

SEND Report 2025-2026

School:	Trinity All Saints CE Primary School
SENCO with mandatory qualification/experience	Miss Lynne Armstrong (currently completing SEND NPQ)
Date of report:	19 th November 2025
SEN Governor:	Mrs Mary Morgan
Key Information	<p>Our accessibility plan can be found on our school website at:</p> <p>Our policy for supporting pupils with medical needs can be found on our school website.</p> <p>Our Admissions policy can be found on our school website.</p> <p>Our Equality and Diversity Policy can be found on our school website</p> <p>Complaints should follow our school's complaints policy on our school website.</p> <p>Bradford Local offer for children with SEND can be found: here.</p> <p>Local Advice and Support services for parents can be found: here.</p> <p>Support for parents with Speech and Language can be found: here</p>

Trinity All Saints CE Primary School's definition of SEND

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from and additional to that normally available to pupils of the same age.

SEND Code of Practice (2015).

Intent Statement

'**Growing together**' is our school vision; it reminds us that we must all work together to **GROW** into the very best version of ourselves.

We believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support **all** children in our school to achieve this.

Our vision is underpinned by the Parable of the Mustard Seed. 'The kingdom of heaven is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.'

Matthew **13:31-32**

Implementation Statement

What do I do if I am concerned my child has a barrier to learning?

Step 1 – If you have concerns about your child, contact your class teacher in the first instance, who will spend time gathering information to be shared with the SENCO. If a class teacher has a concern about your child they will share that with you and arrange to discuss next steps.

Step 2 - Our SENCO, Lynne Armstrong will review the information and decide whether your child should be placed on the SEND register and communicate this with you. Also at this point, appropriate classroom support will be put in place and progress monitored.

	<p>Step 4 – After a review of progress with you, support will either continue or support will be sought from appropriate professionals via their referral processes.</p>
<p>How does the school identify learners with SEND?</p>	<p>At Trinity All Saints CE Primary School, we use definitions from the SEND Code of Practice 2015 and Children and Families Act 2014 and ongoing classroom-based assessments of progress to identify children who may have a special educational need.</p> <p>Parents/Carers of children we have identified will be invited to meet with the class teacher and SENCO to discuss assessments and observations and the child will be added to the SEND Register.</p> <p>We assess each child’s levels of attainment on entry to school to provide starting points for the development of an appropriate curriculum and to identify any learning difficulties. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child’s performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.</p> <p>Where there is a concern regarding a child’s potential SEND need, we follow the identification and management process shown on the flowchart that can be found in our SEND policy.</p> <p>Pupil’s are placed on the school tracker system at the point of concern. Pupils are placed on the SEND register if they reach Stage 2 within our identification process.</p>
<p>Provision, Access and Support.</p>	<p>All curriculum provision is guided by the governing principles of the Trinity All Saints Learning and Teaching Policy.</p> <p><u>Waves of Teaching Provision</u></p> <p>Universal Provision is defined as the regular, high quality and clearly adapted curriculum that is delivered to every child (Wave 1).</p> <p>Targeted Provision is the provision given to targeted groups through bespoke interventions such as phonic catch ups, pre-teaching or evidence-based interventions (Wave 2).</p> <p>Specialist Provision is individually targeted provision for example Speech and Language Therapy plans (Wave 3).</p> <p>We offer bespoke nurture provision for some of our pupils, this takes place in an afternoon and gives pupils an opportunity to learn social skills and appropriate learning behaviours which they can take back to their classrooms. In nurture provision, pupils also receive targeted interventions for their specific need. Within these waves we personalise our offer to meet the needs of the diverse community we serve and offer flexibility of provision where possible.</p>
<p>Quality of provision</p>	<p>The monitoring of SEND provision in our school is an essential role of our SENCO, supported by other curriculum leaders, as it will inform any areas for development.</p> <p>This will be undertaken in a variety of ways such as, but not limited to:</p> <ul style="list-style-type: none"> ❖ Classroom observation with a focus on: SEND provision, resources and environment ❖ Scrutiny of all SEND support plans content, implementation and impact ❖ Quality assure the delivery of any interventions ❖ Ongoing assessment of progress and impact made by intervention groups ❖ Work sampling of pupils with SEND at least termly via book scrutinies ❖ Attendance at pupil progress meetings ❖ Pupil questionnaires/discussions: after interventions, about support/provision in class and homework ❖ Teacher/TA questionnaires/discussions ❖ Effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills ❖ Informal/formal feedback from staff, parents and pupils

	<ul style="list-style-type: none"> ❖ Pupil progress tracking, using assessment data (whole-school processes) ❖ Attendance records of pupils with SEND ❖ Whole school provision map ❖ Pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate) ❖ Supporting CYP and staff with effective transition ❖ Consider examination/test access arrangements ❖ Support CPD with a focus on SEND in school ❖ Termly meeting with our SEN Governor and report to our senior leadership team ❖ SEND Cafe's for parents with a focus on a particular area of SEND.
<p>Child and Parental Voice</p>	<p>Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Parents/Carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.</p> <p>Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. We encourage parents/carers to make an active contribution to their child's education and we have regular discussions/meetings each term to share the progress.</p> <p>We inform the parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.</p> <p>Parents/carers have responsibility for:</p> <ul style="list-style-type: none"> ❖ Ensuring their children attend school regularly and punctually ❖ Informing the school of any problems or concerns ❖ Supporting school policies ❖ Helping their child at home with any specific tasks in consultation with the class teacher or the SEND team ❖ Attending review meetings and/or parent/carer/teacher consultation meetings ❖ Attending other meetings as required in relation to their child's Special Educational Need
<p>Transition</p>	<p>Carefully considered transition is essential for positive pupil experience and impact on outcomes for a pupil with SEND. We therefore carefully plan transition carefully across EYFS and KS1 and between subsequent year groups.</p> <p>A child's Triangulation profile, IPM documentation and where necessary individual transition plans provide an overview of the child's barriers and needs will transition with them. Class teachers share more detailed information during pupil progress/transition meetings and parents are invited to meet with class teachers in the final summer term before transitioning to their new classes and early in the autumn term to ensure successful transition. For some pupils, a bespoke transition plan will be written.</p> <p>Transition for children who attend intervention provision are carefully planned and monitored to ensure that skills, knowledge and understanding is transferred into the classroom and beyond through planned communication and collaboration processes.</p> <p>Staff at Trinity All Saints CE Primary School liaise carefully with Secondary Schools to ensure a smooth transition for year 6 children. The SENCO and class teachers forward all relevant documentation and records relating to SEND to the appropriate Secondary Schools.</p>