



Special Educational Needs Information Report

September 2025

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. Pupils with a Special Educational Need/s and or Disabilities will take part in the activities of the school together with pupils without a Special Educational Need/s and or Disabilities whenever possible.

The school will meet the needs of children with the following SEND:

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

A glossary of the most used SEND terms is available at the end of the document.

Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?

Class Teacher Responsible for:

- Quality first teaching of all children in their class including differentiating work for individual children,
- Responding to the children who have SEND needs in their class.

Special Educational Needs/Disabilities Co-ordinator (SENDCo) Responsible for:

- Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all children get a

consistent, high-quality response to meeting their needs in school.

Ensuring that you are:

1. Involved in supporting your child's learning.
2. Kept informed about the support your child is receiving.
3. Involved in reviewing your child's progress

In addition, the SENDCo will:

- Liaise with outside agencies who may be involved in supporting your child's learning e.g. Speech and Language Therapy, Educational Psychology, paediatrician.
- Update the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.
- Ensure children receive high quality interventions and training staff to deliver them.

The Senior Leadership Team is Responsible for:

- The strategic vision of SEND and inclusion across the school.
- Leading the educational development of the school and ensure that each pupil's educational programme meets their individual needs.
- Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

Governing Body Responsible for:

Making sure that the required support is made available for any child who attends the school who has SEND.

What are the different types of support available for my child with SEND at Holy Trinity?

Quality first teaching by class teacher (universal support)

For your child this would mean:

- That the teacher has the highest possible expectations,
- That all teaching is based on building on what your child already knows, can do and can understand,
- Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class,
- Specific strategies/ interventions (which may be suggested by the SENDCo or outside agencies) are in place to support children to learn,
- That your child may receive some additional individual or small group support in the classroom or in sessions outside of whole class learning,
- Formally assessing your child's progress throughout the year and setting targets to ensure that gaps in their understanding and learning are addressed,

- Review your child's progress based on their targets.

Targeted interventions (targeted support)

- These may be run in the classroom or in some cases outside of whole class learning.
- They may be delivered by a teacher, Teaching Assistant (TA), Higher Level Teaching Assistant (HLTA) or Early Years Educator (EYE) who has had specific training to run the interventions. This may include an ELSA who works across the school to support children with behavioural or emotional needs.
- Children will engage in group or individual sessions with specific targets to help them to make progress,
- All interventions are planned under the guidance of the SENDCo and class teachers.
- All interventions are monitored and reviewed by the SENDCo, leaders and class teachers.
- We run interventions that have been proven to be successful (evidence-based interventions).

Specialist groups run by outside agencies e.g. Speech and Language therapy, Educational Psychology, Occupational therapy (targeted support)

This may be from Local Authority central services such as:

- Lambeth Area Sendcos
- Lambeth Hearing Support Service for children with a hearing difficulty and the Visual Support Service for children with visual difficulties
- Speech and Language Therapy service (NHS service)
- Lambeth Educational Psychology service
- Occupational therapy
- School nurse
- Lambeth Autism Advisory Service (LAAS)

In addition to this, Holy Trinity School:

- Provides Speech and Language Therapy sessions that are delivered NHS therapists;
- Private Educational Psychologist
- Provide counselling and emotional support to children, staff, parents and families through our highly skilled Inclusion team (including ELSA – Emotional Literacy Support Assistants), Art therapist and LA provision.

For your child this would mean:

You may be asked to give your permission for the school to refer your child to an outside agency e.g. Speech and Language Therapist, Art therapist or an Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively,

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 1. Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better
 2. Set clear targets which will include their specific expertise
 3. Setting an intervention group run by school staff under the guidance of the outside professional e.g. a social skills group
 4. Setting an intervention group or individual work directly with the outside professional
- If a child does not respond to the above support and interventions over time, they may receive a SEND support plan. This document will outline the child's needs and targets and will be set with parents and external agencies.

Specified Individual support (specialist support)

This is provided for children with an Education Health and Care Plan (EHCP). EHC plans came into action in September 2014 and replaced a Statement of Special Educational Needs. EHC plans are provided for children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and life-long.

Children will continue to receive:

- Quality First Teaching
- Targeted Interventions
- Support from outside agencies such as SALT, EP, OT In

addition to this:

- Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the ASD Outreach Team (LAAS) -providing the pupil lives in Lambeth.
- The EHC Plan will outline the cost of support needed to provide your child with individual or small group support from additional staff such as a specialist teaching assistant/Learning support assistant and how the support should be used.
- An individualised curriculum where appropriate.
- We have a dedicated Inclusion team to support with behaviour, mental health and any other pastoral support your child may need.
- The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

How will we support your child with identified SEND starting at school?

- If your child has been allocated a place in our school by the Local Authority and they have a special educational need or disability, please contact us as soon as you

are offered the place as we may not have details of their needs at this stage.

- We will invite you to visit the school with your child to have a look around and meet the SENDCo.
- If other professionals or outside agencies are involved in supporting your child, a Multi-Agency Team meeting will be held to discuss your child's needs. We will share strategies that are used, and ensure provision is put in place before your child starts school.
- The SENDCo may make a home visit with the class teacher.
- The SENDCo may visit the current setting your child attends if applicable.
- We may suggest adaptations to the transition period to help your child to settle more easily, but these will be agreed with you at the MAT meeting.
- The staff will closely monitor the progress the child makes and discuss this with you.

How can I let my child's school know if I am concerned about the progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If the class teacher requires additional advice or support, they will contact the SENDCo.

How else may a child be identified as having a specific SEND learning difficulty?

- The teacher continually assesses the needs of all children in their class.
- Every child who is supported is formally assessed approximately three times per year.
- Meetings are held with teaching staff, SENDCo, and additional staff as necessary e.g. members of the Senior Leadership team. We discuss the progress of all children and identify any children who are not making their best possible progress.
- Interventions or a support plan is then set for the child. These are reviewed and if a child has not responded to the intervention, we will speak to the parents and review the intervention.
- A meeting will then be set with the SENDCo and referrals to relevant outside agencies may be made.
- If a child continually requires a significant amount of support and they are not responding to the interventions and support from the outside agencies, they will receive a SEND support plan as a part of the graduated approach to a formal EHC assessment request.

How will the school let parents know if they have any concerns about a child's learning?

- If your child is identified as having a potential SEND need the school will set up a meeting to discuss this with you in more detail.
- Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have,
- The school may suggest that your child needs some agreed individualised support in school. They will tell you how the support will be used and what

strategies will be put in place,

- If further investigating is needed, a meeting will be set with the SENDCo/Phase Leader who will discuss the next steps with you.

How are the staff at Holy Trinity supported and trained to work with children with SEND?

- The SENDCo will support the class teacher in planning for children with SEND.
- A programme of staff training is set in the school. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, SALT etc.
- Whole staff training to share knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the ASD Outreach service, SALT service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities.
- Training may be identified through the school's rigorous performance management process. Training takes place on a regular basis.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences.
- Specially trained support staff can implement the teachers modified/adapted planning.
- Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.
- Teaching will include any targets or suggestions made by outside agencies, when appropriate.
- If a child has an SEND support plan or an EHC plan, the targets set in these documents will be incorporated into the learning in the classroom.

How does Holy Trinity measure my child's progress and how will I know?

- Your child's progress is continually monitored by his/her class teacher.
- Their progress is reviewed formally approximately three times per year.
- Parent consultations (parent's evenings) are held three times a year and your child's targets and progress will be shared with you.
- Formal end of year reports are provided.
- SALT targets are reviewed twice a year by the therapist and these are shared with you via the updated IEP/Support Plan/Provision Plan.
- If your child has a SEND support plan/Provision Plan or pupil passport, we will review and set targets approximately three times per year.
- If your child has an EHC plan, they will receive an Individual Education Plan (IEP).

- This sets and reviews targets approximately three times per year.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with the parents and all professionals who are involved with the child's education.

What support do we have for you, as a parent of child with SEND?

- Talk to your child's class teacher regularly so we can help you support your child at home.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have.
- Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.
- IEPs will be written and reviewed alongside parents, for children with an EHC plan or a SEND support plan.
- Your child will receive a Pupil Passport or Provision Plan if they receive an intervention. This outlines the support they receive in school and how adults at home can best support their needs.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths.
- If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEND Team at Lambeth (or other Local Authority, this depends on the pupil's address rather than the school's address). You can also receive advice and support from Lambeth Information advice and support Services for SEND (IASS) or similar service at another Local Authority.

Is Holy Trinity physically accessible to children with SEND?

- The school is accessible to children with physical disabilities.
- The school has lifts for those unable to use the stairs.
- The school has disabled toilets.
- Classrooms may be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that high quality equipment is used and is accessible to all children regardless of their needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD, sensory room.
- The staff working in the specialised provisions are highly trained in these areas.

Assessing and reviewing pupils' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual'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 will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress

How will Holy Trinity support my child when they are leaving this school, or when moving on to another class?

If your child is moving to another school:

- We will contact the new school's SENDCO and ensure they know about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
- Social stories are sent out each summer to all children regarding the new class, new classroom and new classroom staff.

In Year 6:

- If your child has an EHC plan, the SENDCO from the secondary school (if not Holy Trinity) will be invited to attend the annual review or a transition meeting.
- We may run transition sessions for your child to attend, which will support their understanding of transitions and any changes ahead.
- Where possible your child will visit their new school and sometimes staff from the new school will visit your child in this school.

A glossary of the most used SEND terms:

AAP	Attendance Advisory Practitioner	IEP	Individual Education Plan
ADD	Attention Deficit Disorder	ISR	In school review
ADHD		KS	
	Attention Deficit Hyperactivity Disorder		Key Stage
ASD	Autistic Spectrum Disorder	LAC	Looked After Child
BESD	Behavioural, Emotional & Social Difficulties	LEA	Local Educational Authority
CAF	Common Assessment Framework	MLD Moderate Learning Difficulty	Moderate Learning Difficulty
CAMHS	Child and Adolescent Mental Health Service	NC	National Curriculum

COP	Code of Practice	OT	Occupational Therapy
CP	Child Protection	PSP	Pastoral Support programme
DCD	Developmental Co-ordination Disorder	SALT Speech and Language Therapy	Speech and Language Therapy

EAL	English as an Additional Language	SEND Special Educational Needs & Disability	Special Educational Needs & Disability
EP	Educational Psychologist	SENDCo	Special Educational Needs/Disabilities Coordinator
PPG	Pupil Premium Grant	SPLD	Specific Learning Difficulty
HI	Hearing Impairment	VI	Visual Impairment

To be reviewed in September 2026