Last Updated: February 2025

Review Date: February 2026

Special Educational Needs and Disability Information Report

What type of SEND do Trinity Road provide for?

The school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, including speech and language disorder and/or delay
- Cognition and learning, for example, specific learning difficulty (SLD)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties

Separately, Trinity Road Primary School also houses an enhanced provision for children exhibiting or diagnosed with 1. rectifiable speech sound delays, as part of our Early Intervention Scheme, or 2. long-term speech sound and/or language disorders, within our Speech and Language Hub. Children within the main school will not have access to the therapists assigned to the enhanced provision. For more information on the enhanced provision, please see the dedicated page on our website here, or the Essex Local Offer, here.

How do Trinity Road identify pupils with SEN?

Trinity Road Primary School assess each pupil's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to be good or better
- fails to close the attainment gap between the pupil and their peers
- causes their attainment gap to widen as a result.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, Trinity Road Primary School start with the desired outcomes, including the expected progress and attainment. We use this to determine the support that is needed and whether we can provide it by adapting the school's core offer, or whether something different or additional is needed.

In line with the local authorities work around Ordinarily Available, the school is working towards a range of interventions becoming part of the universal offer, meaning a wider range of needs are met without requiring a One Plan or an Educational Health Care plan. Some of this work has already been undertaken and is described elsewhere in this document.

Who leads special educational needs and disability provision at Trinity Road Primary and How do I contact them?

All staff at Trinity Road Primary have a role in supporting special educational needs provision at various levels and depending on your query will depend who is best placed to help you.

Please contact our school office:

- If you have any enquiries regarding dietary or medical issues, including booking in for a care plan meeting, please contact our office staff on the main school number 01245 354517
- Are unsure who to contact regarding your query

Please contact your child's class teacher:

- If your child is already with us and your query is about class-based support, including their One Plan/suitability for a One plan, your first point of contact should be your child's class teacher. They have the most knowledge around your child's current progress, attainment and accommodations and will be available face to face at the end of the school day. Alternatively, you can contact the school office to arrange a meeting with them.
- If you are considering a referral to the pediatrician regarding learning difficulties

Please contact Lindsey Gillespie, SENDCo:

- If your child is already with us and your query has not been resolved at the class level;
- If your query is about your child's Educational Health Care Plan, or is joining our school and has identified SEND.

Please contact the pastoral team:

- If you are considering a referral for mental health support for your child or are struggling with home routines or attending school, then the pastoral team are your first port of call and can support with guidance as to which agencies may be able to help, as well as advising on home routines and other parenting aspects.

If you are interested in your child attending Trinity Road Primary and your child has an EHCP, your first point of contact will be Lindsey Gillespie, our school SENDCo. You can reach Lindsey via the school office on 01245 354517, dropping in, or by emailing office@trinityroad.essex.sch.uk

What are the admissions arrangements for Trinity Road Primary School?

Admissions criteria and information to the main school can be accessed here

If your child has SEND, once your child has been offered a place, the school office or SENDCo will contact you to discuss any special educational requirements your child may have. Pupils with specific needs joining the school for the first time may be offered an extended transition, on a short-term basis. This is only considered where:

- there is a justified concern for the impact on the pupil's wellbeing
- the school requires further information
- the school must reorganise or hire staff in order to meet the needs of the pupil.

This is discussed with parents as required.

What are the admissions arrangements for the Enhanced provision at Trinity Road Primary School?

Please contact your child's Speech and Language Therapist or the Enhanced Provision by dialing 01245 354517 and requesting a call back if you would like to enquire about eligibility to the enhanced provision. Therapists will need written permission to access your child's records, if contacting the enhanced provision directly. This can be emailed in to inclusion@trinityroad.essex.sch.uk. Therapists will also need the contact details for your child's current therapist to discuss suitability before a tour or application can be considered.

We welcome visits from families of eligible pupils, and these can be arranged once we have ascertained your child's suitability for our provision. Admissions to the enhanced provision are via panel, which are held each half term. Further information can be found here:

Admissions criteria and information to the enhanced provision can be accessed here

How will I know my child has SEN?

Your child's class teacher or the SENDCo will initially discuss concerns around progress with you, either at a parent's consultation, or a separate meeting. Where appropriate and depending on the aim of the required discussion, this may or may not include the pupil. These conversations make sure that:

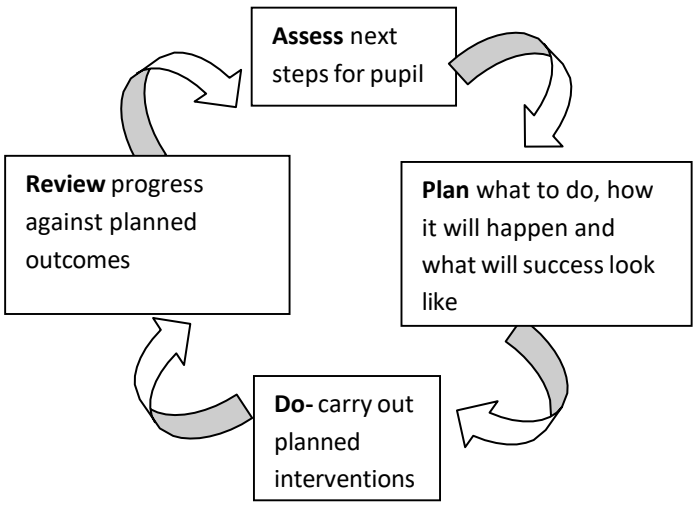
- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the family's concerns
- everyone understands the agreed outcomes sought for the pupil
- everyone is clear on what the next steps are.

Notes of these early discussions are added to the pupil's record.

The school notifies parents when it is decided that a pupil requires SEN support.

How will you assess and review my child's progress?

The school follows the graduated approach using a four-part cycle of **assess, plan, do, review**.



The class teacher works with the SENDCo to carry out a clear analysis of the pupil's needs. This draws on:

- the teacher's assessment and experience of the pupil
- the pupil's previous progress, attainment and behaviour

- other teachers' assessments, where relevant
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant.

The assessment is reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school regularly reviews the effectiveness of the support and interventions and their impact on the pupil's progress, via a learning plan. Learning plans are shared with parents termly and overseen by the class teacher.

How will you support my child moving between key stages?

The school shares information with the teacher, school or other setting the pupil is moving to, on a 'need to know' basis, in order to ensure staff are able to provide appropriate provision and a smooth transition. This includes sharing information regarding the types of support in place, advice from outside agencies and if appropriate, requests for an extended transition.

What is your approach to teaching pupils with SEN?

- Wherever possible, pupils receive the majority of their education in their assigned classroom.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is the school's first step in responding to pupils who have SEN. This is differentiated and varied for individual pupils.
- Where pupils are taught outside of their assigned classroom, they will return to class for agreed lessons which they are able to access.
- To support the growing mental health need among primary aged pupils, the school utilises the Zones of Regulation as part of our universal offer. This no longer equates to an intervention in our school and is part of our work to meet the local authorities Ordinarily Available.
- To support increased sensory and regulation needs, the school runs sensory circuits and is developing regulation stations in each classroom. Regulation

stations form part of the universal offer and sensory circuits are now part of 'Targeted Support', meaning this is now available to a wider range of pupils.

The school also provides a range of interventions including:

- Universal Support in addition to High Quality First Teaching
- Zones of Regulation: Emotional Literacy and regulation designed to be neurodiverse friendly
- Moving on Up: Growth mindset and behavior expectation developed with neurodiverse community in mind
- Regulation Stations: Regulation needs, movement breaks, meeting own needs
- Wobble stools and standing desks in every classroom
- Widgit symbols: Supporting language and English as additional language across the curriculum to aid access and increase independence
- Word Aware multi-sensory approach to vocabulary: researched approach which supports pupils with speech & language difficulties and/or EAL
- Makaton (EYFS): Supports pupils with speech & language difficulties and EAL to access the curriculum
- Cued articulation (EYFS): Supports children with speech & language difficulties/EAL to locate where sounds are made in the mouth and throat; supports phonic sound production
- Reader pens: supporting decoding/language needs to aid independence, access and a focus on comprehension
- Writing scaffolds: A range of these are available in classrooms to support children in formulating and organizing their ideas
- Table Fables (2-6): Online support for basic maths skills including number bonds, time, times tables & fractions. Story based and developed for children with dyslexia and other types of neurodiversity
- Mastering Maths (EYFS-yr 3): Universal intervention for number area of maths
- Range of parent workshops available across the year to support school attendance, challenging behavior, anxiety, transition, supporting ADHD/ASD needs

Targeted Support:

- Sensory Circuits: Supports regulated transition into school
- Pupil Premium catch up plan: For pupils identified as Pupil Premium, but not SEND. This is a group level plan to give raised status to pupil who require additional support, but are not recognised as having a special educational need. These are currently being trailed in some classes
- Phonics Keep Up interventions
- Lexia: individualised reading programme, which stretches from single sound tuition to spelling and grammar. Children access this 3 time a week in school and twice a week at home
- Number Stacks (year 2-6): Maths intervention
- Access to homework club
- Provision of Speech & language plan-usually provided at the group level

- Referral to mental health agencies for tier 2 level support (Kids Inspire, Barnardos, Farley's etc)
- Access to small group support via the Pupil Premium Teacher
- Small group or individualised support from the pastoral team. This could parent or child work.
- Use of a laptop
- Clicker: Writing support programme

Individualised support:
Pupil premium breakfast club (invite only)
Phonics Catch-Up programme
Referral to outreach providers such as Hawthorns, New Beginnings, Reach, specialist teaching services or similar
Access to provision funded via Inclusion Bid Funding
Highly differentiated curriculum
Application for/administration of Educational Health Care Plan
Individualised support or high levels of small group support
Referral to mental health agencies for level 3 support (CAMHs etc)
Other interventions may be available depending on need, professional advice and capacity.

Who receives a One Plan at Trinity Road Primary School?

Children accessing a number of targeted and/ individualised interventions may be appropriate for a One Plan. Children struggling with one area of need, that access predominantly universal support will likely not require a One Plan in our school. This may mean that as we increase the Universal Offer, your child may no longer require this plan. Where a plan is ceased, families will always be consulted. Plans will not usually be ceased immediately and children can always be considered to go back onto a plan, where necessary.

What other reasonable adjustments do you make to ensure my child reaches their full potential?

Trinity Road Primary School may make adjustments to the provision of the curriculum. This may include differentiating teaching to cater to longer processing times, reading instructions aloud and pre-teaching key vocabulary; the use of additional recommended resources, small group work, adjusted seating positions, support with self-care needs, visual timetables, or daily or weekly curriculum-based interventions. This is in addition to the above-mentioned accommodations. The school may also consider adjusted entrance and exit routines, start times, short term reduced timetables

Where appropriate, the school will work with outside professionals to seek additional support, expertise and advice.

Is there 1:1 support available for learning?

The school actively promotes independent learning; therefore, pupils are usually placed in small group interventions. It is unusual for pupil's to be provided with one-to-one support.

All classes are assigned a teaching assistant for at least part of the school day and they work with groups of pupils, as directed by the class teacher and senior leadership team.

What skills and training do staff have?

- Our Headteacher is a Trauma Perceptive Practice trainer, qualified teacher (SCITT), qualified SENDCo and Designated Safeguarding Lead (Level 3).
- Our Deputy Headteacher has completed an MSC in Psychology, is a qualified SENDCo, is a qualified teacher (PGCE), Designated Safeguarding Lead (Level 3), and is currently the Senior Mental Health Lead.
- Our SENDCo is a qualified teacher (), Qualified SENDCo (), is the Designated Teacher for Looked After Children
- Our class teachers and support staff have a range of training, including Safeguarding, Mental Health First Aid, Trauma Perceptive Practice, regular and ongoing Speech and Language training and behaviour training. This academic year, staff have received a range of training including First aid, Autism Education Trust…, Language for Thinking, Word Aware training, Oracy, Elklan Language Builders, Phonics, Maths Mastery, Number Stacks & Talking for Purpose, training in the SCERTs model of Autism support, Training around sensory diets and sensory needs, among others.
- Our Pastoral Support Lead is a trained counsellor and psychotherapist and a Designated Safeguarding Lead (Level 3).
- Our Learning Mentor is a Trauma Perceptive Practice Trainer, has completed Ready to regulate, is a PRICE restraint trainer and leads on Opal Play
- The school also works closely with our LA Inclusion Partners, School Effectiveness Partner and wider available specialists within the local area such as Educational Psychologists and specialist teams.

How do you secure equipment and outside support for pupils with SEN?

The SENDCo will:

- refer to appropriate agencies to request advice or support where pupils present needs which are specific and specialist.
- Request additional funding for children who may need an Educational Health Care Plan or transitional/health funding IPRA.
- request additional funding from the Local Authority where pupils require specialist equipment and work with the relevant agency to ensure it is procured within a reasonable timeframe.

How do you evaluate the effectiveness of SEND provision?

The school evaluates the effectiveness of provision for pupils with SEN by:

- planning and delivering training and improvement priorities for the academic year within the school development plan
- observing teaching and learning in various subjects across the year for all pupils
- reviewing the impact of interventions at regular intervals (as appropriate)
- measuring progress towards targets set in learning plans, with parents, termly
- ensuring the SENDCo undertakes pupil observations, where necessary
- holding annual reviews for pupils with Educational Health Care plans
- working closely with the allocated Inclusion Partners

How do you ensure my child is included in activities alongside pupils who do not have a special educational need?

Trinity Road Primary School teaches the vast majority of pupils within their own class and alongside their peers as much as possible. We ensure that pupils in the school are included in all aspects of learning and school life, dependent on their needs. Through high quality teaching we use a variety of methods to meet the learning styles of each pupil and their range of abilities. The majority of provision is managed by the class teacher and provided within the classroom setting. Pupils who take part in interventions outside of the classroom may be grouped with other pupils who are working towards a similar target, for short periods of time. In some exceptional circumstances, some pupils are taught more frequently outside of their classroom; however, this would only take place, to support their wellbeing, or where they may be at risk of exclusion. In most circumstances, this would be a short-term measure.

The school supports a range of educational needs. Pupils who use specialist equipment are accommodated where possible, to ensure they have adequate and equal access to high quality teaching.

- all of the school's extra-curricular activities and school visits are available to all pupils, including all school clubs.
- all pupils are encouraged to go on the school's residential trip(s).
- all pupils are encouraged to take part in sports day/school plays/special workshops
- wherever possible, pupils are never excluded from taking part in these activities because of their SEND or disability.

How will you support my child's social, emotional and mental health development?

Trinity Road Primary's Relationships Social Health and Citizen Education (RSHE) curriculum addresses the social, emotional and mental health development of pupils. We believe that by providing pupils with a range of strategies to support their emotional wealth and wellbeing, they are better equipped to deal with modern life in a resilient way. The strategies taught include building good relationships with peers and staff, finding space to think and reflect, writing down or discussing worries, valuing the ideas of others and collaborative problem-solving amongst others.

To support the growing mental health needs of primary pupils, the school has implemented The Zones of Regulation as a school wide curriculum. This is explicitly taught in assemblies across the year, with linked activities within classrooms. This curriculum has been further developed with the help of an occupational therapist, who is supporting the school to increase the sensory regulation offer within our classrooms.

All pupils are able to contribute to the school council and are actively encouraged to participate fully to share their ideas and have their voice heard. Additionally, there are frequently activities at break times which support teamwork and building friendships.

The school is working with Opal Play to increase the access to high quality play during social periods. This is proven way to increase social skills and social emotional mental health and is a further way we are dedicated to improving social outcomes for children.

This year we engaged a highly experienced Forest School Lead. Mrs South provides a forest school curriculum for all children in our school supporting their development via outdoor curriculum. All children access Forest School on a weekly basis, despite the weather and this supports emotional development, as well as self-esteem and resilience, therefore feeding into our current focus on growth mindset development for our children.

Teachers and support staff take an active interest in the development and wellbeing of all pupils in their care. Some pupils are assigned a Key Worker who meets with them on a regular basis to support their emotional and social development.

We are very lucky at Trinity Road Primary School to have a Pastoral Support Lead, who is a qualified counsellor on a full-time basis. Lesley Gilbert, is able to support pupils and families with parenting advice, signposting to a range of services, wellbeing check ins, family support and short term therapeutic support, amongst other things. Lesley also leads on attendance matters and is a Designated Safeguarding Lead. Lesley can be contacted directly through the main telephone number, 01245 354517, selecting Option 2, and is usually available on the gate in the mornings and afternoons. Lesley Gilbert is also supported by our Learning Mentor, Mrs Sumner, who supports children struggling to access the classroom and with emotional regulation, amongst other things.

Circumstances may arise where the school feel a referral to an outside agency may be more appropriate. On these occasions the school would usually, but not exclusively, refer pupils to the Emotional Wellbeing Mental Health service (EWMHs) and/or an Early Offer of Help service. This decision would always be made with the parents.

Trinity Road Primary have a zero tolerance to bullying, including cyber bullying.

What other agencies do you work alongside?

Where staff require specialist advice, or are advised to contact outside agencies, staff make the appropriate referral, with parental consent. The school provides as much information about the pupil to the agency and shares any advice with parents.

Trinity Road Primary work with a range of service available from the Essex Local Offer, including SEND Operations, Social Care and NHS services. We also work with a range of other agencies, as appropriate, where recommended by recognised professionals.

What should I do if I am unhappy with the provision for SEN?

If you are unhappy with the SEND provision your child receives, you should contact your child's **class teacher in the first instance**. If the issue is unable to be resolved, you can make an appointment with the **school SENDCo**. If you remain unhappy with the outcome, you may then escalate your concern to the **Deputy Headteacher**. Where concerns cannot be resolved, please follow the school's complaints procedure.

Meetings with the class teacher, SENDCo, Deputy Headteacher or Headteacher may be arranged via the school office.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- exclusions

- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services.
- Further information regarding raising a complaint with the local authority is available here

Are there any local support agencies in Essex?

There are a range of parental support services available within Essex. These include Autism Central, SENDIAS and Families In Focus. Both agencies offer independent support to parents and are particularly active in the area. Please contact the Inclusion Lead if you require further information.

What is the Local Authority Offer and how do Trinity Road Primary contribute to that?

Under the requirements of the Children's and Families Act, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the pupils and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. The Essex local offer can be accessed via the Essex LA website at: Essex Local Offer for SEND

Trinity Road Primary contribute towards the local offer though providing a range of support and interventions for pupils who do not progress in line with age related expectations. This may include applying for an Educational Health Care plan and/or referring for outside agency support.

The enhanced provision at trinity Road Primary School is part of the Local Offer and pupils admitted to this area of our school are overseen by the local authority.

What are your monitoring arrangements?

This policy and information report is reviewed by the Inclusion Lead every year. It is updated if significant changes to the information are made during the year.

The SEND Policy and Information Report is approved by the governing board on a yearly basis.

Links with other policies

Accessibility plan

Behaviour policy

Complaints policy

Equality policy

Inclusion (SEND) policy

Supporting Pupils with Medical Conditions policy

Updates include:

Pastoral team signposted for low level SEMH needs and parental support
A range of interventions are becoming part of the universal offer, meaning a wider range of needs are met without requiring a One Plan or an Educational Health Care plan.
The SENco details have been updated.
We welcome visits from families of eligible pupils for the SA:LT EIS provision, and these can be arranged once we have ascertained your child's suitability for our provision.
A list of interventions has been detailed.
Information for who receives a one plan and adjusted short term time-tables.
Additional information on staff skills.
An introduction to Opal play to develop SEMH skills.