



Date of Information Report - September 2025

As a Church of England school, Trinity Croft is rooted in gospel values and we are committed to the inclusion and equality of all children. We believe that every child has the potential to be successful and ensure that we have a rich, creative curriculum that every child can access. We have Quality First teaching, ensuring that children's needs are met in class, where possible, enhanced by specialist provision and highly trained staff.

We recognise that children have individual needs and take into account those members of our school family who may need additional support.

We believe that partnerships between parents, pupils, professionals, governors and the community are essential to the success of our children. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education

SEND coordinator

Mrs Christine Hamilton – Trinity Croft C of E Primary Academy

Types of SEND provided for

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered as falling under four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and Interaction needs

- The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times in their lives.
- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Cognition and Learning;

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- Specific learning difficulties (SpLD): dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as

- Displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or reflect the way a child is coping with a current loss or trauma.

Other children and young people may have disorders such as:


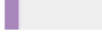
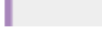

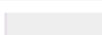
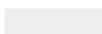
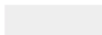

- Attention Deficit Disorder (ADD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Attachment Disorder

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deaf blind)
- Physical disability (PD).

Current needs at Trinity Croft C of E Primary Academy

SEND Specific Needs		
	# Pupils	% Pupils
Autistic Spectrum Disorder	27 	14.8%
Speech, Language and Communication Needs	27 	14.8%
Social, Emotional and Mental Health	14 	7.7%
Moderate Learning Difficulty	9 	4.9%
Specific Learning Difficulty	4 	2.2%
Hearing Impairment	2 	1.1%
SEN support but no specialist assessment of type of need	1 	0.5%
Vision Impairment	1 	0.5%

SEN K and EHCP 38%

Identification and assessment of children with SEND and/or disability.

A child may be identified as having SEND when he or she has significantly greater differences in learning to the majority of children the same age (specific or general) or when a child has a disability (medical, emotional or behavioural) which hinders or prevents learning. A child may be identified as having Special Educational Needs when concern has been expressed by the teacher, parent or other professional. There must be evidence for the concern. Once the child has been identified we aim to help pupils with SEND to achieve their full potential by using a Graduated Response. At each phase there is regular recording of a child's needs, action taken and the outcomes. Children may have targets set in the form of an Individual Education Plan (IEP) or school support plan (SSP). Children, parents, other key staff and any other agencies involved with the child are involved in the creation, implementation and review of these plans. Regular reviews are held between all involved. At Trinity we hold an open door policy and parents are welcome to speak with class teacher, SENDCo or member of the leadership team at any point throughout the year. A child with an Education Health and Care plan will have an Annual Review each year to review the overall progress towards the long-term objectives

Consultation and involvement of parents and young people

High quality communication with parents is essential in ensuring positive relationships and in helping to understand the needs of all stakeholders. More formal reviews are held for those children who have received a 1:1 intervention. For children who have an Individual Education Plan (IEP) or school support plan (SSP), these are reviewed on a termly basis. This meeting involves parents/carers, the child's views, SENDCo and class teacher, as well as outside agencies (where additional support has

been provided). Other formal reviews are held for those children who have had other interventions with the service that has undertaken that intervention present.

Termly parent's evenings are offered by appointment for all children. Annual questionnaires are sent home to parents for their opinion on how well we are doing as a school.

Pupil voice is central to meeting the needs of our children at Trinity Croft. The school council meets regularly and plays a strategic role in formulating ideas and communicating with the school's leadership team and governors. Child questionnaires are undertaken annually to gain children's views on a variety of school issues. Those children who have an IEP / SSP are asked to contribute to their targets and any concerns are addressed.

Assessing and reviewing progress

Children's progress is carefully monitored through termly pupil progress meetings. In addition to this, children with an IEP / SSP have their targets reviewed termly, which involves the young person and their parents/carers opinions. New targets are set where appropriate. This is a continual cycle. Furthermore, each child receives an annual progress report in accordance with our school policy on assessment and arrangement procedures.

Transition arrangements

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. Where necessary, children are given additional transition opportunities throughout school and with the transition from nursery to our F2 class and between Y6 and comprehensive school. Transition arrangements are made in the review held towards the end of Year 6. Your child's secondary provision will be invited to attend and plans around transition will be made. As each child is different, this will be a bespoke plan to suit them and their needs. It may involve the child doing some focused learning about aspects of transition to support their understanding of the changes ahead, or a member of staff from our school going to transition events with the child to support a smooth move. It may also involve your child being allocated a key worker in their new setting and visits between the two settings arranged.

Approaches to teaching, adapting curriculum and environment

'Quality First Teaching' is at the forefront for all children. Learning is very carefully differentiated ensuring that it caters for all needs within each classroom. Through thorough transition, class staff teams know the profile of their class. Individual needs and learning activities are planned to match all children's learning needs. Where appropriate teaching assistants are used within the classroom to aid and remove barriers to learning through effective questioning, modelling and facilitating, but at

the same time encouraging and promoting independence. Children may be given checklists, visual aids and computer programs to help them become independent learners. Resources are also provided for the children to assist them to overcome any physical difficulties that they may have; pencil grips, cushions to sit on, adapted pens and pencils, tinted rulers and overlays & writing slopes.

Training and securing expertise of staff

Members of staff are trained in a wide range of skills and strategies to deal with the needs of the children.

Staff are trained in many SEN areas including: dyslexia, dyspraxia, counselling to support those with emotional needs, autism, read write inc, reading rescue, talking partners, talk boost and speech and language therapy.

Using this training, teachers and TAs then provide either small group or one to one interventions, based on the children's needs. This is continually reviewed taking into consideration the whole school provision map.

Equipment and facilities to support children and young people with SEND and/or disability.

School is completely accessible and is in line with the disability equality scheme. There is a learning mentor for children with SEMH needs. We are well resourced to deal with children with SEMH needs, dyslexia and autism and are willing to invest in any resource which proves to be effective in supporting our SEND children. Two of our support staff are trained to deliver specific exercises for physiotherapy under guidance from physiotherapy service.

Evaluation of effectiveness of provision

Provision is constantly evaluated to ensure effectiveness through regular assessments and moderation.

All staff are involved in a constant rolling programme of Continuing Professional Development (CPD) to ensure all needs are catered for, we audit the needs of the current children within school and then allocate training accordingly.

The progress of the children is constantly assessed and pupil progress meetings are held termly. Using information from these meetings, use of the graduated response and in collaboration with class teachers and families, children may be identified as needing additional support. This information is then collated on a whole school provision mapping system to ensure all children get the most from their education.

Engaging children with SEND and/or disability in all activities.

In our school all of the children are special, but some require additional support or opportunities so that they can flourish. No child is excluded from any activity in school and where adjustments need to be made, they are.

At Trinity Croft we welcome our duties under the Equality Act 2010. Our single equality policy can be found on our school website.

When on visits out of school children are named and suitable arrangements made, if needed, so that all children can access the learning taking place outside of the classroom.

How Pupils with SEND engage with pupils without SEND and/or disability.

As a Church of England school, Trinity Croft is rooted in gospel values and we are committed to the inclusion and equality of all children. We believe that every child has the potential to be successful and ensure that we have a rich, creative curriculum that every child can access. We promote tolerance of others throughout our work on British values and our everyday beliefs as a church school. We encourage children to work with one another in a supportive manner where all views and contributions are equally important and valued.

Improvement of social, emotional and mental health development

There are a number of systems in place to ensure the social, emotional and mental health needs of children are met. Staff are acutely aware and trained in understanding attachment and well-being of children. Staff are fully committed to support individuals, groups and parents/carers where necessary. A school council offers peer support and pupil voice. PSHE is delivered throughout the curriculum and across school. In collaboration with families, referrals to Early Help may be made in order to secure the best provision for the children. A nurture group is run to support children with more complex needs.

Involvement of other bodies

We are supported by external agencies such as Inclusion Support Services (ISS), Educational Psychology Service (EPS), Social, Emotional and Mental Health services (SEMH), Occupational Therapy (OT), Physiotherapy Support, Speech and Language Support (SaLT), Child Adolescent and Mental Health Services (CAMHS) Child Development Centre (CDC), Visual Impairment Team (VI), Hearing Impairment (HI).

Arrangements for handling complaints

At school we have an open-door policy and hope that parents, carers and young people can talk to class teachers, SENDCo or a member of the school leadership team regarding concerns about provision. If further discussion is needed then we will signpost you to other professionals to support and help solve your concerns

Arrangements for looked after pupils with SEND and/or disability.

All looked after children have an electronic personal education plan (ePEP) and these multi agency meetings are held termly with a member of the virtual school. Smart targets are set to ensure holistic high-quality provision for the child. Home school diaries may be used where necessary to provide regular communication between home and school. Any SEND needs are catered for as set out above.

New to Rotherham – Local Offer Special Educational Needs (SEND)

The Rotherham Local Offer can be found at: <https://www.rotherhamsendlocaloffer.org.uk/>

Equality and inclusion towards individual disabled children and young people.

As a school we uphold our duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – as a school we acknowledge that they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. School regularly review procedures to prevent discrimination, to promote equality of opportunity and to foster good relations.

Admissions Arrangements for Disabled Pupils

We are always pleased to meet new parents in person and show them around. Please telephone the school office so that we can do everything reasonably possible to meet your child's specific needs. You will always be welcomed! We can also advise you on the application process if needed.

However, please be aware that all admissions are coordinated through the Local Authority. As far as possible, Rotherham's Admissions Team will try to meet parental preferences for schools but it is not always possible to do so. Places in schools are limited by the physical space in the school.

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the school's policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Facilities Provided to Help Disabled Pupils to Access the School

Our school building was constructed over 50 years ago. As such the original building has needed to be adapted to provide ease of access for disabled pupils and adults.

At differing points in time, it may be that we need to consult fully with the Local Authority, health professionals, families and children to ensure that all necessary adaptations are made, so that any disabled child can have full access to the school and can participate fully in the school curriculum including extra-curricular activities.

The SENDCo, would be instrumental in such collaborative work.

In summary adaptations/facilities currently in place include:

Ramps that are located around school to allow for ease of access (fixed and mobile)

Doorways of sufficient width

Appropriate disabled toilet facilities

Changing facilities

Intimate care equipment to support dignity and independence

Disabled parking in main car park

Carpeted classrooms to aid hearing impaired children

A lift at the front of the school