



Our mission - 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God'.

Our Core Values;

Faith, Aspiration & Unity

We are committed to providing a positive working environment, which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

SEND Information Report

SEND Information Report - Document Status			
Date of review completion	January 2026	Named Responsibility	SEND Coordinator (KS) reviewed by CSSS Committee
Date of Policy Adoption by Governing Body	January 2026	Next Review Date	December 2026
Policy Basis	Written in reference to <u>Special Educational Needs and Disability (SEND) Code of Practice</u>		

Introduction

At Holy Trinity Academy we are dedicated to promoting a distinctive Christian ethos by upholding the teachings of the Christian Church. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of inclusive co-operation and always treat each other with courtesy and respect.

Holy Trinity Academy is an inclusive, mainstream, faith school with a commitment to enabling all of our students to reach their potential, both academically and more broadly, including those with special educational needs or disability. Education is a shared responsibility, and we aim to work in partnership with parents and other professionals.

This report provides an overview of how Holy Trinity Academy is currently supporting students who have Special Educational Needs and/or Disabilities (SEND). The report is updated and reviewed each year by key stakeholders: the SENCO, the Senior Leadership Team and the Governing body.

Who do I contact?

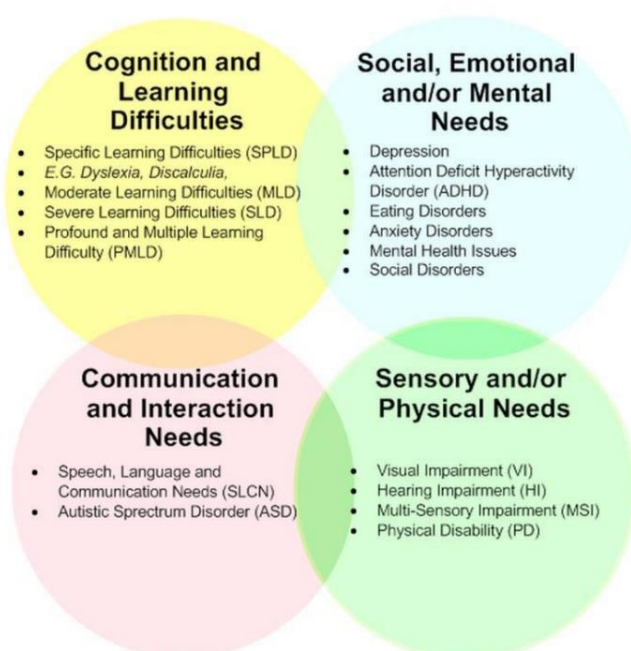
Form Tutor	The first point of contact for any query relating to your child. The form tutor will liaise with relevant staff regarding any concerns. Form tutors are ideally placed to monitor the general progress of your child and to intervene and offer guidance in instances of underachievement. Where there are concerns around potential barriers to learning, the form tutor will initiate our Triage process.
Subject Teacher	Subject teachers are responsible for adapting and refining the curriculum to respond to the strengths and needs of all students. Subject teachers monitor progress and plan and deliver the curriculum using appropriate strategies.
SENDCo / Deputy SENDCo	<p>Mrs Staton is the SENCO. She is a qualified English teacher, as well as having completed the NASENCO award with distinction. As SENCO, Mrs Staton develops the school's SEND Policy and, supported by the Deputy SENCO (Ms Ralph) has responsibility for:</p> <ul style="list-style-type: none">• coordinating provision for students with SEND.• carrying out Annual Reviews• providing specialist advice and facilitating training to ensure that all staff are skilled and confident in meeting a range of needs• liaising with external agencies where appropriate, including referrals for ADHD and ASD/ASC.• keeping parents informed about the range and level of support offered to their child.
Mental Health Needs / Designated Safeguarding	Ms Montgomery is our DSL and Mrs Handy is our Mental Health Lead who is the lead professional for students who are struggling with mental health and wellbeing.

Lead (DSL)	
Medical Needs	Mrs Attley is our Medical Administrator

We have a team of 9 Teaching Assistants, including full-time and part-time members of staff. Ms S. Fitzsimmons is the Governor with oversight for SEND.

Areas of need

Support is tailored to match the four broad areas of need as defined in the SEN Code of Practice (2014): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory/Physical needs.



How do we identify and communicate SEND at Holy Trinity Academy?

Information is shared between all primary and secondary school SENDCOs throughout the transition process during the summer term of Year 6. We work closely with feeder primary schools prior to transition and this includes identifying those students with additional needs.

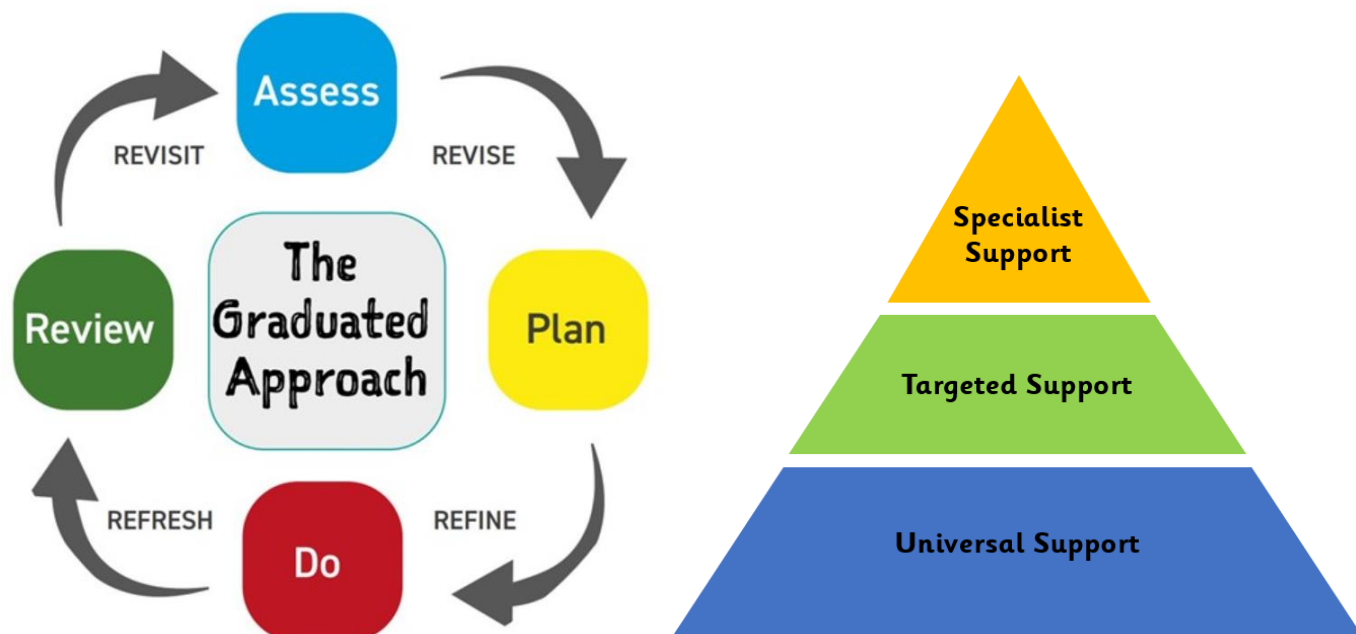
We carry out screening tests for all students in Year 7. The focus is to help identify those who may have barriers hindering their access to the curriculum. Students with known SEND are included on our Monitoring register. This includes, in an informative capacity, those who have known barriers to learning but would not meet the thresholds for additional targeted support e.g. a high attaining student with dyslexia, whose needs would be met through reasonable adjustments and adaptive teaching. Our registration system also includes subtle 'flags' as a reminder to teachers of those students in their classes who have additional needs.

Where there are concerns that a child or young person may have unidentified barriers to learning, a Triage approach is used to seek feedback from teachers and to put in place strategies to support them. This forms part of our Assess-Plan-Do-Review process. Parents and students are involved in, and contribute to, the triage process.

What provision is made for students with SEND?

Our policy is to facilitate full access to our broad and balanced curriculum, and to extra-curricular activities, for our SEN and disabled students, so that they do not feel they are treated less favourably than other students.

Holy Trinity Academy follows the graduated approach, which is outlined in the SEND Code of Practice (2014).



The Graduated Approach states that, for the vast majority of children, including those with SEND, their needs will be met through high quality teaching (Universal Support). We are committed to the guidance that 'every teacher is a teacher of SEND' and to using adaptive teaching within the classroom to help all students access the curriculum and progress.

Our aim is to foster independence and to prepare our students for adulthood. We provide some targeted support, which is limited by our resources and is allocated according to priority of need.

Targeted support includes:

- a range of evidence-based reading interventions (1:1, paired or small group)
- Access to IDL Literacy and Numeracy
- Catch Up Numeracy (limited provision)
- Catch Up Literacy (limited provision)
- Catch Up Science (limited provision)
- Social skills groups
- Zones of Regulation
- Lunch and break clubs
- Homework Club
- TA support in lessons (for students with an EHCP)

- TA key worker (for students with an EHCP, where there is a need)
- Speech and Language therapy (where available)
- Liaison with, and support through, external agencies, including BEE-U; Sensory Inclusion Service (Teachers for the Hearing Impaired and Visual Impaired); Physiotherapy; Occupational Therapy; Educational Psychologist (limited); Social Care and Telford and Wrekin's SEND advisory teams (LSAT/BSAT).

Students with the most severe/complex needs (typically those with an Education, Health and Care Plan (EHCP)) will be prioritised for support, which is within the classroom where possible. As part of our whole-school approach, all staff recognise their role in promoting and supporting the emotional well-being of our students and ensuring their active involvement in all aspects of our school and wider community. Our Enrichment and PSHE/RSE programmes have focus areas including preparation for adulthood and issues relating to mental health.

Social development is also supported via Holy Trinity Academy's pastoral arrangements and its offer of emotional and wellbeing support. Social skills programmes, lunchtime and break time provision delivered by our SEND Team also take place to support students with additional needs. The school has a strong and effective anti-bullying policy.

Students with special educational needs may be allocated a key worker, which is likely to be a Teaching Assistant for those with an EHCP. All students have access to their Year Group's Pastoral Support Officer (PSO). In some instances, students with an EHCP will receive additional support in lessons from a Teaching Assistant. This support is deployed to support students in accessing the curriculum whilst helping them towards developing independence as learners and to prepare students for adulthood. The school's mainstream funding (notional budget) and top up funding is used to resource SEN support. Our SEND Policy can be found here. <https://holytrinity.academy/wp-content/uploads/2026/01/SEND-policy-2025-1.pdf>

Monitoring progress

All students receive formal progress reports throughout the school year. In addition to this, subject teachers, form tutors and PSOs monitor the on-going progress of students and seek to proactively address situations where a child is not making expected progress or meeting school expectations. This may include individual or group support through our subject departments or pastoral teams.

If parents have any concerns they can contact their child's PSO or SENCO to arrange a conversation regarding this. Where a student has an EHCP, there will be an Annual Review with parents to consider progress towards the student's stated outcomes and to review provision in light of this. Students contribute to these reviews. School leaders meet fortnightly to monitor the wellbeing of identified students through an Inclusion meeting. The Deputy SENCO monitors attendance for students with SEN.

School environment and Accessibility

Holy Trinity Academy is a large school, set over a large site, with two different buildings, housing different subject areas. Both buildings have lifts to access the three floors in both buildings.

The school provides:

- Accessible toilet and changing facilities
- Lifts and ramps for access to some areas of the school
- Where it is reasonably practical, Holy Trinity Academy will ensure access to off-site activities organised by the school

We endeavour to ensure that all aspects of the curriculum are accessible to all. Whilst undertaking our statutory duties, we also apply the reasonable adjustment duty so that reasonable steps are taken to ensure that every student is included in every aspect of school life. Risk assessments are made for every school trip or event taking place inside school and external to the school setting. The school liaises with parents/carers, the school nurse and any outside agencies regarding the specific needs of our students where appropriate.

The school will liaise with students, parents/carers, primary school and any advisors regarding the admission of disabled students as part of our transition arrangements. Please see the Accessibility Policy on our school website for further details.

Parent and Student Voice

Holy Trinity Academy creates a number of opportunities for parents of children with SEND to become engaged in the education and development of their children.

These include:

- Regular contact with form tutor
- Parents' Evenings
- SEND Parent surgeries
- Regular updates on SEND provision, both in and beyond school, through the parent bulletin
- Feedback sought from students and parents around student wellbeing and impact of provision
- Parental involvement in the Triage process
- Annual Review Meetings
- Access to Provision Maps for those on the SEND register

Full details of our curriculum and schemes of work are published on the school website to aid parents in supporting their child at home. We seek opportunities to involve our students in championing diversity across the school, and students with SEND have been actively involved in Student Leadership, including acting as Student Ambassadors for Equality and Diversity and as part of the Chaplaincy Team.

Staff training

All teaching staff have received basic training in special educational needs. Training is provided to all staff including teachers and teaching assistants as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

Teachers are also provided with relevant information about students with SEND or additional learning needs through our confidential SEND Register. This provides up to date information for staff about a student's needs and how best to support them.

Our SENDCo and SEND Support staff keep abreast of current local and national initiatives and policies to support students with SEND and welcome opportunities for sharing good practice with other local schools. The school also seeks advice and guidance from our allocated Learning Support Advisory Teacher to review, evaluate and develop provision for students who have the most complex needs.

Support with transition

We work closely with our primary school feeder schools to support transition to Year 7 in Holy Trinity Academy for those with SEND and will attend transitional Year 6 Annual Review meetings wherever this is possible.

Information, advice and guidance is provided to all students in the school through our PSHE programme, including careers education (provided by HTA's Future Focus Advisor). When moving from Key Stage 3 to 4 (at the end of Year 9), parents and students discuss appropriate option choices with their current teachers. SEND students and parents have the opportunity to meet with staff to ensure all pathways are fully explored before choices are finalised.

Our Future Focus Advisor provides additional support and guidance on transition to the next phase of education and careers appointments are available on request. Our Future Focus Advisor attends Year 11 Annual Reviews for students with EHCPs where appropriate and feasible.

Exam Access Arrangements

Some students may need reasonable adjustments or arrangements to ensure that they have equal access to examinations. These arrangements may include supervised rest breaks, additional time, reader, scribe, small room provision or use of laptop.

The school uses screening tests, alongside existing knowledge of need, to identify those students who may have a need for exam access arrangements. Where there is a perceived need for extra time, students will be referred to our in-house assessor to ensure that criteria are met for an application to JCQ, the exam regulatory body. Teacher evidence of need is also necessary.

Holy Trinity Academy is committed to working in partnership with external agencies in support of learners with SEND as appropriate.

Support Services/Useful Information for parents of students with SEN		
Telford and Wrekin Local offer	Information about local services, support and activities available to families, children and young people aged 1- 25 with special educational needs or disabilities for students and their families can be found in the Telford and Wrekin Local Offer Web link, which can also be found on our website.	SEND - Local offer
SENDIASS (SEND Information, Advice and Support Service)	Offers a free, statutory advice and support service about SEND for young people and their parents/carers	Telford SENDIASS SENDIASS Telford
NASEN National Association for SEN	Membership organisation that supports and champions children and young people with SEND and learning differences.	About nasen Nasen
PODS (Parents Opening Doors)	PODS is a peer lead charity who work with and involve families who have	Home - Together We Can Make a Difference

	children and young adults with an additional need or disability.	
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Complaints

Should you need to raise a complaint relating to SEN provision, please follow the procedure as detailed in the school Complaints Policy.

Contact Details

All enquiries regarding SEND at Holy Trinity Academy should be directed in the first instance by email to enquiries@holytrinity.academy .

This SEN Information Report has been reviewed in January 2026 and will be reviewed annually i.e. September 2026 or earlier, if required.