The class teacher develops and implements an IEP containing focused outcomes and strategies delivered through high-quality classroom teaching. If appropriate progress is made, this approach may continue or support may be reduced. If progress remains below expectations, additional support may be introduced. If progress is appropriate, support may continue or reduce to IEP (QFT). If progress remains limited, specialist advice or support may be considered.

The class teacher, SENCo, pupil, parents or carers and relevant professionals will review the pupil's progress and determine the level of specialist provision required.

Individual Education Plan (IEP) and Specialist Support

With parental or carer consent, the SENCo may seek advice from specialist teachers, educational psychologists, health professionals or other external agencies. Recommended strategies, resources and provision will be implemented and reviewed to ensure that they are meeting the pupil's needs.

The Continuing Cycle

The graduated approach is an ongoing and responsive process:

Assess → Plan → Do → Review → Assess

Information gathered during each review informs the next cycle. This ensures that provision remains appropriate, evidence-based and responsive to the pupil's changing strengths and needs, while promoting the best possible educational, social and emotional outcomes.

8. Parental Review

Formal reviews with parents/carers will take place **three times each academic year**. These reviews will be led by the **class teacher**, with support from the **SENCo where appropriate**, to discuss the pupil's progress, evaluate the effectiveness of current provision and agree any necessary next steps or adjustments to support.

9. Education, Health and Care (EHC) Plans

Pupils whose needs require provision beyond that which can reasonably be provided through SEND Support may be entitled to an Education, Health and Care (EHC) Plan. An

EHC Plan is a legal document that sets out the pupil's special educational needs, the provision required to meet those needs and the intended outcomes.

Pupils with an EHC Plan may access support within mainstream classes, The DEN, or a combination of both, according to the provision specified within their plan and their individual needs.

Provision for these pupils is funded through the school's notional SEND budget and, where appropriate, additional funding from the Local Authority through the High Needs Funding.

10. Requesting an EHCP Needs Assessment

An EHC Needs Assessment may be requested by:

- A parent or carer
- A young person aged 16-25
- The school or educational setting
- A health or other professional involved with the child or young person

Before requesting an assessment, the school will usually have implemented and reviewed a range of SEND support strategies through the Assess, Plan, Do, Review process. A request for an assessment does not automatically result in an EHC Plan being issued.

During the assessment, the Local Authority gathers information from those who know the child best, including:

- Parents/carers
- The child or young person
- School staff
- Health professionals
- Other agencies involved in supporting the child

This information helps build a comprehensive picture of the child's strengths, needs and the support required.

11. Issuing an EHC Plan

Following the assessment, the Local Authority will decide whether an EHC Plan is required. If a plan is agreed, a draft EHC Plan will be shared with parents/carers, who will have the opportunity to comment on the contents and express a preference for a school placement before the final plan is issued. The entire EHC Needs Assessment process has a

statutory timescale of up to **20 weeks** from the date the request is received by the Local Authority.

We work closely with parents/carers, SENAR, and other professionals throughout the EHC process to ensure that pupils receive the support and provision they need to achieve the best possible outcomes.

12. The DEN (Delivering Education through Nurture)

The DEN is Holy Trinity CE Primary Academy's specialist SEND provision and forms an integral part of the school's graduated approach to inclusion. It provides targeted and personalised support for pupils who require additional assistance to access learning, develop social and emotional skills, improve self-regulation and achieve their full potential.

The provision is staffed by a **dedicated teacher and support staff**, who work closely with class teachers, the SENCo, parents/carers and external professionals to ensure pupils receive appropriate and effective support.

Provision within The DEN may include small-group teaching, individual support, adapted curriculum pathways, therapeutic interventions and targeted programmes tailored to pupils' individual needs. Pupils remain members of their mainstream class and continue to access a broad and balanced curriculum. The amount of time pupils spend in The DEN varies according to their individual needs and may range from short targeted interventions to more intensive support. A key aim of the provision is to develop pupils' confidence, skills and independence so that they can progressively access and participate in their mainstream classroom alongside their peers wherever possible.

Access to The DEN is based on careful assessment and ongoing review through the **Assess, Plan, Do, Review (APDR)** process. Provision is closely monitored to ensure it has a positive impact on pupils' academic progress, wellbeing, independence and engagement in school life.

We work in partnership with parents/carers and, where appropriate, external professionals to ensure that support is coordinated, effective and responsive to individual needs. Through The DEN, Holy Trinity promotes inclusion, removes barriers to learning and ensures that every pupil has the opportunity to succeed within a nurturing, supportive and aspirational environment.

Working collaboratively with external agencies ensures that pupils receive specialist advice and support, enabling the school to provide effective provision and achieve the best possible outcomes for children and young people with SEND.

13. Exiting the SEND Register

At Holy Trinity CE Primary Academy, we aim to provide timely and effective support that enables pupils to make sustained progress and develop greater independence. While some pupils may require SEND provision throughout their time at school, others may no longer need additional support beyond the school's ordinarily available provision.

A pupil may be considered for removal from the SEND Register when evidence demonstrates that they are making expected progress, can successfully access the curriculum through high-quality adaptive teaching, and no longer require special educational provision that is additional to or different from that provided for their peers.

The decision to remove a pupil from the SEND Register will be based on a thorough review of assessment information, progress data and the impact of interventions. This decision will be made collaboratively by the class teacher and SENCo, in consultation with parents/carers and, where appropriate, the pupil.

Where a pupil is removed from the SEND Register, their progress will continue to be carefully monitored through the school's usual assessment and pupil progress procedures to ensure that any emerging needs are identified and addressed promptly. Support can be reintroduced if concerns arise in the future.

The movement of pupils onto, between or off stages of SEND provision forms part of the school's graduated approach and reflects our commitment to providing the right support, at the right time, for every child.

14. External Agencies and Specialist Support

Where appropriate, the school seeks advice and support from external professionals to help identify and meet pupils' needs, particularly in the areas of communication and interaction, social, emotional and mental health (SEMH), and sensory and/or physical needs.

Children with speech and language needs may receive support through individual or group programmes delivered in partnership with Speech and Language Therapists. Where required, Management Plans, Care Plans and Personal Education Plans (PEPs) are developed to ensure that pupils receive appropriate and coordinated support.

The school may work with a range of external services, including:

- Language, Learning and Strategic Support (LLSS)
- Speech and Language Therapy Services (SaLT)
- Communication and Autism Team (CAT)

- Educational Psychology Services (EP)
- Occupational Therapy Services (OT)
- Physiotherapy Services
- Team for Hearing Assessment
- General Practitioners (GPs) and Paediatricians
- School Nursing Services
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Advice and Support Services (CASS)
- Education Welfare Services
- Children's Social Care Services

15. Admission and Accessibility Arrangements

Admission Arrangements

Holy Trinity CE Primary Academy is committed to providing an inclusive education and welcomes applications from all pupils, including those with Special Educational Needs and Disabilities (SEND).

We work closely with parents/carers, previous settings and relevant professionals to ensure that pupils are well supported during transition and that appropriate provision is in place from the earliest opportunity.

Where a pupil has an Education, Health and Care (EHC) Plan, or is receiving specialist support from external services, the school will liaise with the Local Authority and other agencies as necessary to support a smooth transition and ensure that identified needs can be effectively met.

Applications for pupils with SEND are considered in line with the school's Admissions Policy, ensuring equality of opportunity and compliance with the School Admissions Code and SEND legislation.

Accessibility Arrangements

Holy Trinity CE Primary Academy is committed to ensuring that all pupils can participate fully in school life and access a broad, balanced and ambitious curriculum. We strive to remove barriers to learning and participation by promoting an inclusive environment where all pupils are valued, respected and supported to achieve their full potential.

The school:

- Provides high-quality adaptive teaching and reasonable adjustments to meet individual needs.
- Identifies barriers to learning and participation at the earliest possible stage.
- Promotes equal access to learning, enrichment activities and educational visits.
- Works in partnership with pupils, parents/carers and external professionals to support inclusion.
- Continually reviews its practice, provision and environment to ensure accessibility for all pupils.

Further information can be found in the school's **Accessibility Plan**, which is available on the school website.

16. Access Arrangements for Assessments

Holy Trinity CE Primary Academy is committed to ensuring that assessments are accessible and inclusive for all pupils. Where appropriate, pupils with SEND may receive access arrangements to enable them to demonstrate their knowledge, skills and understanding fairly.

Access arrangements may include:

- Modified assessment materials.
- Additional time.
- Alternative recording methods.
- The use of specialist equipment or resources.
- Adapted assessment environments.
- Rest breaks or other reasonable adjustments.

Class teachers and the SENCo work together to identify and implement appropriate access arrangements based on a pupil's individual needs, normal way of working and relevant guidance. Where statutory assessments require formal applications or evidence, the school will ensure that these are submitted within the required timescales.

These arrangements are intended to remove barriers to assessment and enable all pupils to demonstrate their achievements and make progress.

17. Supporting Transition

At Holy Trinity CE Primary Academy, we recognise that successful transitions are essential in supporting pupils' wellbeing, confidence and progress. We work closely with pupils,

parents/carers, staff and external agencies to ensure that transitions are carefully planned and tailored to individual needs.

Transition arrangements may include:

- Home visits for Nursery and Reception pupils prior to starting school. These visits provide an opportunity for staff to meet children and their families in a familiar environment, gather important information about strengths and needs, and support a positive start to school.
- A programme of transition sessions for children joining Reception, enabling them to become familiar with their new classroom, staff, routines and learning environment before starting school.
- Close liaison with parents/carers, previous settings and relevant professionals to share information and plan appropriate support.
- Additional visits, transition meetings and familiarisation opportunities for pupils who may benefit from enhanced transition arrangements.
- Opportunities for pupils and families to visit their new classroom or setting and meet key members of staff.
- Transition resources, including photographs, visual timetables and social stories, to help pupils become familiar with new environments, routines and adults.
- Individual transition plans for pupils with SEND where additional support is required.
- SEND review meetings involving parents/carers, the SENCo, class teachers and external professionals, where appropriate, to ensure continuity of provision.
- The transfer of relevant records and information to receiving schools or settings to support effective planning and continuity of support.
- Structured transition activities between year groups and key stages to help pupils develop confidence and readiness for change.

For pupils transferring to secondary school, Holy Trinity works closely with receiving schools to share information, arrange visits and ensure appropriate support is in place before transfer. Additional transition arrangements may be provided for pupils with SEND to support a smooth, successful and positive move to the next stage of their education.

18. Supporting Pupils with Medical Conditions

Holy Trinity CE Primary Academy is committed to ensuring that pupils with medical conditions are fully supported so that they can access education, participate in school activities and achieve their full potential. This includes ensuring that pupils with medical

needs can take part in educational visits, enrichment activities and physical education, wherever it is safe and appropriate to do so.

The school recognises its responsibilities under the **Equality Act 2010** and will make reasonable adjustments where necessary to ensure that pupils with disabilities are not disadvantaged. Some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND) and may receive support through SEND Support or an Education, Health and Care (EHC) Plan.

Where required, individual healthcare plans and risk assessments will be developed in partnership with parents/carers, healthcare professionals and relevant staff to ensure that pupils' medical needs are met safely and effectively within the school environment.

Further information about the school's arrangements for supporting pupils with medical conditions can be found in the school's **Medical Needs Policy**, available on the school website.

19. Evaluating the Effectiveness SEND and Inclusion

At Holy Trinity CE Primary Academy, we are committed to continuously improving the quality and effectiveness of our SEND and inclusion provision. This policy is reviewed regularly to ensure that it reflects current legislation, guidance and the needs of our pupils and school community.

The provision and outcomes for pupils with SEND are monitored and evaluated through a range of processes, including:

- Regular review of pupil progress, attainment and wider outcomes.
- Evaluation of interventions and targeted provision.
- The Assess, Plan, Do, Review (APDR) process.
- Monitoring of teaching, learning and classroom practice.
- Analysis of attendance, behaviour, engagement and inclusion data.
- Pupil voice and feedback.
- Parent/carer feedback and consultation.
- Staff feedback and professional discussions.
- Review of SEND policies, procedures and provision mapping.
- Monitoring the effectiveness of reasonable adjustments and personalised provision, including provision within The DEN.

The school also evaluates its wider commitment to inclusion by monitoring:

- The participation of pupils with SEND in lessons, school trips, clubs, enrichment activities and leadership opportunities.
- The extent to which pupils with SEND access the full curriculum alongside their peers.
- The effectiveness of reasonable adjustments in removing barriers to learning and participation.
- The inclusion, wellbeing and sense of belonging experienced by pupils with SEND and other vulnerable groups.
- Rates of attendance, behaviour incidents, suspensions and exclusions for pupils with SEND.
- Equality of access to learning, facilities and wider school opportunities.
- The views of pupils, parents/carers and staff regarding the school's inclusive culture and provision.

The school evaluates how effectively it is meeting the aims of this policy by considering:

- Staff awareness and understanding of the needs of pupils with SEND.
- The effectiveness of early identification and assessment procedures.
- The progress and attainment of pupils with SEND.
- The quality and impact of SEND provision and interventions.
- Whether pupils with SEND feel safe, valued, respected and included within the school community.
- The effectiveness of partnerships with parents/carers and external agencies.
- Feedback from pupils, parents/carers, staff, governors and external professionals.

The SENCo, Senior Leadership Team and Local Academy Board use this information to identify strengths, inform future developments and ensure that SEND and inclusion provision remains effective, inclusive and responsive to the needs of all pupils. Through this ongoing cycle of monitoring, evaluation and improvement, we aim to secure the best possible educational, social and emotional outcomes for all children and young people.

20. Complaints About SEND Provision

At Holy Trinity CE Primary Academy, we value positive partnerships with parents and carers and aim to address any concerns promptly and collaboratively.

Parents or carers who have concerns about SEND provision should initially discuss these with the **class teacher** or **SENCo**, who will work to resolve concerns informally wherever

possible. Most issues can be addressed through open communication and partnership working.

If a concern cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's **Complaints Policy**, which is available on the school website.

The school will investigate all complaints fairly and in line with its published procedures. If a parent/carer remains dissatisfied following the completion of the school's complaints process, they may seek further advice and support from the Local Authority or other appropriate services.

The school is committed to working positively with families to ensure that all pupils with SEND receive appropriate support and provision to enable them to achieve their full potential.

21. Roles and Responsibilities

Headteacher: Mr. D. Martin

Deputy Headteacher: Mrs. H. Strurridge-Packer

SENCo: Ms. J. Saran

Pastoral Manager and Safeguarding Lead: Miss. N. Khan

Named Governor for Special Needs: Mrs K. Huston

