



Special Educational Needs and Disabilities Information Report

Date: September 2025

Special Educational Needs and Disabilities Coordinator (SENDCO):

Miss Clara Hart

Governor with responsibility for SEND: Anne Griffiths

School Contact (via school office):

Tel: 01491 575887

Email: chart@trinityprimaryschool.org or office.3254@trinity.oxon.sch.uk (for the attention of SENDCO)

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

Trinity CE Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

We are a mainstream school with 300 pupils on roll.

At Trinity 'we aspire to encourage diversity and a love of learning that nurtures well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish' through the support we provide to our children with SEND needs.

Our SEND policy can be found on the school website: <https://www.trinityprimaryschool.org/>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

How does Trinity CE Primary School support children with SEND to follow our school vision?

- Individuals' talents are celebrated and every effort is made to ensure children with SEND are included in key events where it safe and appropriate to do so (plays, nativities, sports day, trips, forest school etc..)
- Diversity and neurodivergence is celebrated throughout our school - children are encouraged to have open conversations with their teachers and support staff. Children are aware of key neurodivergent figures and are inspired by them.
- All of our pupils with SEND are given opportunities to flourish throughout their time at Trinity. Reasonable adjustments are made so that each individual is able to flourish in an environment suitable to them.
- We encourage our pupils with SEND to be curious about the world and ask big questions about how and why.

How does Trinity CE Primary School know if children need extra help?

- Children with SEND are identified as early as possible within our setting.
- Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised descriptors of specific forms of SEND.
- If a child has a previously identified need, the school will liaise with the services currently involved and request all relevant information.
- Early identification is paramount; therefore, children's progress is monitored carefully by staff.
- Termly pupil progress meetings are held with class teachers, led by the Headteacher. Following these meetings, class teachers and/or the Headteacher will discuss any SEND issues raised with the SENDCO.
- The SENDCO will then discuss concerns with adults working with the pupil, the pupil's family and the child. This discussion focuses on identifying barriers to learning and desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes.
- Depending on the level of the child's needs, strategies to support the child's learning may be put into place. These might

be class-based support approaches or for some pupils a package of specific interventions might be offered.

- Those pupils with the highest levels of need might be referred to other agencies for further advice and support, including CAMHS, Communication and Interaction the Behaviour Inclusion Officer
- The SENDCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

We use the Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings' to support us identifying and supporting children with SEND:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

What should I do if I think my child needs extra help or has special educational needs?

- If you have concerns about any aspect of your child's education the first port of call should be your child's **class teacher**.
- Class teachers are usually available at the end of the day, alternatively, contact them via the school office or class email to arrange a longer appointment.
- The class teacher may then seek the involvement of the SENDCO.
- If you have any further concerns, please contact Clara Hart (SENDCO) on: chart@trinityprimaryschool.org or via the school office office.3254@trinity.oxon.sch.uk

How do you work with parents and carers in identifying additional needs?

- We will always contact parents if we have a concern that a child or young person may have a special educational need. This discussion focuses on identifying barriers to learning and desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes.

- We work closely alongside children with SEND and their parents to agree outcomes and how we will all work towards these.
- You are always welcome to speak to your child's class teacher or the SENDCO if you would like to discuss anything further. Please feel free to arrange an appointment via the school office.

How will you teach and support my child with SEND?

- At Trinity CE Primary School we are inclusive and encourage a love of learning. All children are able to access the broad and balanced curriculum, reach their full potential and flourish.
- Every teacher is committed to providing quality first teaching. Pupil's are supported through careful planning, adaptive teaching strategies and assessment. Staff adapt approaches and resources according to the needs of the pupils.
- Class-based approaches to support pupils with SEND might include alternative forms of recording work, visual prompts, small group or individual teaching.
- Pupils who are not making expected progress will be supported through additional interventions.
- Pupils with an EHCP will also be supported through additional interventions, including those identified in the plan.
- For those with significant or complex needs, the school seeks the advice of specialists, such as speech and language therapists, educational psychologists, the communication and interaction team, physical disability team, physiotherapists and occupational therapists. In some cases these specialists might work in school with the child or they may provide training or guidance for school staff.
- We follow the Oxfordshire Ordinary Available Toolkit guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities:
<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SENDOrdinarilyAvailableToolkit.pdf>

How will the curriculum and learning environment be matched to my child's needs?

- All class teachers take responsibility for meeting the needs of all learners in their class by using adaptive teaching strategies.
- Where pupils have SEND, class teachers will be aware of each pupil's strengths and areas for development, and will make every effort to provide for these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing difficulties, visual supports may be used to accompany auditory information.
- Where learners are working at a level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups.
- We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner.
- For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENDCO, who may in turn seek advice from specialist agencies.
- All additional provision for pupils with SEND is monitored by the SENDCO and Head teacher, and discussion of these pupils' progress takes place at regular meetings held between class teachers and the SENDCO.

What support is there for my child's emotional well being?

- We are an inclusive school and we believe in developing the 'whole child' which includes helping them to develop resilience, social skills, self-awareness, self-esteem and uphold positive values so that they can develop into well-balanced individuals. We take mental and physical health seriously and use our Learning Means the World Curriculum (for Personal, Social, Health and Economic education – PSHE) to support all children in the classroom.
- The class teacher has overall responsibility for the pastoral, medical and social care of every pupil in their class, therefore this would be the parents' first point of contact.

- All children have the opportunity to share their views through their school council representatives.
- If further support is required, the class teacher liaises with the SENDCO or Mental Health Lead for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Educational Psychologist Support Team.
- Most staff at Trinity have Level 2 First Aid for Mental Health training.
- We also have a school councillor who supports children individually or in small groups on a weekly basis.
- We have an Emotional Literacy Support Assistant (ELSA) who offers weekly support to children who have been referred to the service; this may be through check-ins related to a specific situation or weekly check-ins.
- We take bullying very seriously. Class teachers are vigilant in monitoring the pupil's behaviour for indications of bullying. We ensure that all staff are pro-active by identifying when a conflict could turn into bullying and personalised support for the pupils involved are put in place immediately and parents/carers involved. Where, in the unlikely event bullying has taken place, it is taken very seriously and appropriate measures are put in place for both victims and perpetrators, which take into account the needs of all the pupils involved.

How are Trinity CE Primary School's resources matched to my child's needs?

- In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision.
- This might take the form of additional physical resources in classrooms, such as additional computers/tablets, writing slopes or alternative seating.
- For those children requiring provision additional to class-based approaches, funding can be used to facilitate a range of intervention programmes. These intervention programmes are flexible and adjusted to meet the needs of pupils.
- In some cases, funding might also be used to provide additional adult support (teaching assistants).
- Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in

discussion with teachers and parents or specified on EHC plans).

- Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.
- Additional funding may be applied for, following local authority guidelines and procedures, if sustained school provision is deemed to be insufficient to make progress towards desired outcomes.

How accessible is the school environment?

- We ensure that the school meets its responsibilities under the Equality Act (2010) and Special Educational Needs and Disability Act 2001 with regard to reasonable adjustments and access arrangements.
- We have an accessibility policy in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our accessibility policy is available on the school website:
<https://www.trinityprimaryschool.org/policies>
- Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for sport sessions or other physical activities.
- Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.
- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English, we seek to provide translation for key meetings/communications, and discuss with those families their preferred means of communication.
- We work closely with the Physical Disability Team from Oxfordshire and liaise with them about resources and support.

How does Trinity CE Primary School consult with and involve children with SEND in planning and

reviewing their education?

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education.
- Children contribute to their pupil profiles, which are written and reviewed 3 times a year, and are regularly involved in discussions about their support.
- For review meetings, pupils' opinions are sought at a level accessible to the individual. For some learners this might mean that they are supported to meet with professionals; for others this might mean enabling them to contribute to meetings without actually attending by being given the opportunity to contribute their ideas in discussions with a familiar adult who acts as an advocate for them at any meetings.
- We recognise the need to protect self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How do you know how my child is progressing and how will you keep me informed about their progress?

How do we know how your child is progressing?

- Monitoring of pupils takes place on a day to day basis by class teachers and they are usually best placed to identify rates of progress.
- The progress of all children is tracked through our school data tracking system.
- The school's SENDCO, alongside the Headteacher and senior leaders, undertake regular monitoring of pupil progress and effectiveness of provision.
- Some children with SEND complete assessments with the SENDCO to monitor their progress in specific areas of learning

(Salford and Sandwell Assessments).

- In addition, for children/young people with SEND, we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next.
- When we run intervention programmes, we monitor progress carefully using a tracking system. This allows us to ensure that each individual is accessing the most effective program for them.

How will we keep you informed?

- Pupil Profile reviews take place 3 times per year. We will inform parents of the progress children are making towards their individual outcomes.
- Parents of pupils with SEND are offered a longer parents evening slot (20 minutes) to allow additional time to discuss children's needs and progress.
- Individual reports are distributed at the end of the academic year. This report will outline the progress of your child and how you can support them in the next academic year.
- Pupils with an EHCP have an annual review once a year in addition to termly meetings. Parents and teachers use these meetings to review the progress and attainment of the pupil and discuss ways to continue development.
- For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home- school communication books.
- You are always welcome to speak to your child's class teacher or the SENDCO if you would like to discuss anything further. Please feel free to arrange an appointment via the school office.

What expertise is available at Trinity CE Primary School in relation to SEND?

- The SENDCO holds the NPQ for SEN Coordination and has weekly non-contact time to fulfil SEND responsibilities.
- External specialists visit Trinity CE Primary regularly to support pupils and train staff to work effectively with individuals.
- Staff have been trained in Anxiety in Autism, PACE and basic awareness level training -autism, Inclusive Classrooms (delivered by the OXSIT team). Some staff across the school have TeamTeach training.
- Teaching assistants are trained to support the particular needs of the children they work with (e.g. Clicker 8 training, Language for Thinking, ADHD training, ASD awareness).
- We also have access to a range of specialist support services including:
 - Educational Psychology
 - SENSS, who support children with communication and language, sensory needs and physical needs
 - Behaviour Support- OXSIT
 - Child and Adolescent Mental Health Services (CAMHS)
 - Oxfordshire School Inclusion Team
 - Therapy services
 - Early Intervention
 - Children's Social Care

How will Trinity CE Primary School ensure that information about a children SEND or EHCP plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- All class teachers and any other staff involved with the pupil will be given a copy of the Pupil Profile or EHC plan and there are regular opportunities to discuss the content of these.
- In the summer term, the current class teacher and new class teacher meet to develop a detailed transition for our children with additional needs - the SENDCo may also be in attendance if appropriate.
- We have Pupil Profiles for all children on our SEND register which contain relevant information about strengths, needs and

support. These are kept in the classroom so any visiting teachers will be aware of the children's needs. In addition to Pupil Profiles select children may also have a '1 page profile' made. This is designed to support adults to work with them and understand what that individual needs in order to flourish in school.

- We welcome parents into school to meet with their child's teacher and the SENDCO to talk to us about their child's needs and how we can best support them.

How are children with SEND helped to access activities outside the classroom?

- As an inclusive school setting, we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips, etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, providing 1:1 support on school trips or booking accessible accommodation for residential trips.
- We have a range of out of school clubs and activities which change from time to time (details available from the school office), all of which are available to pupils where the provider feels that needs can be safely met. For pupils with very high levels of need, we seek to liaise with families about suitable alternatives if necessary (for example, a day trip in place of an overnight residential). We have our own on-site before and after school care.
- All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.
- There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- Oxfordshire's accessibility strategy can be read at:
<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

Joining the school and moving on.

- For information about admissions, please contact the school office: office.3254@trinity.oxon.sch.uk who will discuss the admissions process with you.
- Prior to entry to our school, it is usual for families to visit for an informal tour of the school. This can be arranged by contacting the school office.
- If your child is joining Trinity CE Primary from another school we will contact the previous school's SENDCO to ensure we know about any special arrangements or support that needs to be made for your child.
- Prior to your child joining Trinity, families of pupils with SEND will be invited to meet with the SENDCO to share information about the child's needs and the provision which may be necessary. We also encourage all new children to visit the school before starting. For children/young people with SEND we recognise that 'moving on' can be difficult and we take steps to ensure that any transition is as smooth as possible. Information from this meeting is then shared with the prospective class teacher.
- Following this meeting, the school will consider any provision necessary and, if appropriate, take steps to acquire any resources needed to implement the provision.
- A range of transition measures may be put in place. These will be personalised to meet the needs of the pupil but may include additional visits to the school or a transition pack containing photos.
- For children moving on to a new educational setting, wherever possible we prepare pupils in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have good links with Gillotts Secondary School, and work closely with their SEND department.

Who to contact?

- As a school, we encourage parents to address any worries or concerns as quickly as possible, initially with the class teacher and then, if you have any further concerns, with the SENDCO.
- In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance, our complaints procedure is available on the school website.
- If you'd like impartial advice from SENDIASS Oxfordshire VISIT:
<https://www.sendiass-oxfordshire.org.uk/>
- If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- Oxfordshire's Local Offer contains lots of information for parents. Click below to see it:
[SEND: The Local Offer](#)
- Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.