

Holy Trinity SEND Information Report

Special Educational Needs and Disabilities (SEND) Local Offer and School SEND Information Report



Holy Trinity Primary School, Cookham

Name of Headteacher:	Anna Smith
Name of SEND Co-ordinator (SENDCo):	Amy Buckley
Name of SEND Governor:	Mrs Kate Winrow-Davies
School address:	School Lane Cookham Berkshire SL6 9QJ
Contact telephone number:	01628 523766
School email address:	office@holytrinitysch.co.uk
School website:	http://www.holytrinitysch.co.uk
Type of school:	Maintained, Mainstream Primary School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Holy Trinity we endeavour to allow our children to explore and understand the world around them. In our inclusive setting, all children are encouraged to become active independent learners. Staff are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We believe that children can be helped to overcome their difficulties if they are provided with the learning experiences and resources to cater for their needs.

We can provide additional support for children with a range of needs including:

- Communication and interaction, e.g. autism, speech, language and communication difficulties
- Cognition and learning, for example difficulties with learning to read and write, difficulties remembering new concepts, dyslexia, dyspraxia
- Social, emotional and mental health difficulties e.g. Attention Deficit Hyperactivity Disorder, anxiety, attachment difficulties
- Sensory and/or physical needs for example visual impairments, hearing impairments, processing difficulties, epilepsy

The school looks carefully at each individual child's needs when deciding how best to support them. The view of the pupil is always considered and parents are involved in any decisions made regarding additional support.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

At Holy Trinity the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within EYFS and screening checks are carried out when children raise concerns regarding development.

A high level of ordinarily available provision is available to all children with an emphasis on Quality First Teaching. Teachers are able to meet with the SENCO at any time if they wish to raise a concern about a child. Parents are welcome to raise concerns about their child's progress at any time by making an appointment with either the class teacher, in the first instance, or SENCO.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If parents or carers have concerns that their child has SEND, in the first instance they should speak to the class teacher. The class teacher will then liaise with the SENDCo, so that a plan of action can be agreed.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

All pupils receive quality first teaching with tasks adapted and scaffolded to meet the individual needs of pupils. All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure that their progress is maximised. Support is provided in a way that encourages the child's independence, with staff scaffolding learning and providing co-regulation as needed.

When a class teacher or the SENDCo identifies a child with SEND, the class teacher provides interventions that are additional to, or different from, those provided as part of the school's usual curriculum and strategies.

Support Plans (Individual Education Plans) are used to help form targets which are specific, measurable, achievable, relevant and time limited (SMART). The targets on a child's Support Plan are based on collaboration between all the parties involved, i.e. the child, parent, SENDCo, class teacher and teaching assistant.

Some pupils will have an Education and Health Care Plan where specific provision is outlined.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

The school provides various interventions and types of support in order to meet the individual needs of the children. Specific interventions may be delivered in small groups or on an individual basis by a teacher or teaching assistant. Children are provided with specialist equipment or resources where appropriate. Teaching assistants are trained to deliver specific programmes to children with SEND such as Speech and Language Therapy or Occupational Therapy programmes, under the guidance of our link therapists.

The school also has an Emotional Literacy Support Assistants (ELSAs). The ELSA works with individuals or small groups of children who may have social and emotional difficulties. The ELSA is supported through regular supervision meetings with an Educational Psychologist.

The deployment of teaching assistants is focused on where they will have the most impact on the children's progress and wellbeing.

Teaching staff have received training on attachment theory, and subsequent to receiving the Bronze, Silver and Gold Attachment Aware Schools Awards, are continuing to develop their knowledge and understanding of attachment and trauma informed approaches to building and maintaining relationships. Governors who attend the Teaching and Learning committee meetings have also received training.

In school, support staff work alongside class teachers to ensure all children receive maximum access to the curriculum. When necessary, the school provides dedicated iPads to allow SEND children to access apps that are carefully selected and regularly updated to meet the children's specific learning needs.

c. How is the decision made about what type and how much support my child/young person will receive?

Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible barriers to learning.

The class teacher will take steps to provide adapted and scaffolded learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Provision maps are devised for each class in school on a termly basis. They plot the interventions and adult support for SEND children in a weekly timetable. While provision is carefully planned, staff are able to respond flexibly on a day-to-day basis to ensure each child's needs are met as they arise.

The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class. Through these steps it can be determined which level of provision the child will need going forward.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

The school has an open door policy and recognises that the best outcomes for the child occur when parents/carers work in collaboration with the school. In the first instance, parents are encouraged to speak to their child's class teacher regarding their needs, progress, or any concerns; the class teacher will liaise with the SENDCo as appropriate. Parents are kept fully informed and are always welcome to meet with the SENDCo for further discussion or guidance. The school can also provide parents with additional information on aspects of SEND support, as well as signposting to local services and support groups.

Support Plans (individualised operational documents used by school staff) are reviewed with parents during parent consultations in the autumn and spring terms, and additionally in the summer term for children on the SEN register. Each meeting sets targets that run to the next review point, so that, for example, summer term targets extend through to the following October. This approach allows the teacher, who knows the child well, to set meaningful, achievable targets and ensures continuity in learning across transitions between year groups. While these plans are shared with parents, their primary purpose is to guide school staff in delivering consistent, tailored provision and to track progress effectively. Parents are encouraged to contribute to the targets, provide feedback, and support their child's learning at home where appropriate, ensuring a collaborative approach between home and school.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Children assess their progress in lessons. They are encouraged to help set their own targets and assess their progress towards these. Prior to the Support Plan review points, children are encouraged to reflect on their progress towards their current targets, which is recorded on their plan. In order to help the child make the best possible progress, we try to ensure that the interventions they receive match their interests.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

At Holy Trinity we analyse the progress and attainment of children against the class and national mean. The progress of each individual child on the SEND register is reviewed by the school's leadership team at regular intervals. The support provided consists of a graduated four-part process: Assess, Plan, Do and Review.

Our approach follows the graduated four-part process: **Assess, Plan, Do, Review**. This ongoing cycle allows staff to refine and adapt support as the needs of the pupil become clearer, ensuring that interventions are targeted and effective.

- Children's individual SALT targets are reviewed in consultation with the Speech and Language Therapist, either in person or via a triage line.
- Progress of children with a diagnosis of autism is reviewed termly with the SHINE outreach service.
- Children with an EHCP have an Annual Review covering all aspects of their plan, with interim reviews arranged if needed.
- Children with SEMH concerns are reviewed regularly so that additional support can be put in place, including referral to the Educational Psychologist, Early Help/Wellbeing Team, or targeted interventions such as ELSA.
- Children who are not working at age-related expectations are reviewed regularly to determine if they require additional targeted support, such as Precision Teaching, KS2 phonics interventions, or targeted reading and maths programmes.
- All children on the SEND register have a Support Plan, reviewed three times per year at key points: during parent consultations in the autumn and spring terms, and additionally in the summer term for children on the SEND register. Targets run from one review point to the next, ensuring continuity of learning and smooth transitions between year groups.

b. How do you involve my child/young person and parents in those reviews?

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. If a child is being monitored due to concerns raised by a parent or teacher, this does not automatically place the child on the SEND register; any such concerns are always discussed with parents either informally or during scheduled meetings.

Parent consultations are used to monitor and discuss progress. For children on the SEND register, in addition to the autumn and spring parent consultations, there is an extra summer term meeting to review Support Plan targets. This ensures that parents are fully involved in setting and evaluating targets and that the child's progress is tracked consistently throughout the year.

Children are actively involved in reflecting on their learning and progress where appropriate, for example by reviewing their targets and achievements during Support Plan review points.

c. How do you know if the provision for children and young people with SEND at your school is working?

Quality First Teaching is provided for all children, and is continuously monitored by Senior leaders and the SENCo. The staff are confident about their own and others' contributions toward meeting the needs of their pupils. The children who have been identified as having SEND make progress and meet their own individualised targets.

The interventions used by the school are evidence based and monitored for impact. The success of each specific intervention is assessed and informs the next steps for the child. If there is no success within a short space of time, then in line with our "assess, plan, do review" cycle, we carry out further assessments, try additional interventions and, if necessary, involve outside agency support.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

At Holy Trinity, we place great importance on supporting children's social and emotional wellbeing. As part of our inclusive ethos, we regularly run targeted intervention sessions to support children where needed and take pride in the pastoral care we provide.

To ensure that children feel included and happy at our school we often integrate a buddy system to provide support whereby children are partnered with a friend to play with. Any child identified as potentially benefiting from it, will have a staff mentor to provide additional support, particularly with transitions in mind.

To promote inclusion and positive relationships, we often use a buddy system, pairing children together to provide peer support. Children who may benefit from additional guidance are offered a staff mentor, particularly during key transitions between year groups. Where more targeted support is needed, our trained Emotional Literacy Support Assistant (ELSA) delivers individual or small-group interventions to support children's emotional wellbeing.

The impact of all social and emotional support is regularly monitored as part of the child's Support Plan and reviewed with parents during scheduled meetings. Where appropriate, we can direct parents to additional support through the Local Offer, assist with an Early Help referral, or liaise with our link Educational Psychologist to ensure coordinated support for the child and family

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We have an extensive programme of transition for all pupils who are going to join Holy Trinity, adapted to suit each child's needs. If your child has special needs we will also make sure we fully understand your child's needs through discussions with staff at your child's current school. At that meeting we will discuss any arrangements above and beyond those all children receive.

We welcome children to visit our school prior to joining us in order that they may meet their class and the school staff as well as becoming familiar with the school facilities.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Records and information of SEND will be sent to the receiving school as the child transfers. Beyond regular meetings between the SENDCos of both schools to exchange relevant information, meetings are held in the Summer Term with the SENDCos of the receiving schools.

Regular cluster meetings of RBWM SENDCos are held in order to facilitate discussion and support.

The School has an "open door" policy so that parents / carers can discuss any concerns as and when they arise. We consider it good practice to try to contact a language interpreter if needed.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

The School was built in 1858 with extensions added since.

The school's main teaching environments are on one level, with some classrooms at different levels. Wheelchair access to the school is generally good, and ramped access is provided where needed. Disabled toilet facilities are available. For full details on accessibility, including specific classroom and toilet access, please refer to the school accessibility plan.

b. What if my child needs specialist equipment or facilities?

The school will endeavour to source and allocate funds for the specialist equipment that your child requires. Where this is not possible through a child's EHCP, the school will explore other sources of funding.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We provide a broad range of clubs before, during and after the school day. We want all children to take part in activities outside the classroom. All school clubs are made accessible for SEND pupils.

When planning school trips, we consider the needs of the pupils, identifying all potential risks prior to the visit.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The school has a Special Educational Needs Coordinator (SENDCo), who is an experienced class teacher and attends regular training/cluster meetings with the local authority. Staff receive ongoing training on how to meet the needs of pupils with SEND. Teaching assistants are trained to deliver a range of interventions, and are supported by the SENDCo and outside agencies. The school has an Emotional Literacy Support Assistant (ELSA), who works with individuals or small groups of children in each Key Stage. Staff have received training on attachment theory including emotion coaching. For targeted one-to-one interventions we endeavour to provide specific training.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Support and guidance - both formal and informal - may be sought from specialist services to help us meet your child's needs. Where formal proceedings are undertaken, we will inform you beforehand and ask for your permission to discuss your child with them.

The agencies we involve may include:

- Speech & Language Therapy Service provided by the local authority
- Educational Psychologist Service provided by the local authority
- Shine Team (Outreach Autism Service)
- School nurse provided by the local authority
- Education Welfare Officer (EWO) provided by the local authority
- Occupational Therapy/Physiotherapy provided by the local authority
- The Early Help Hub (including behaviour support)
- CAMHS (Child & Adolescent Mental Health Services)

The referrals to the above services are co-ordinated via our SENCO as a result of discussions at progress meetings, parent consultations and as part of our "assess, plan, do and review" cycle. We have access to Specialist Advisory Teachers who are able to assess children in order to give a greater understanding of specific needs, should it be required.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide free, impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@RBWM.gov.uk

Website: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/information-advice-and-support-service-ias>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes
b. Where can I find other school policies relating to SEND?
<p>The following SEND policies are available on the school website at the following link: https://www.holytrinitysch.co.uk/policies.aspx</p> <ul style="list-style-type: none"> • Special Educational Needs Disability Policy (SEND) • Disability Equality Scheme (inclusive of Accessibility Plan) • Child Protection & Safeguarding Policy • Behaviour Principles & Behaviour Policy • Single Equality Scheme • Medicine in Schools Policy • Whistleblowing Policy <p>Other policies are available through the school office:</p> <ul style="list-style-type: none"> • Positive Handling Guidance • Intimate Care

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Where it is identified that a child on our SEND register requires specific resources in order to support their learning, we look to acquire them as quickly as possible. At present iPads are being used very effectively alongside other targeted resources to help our children progress in their learning.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

The school has an arrangement whereby parents who have a concern or complaint can contact any member of staff. A meeting can then be arranged for the appropriate staff and others to discuss the issue.

To view our Complaints Procedure, visit the Policies section under Key Information on our website: <https://www.holytrinitysch.co.uk/policies.aspx>

11. Glossary

Terms used in this document	Description/explanation of term
Behaviour Support	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families
Educational Psychologist	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and

Special Educational Needs and Disabilities (SEND) Local Offer and School SEND Information Report
Reviewed: March 2026

	young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools.
Special Educational Needs Coordinator (SENCO)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within a school