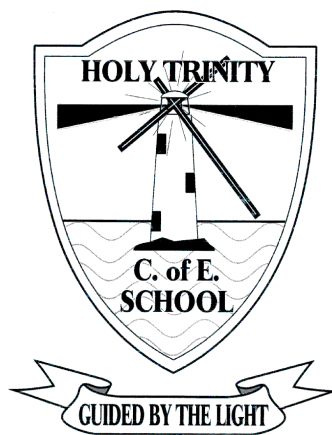


'Lord, your word is a lamp to guide me and a light for my path,' Psalm 119:105

Special Educational Needs and Disability (SEND) Information Report



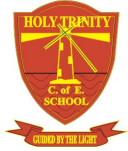
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| Last reviewed on: | June 2025 |
| Next review due by | June 2026 |



'Lord, your word is a lamp to guide me and a light for my path,' Psalm 119:105

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Holy Trinity CE Primary school is a mainstream primary school with a nursery provision.

The information below details the provision available within the school and the way in which parents and children can access the support required for special educational needs.

As a school, we are part of Aletheia Academy Trust and work within the local authority of Gravesham and its guidance on provision for children with SEND in mainstream schools. We also follow our SEND Policy.

The school's SENDCo is Miss Stephanie Meade and she can be contacted by:

Telephone: 01474 534 746

Email: meades@holytrinity-gravesend.kent.sch.uk

sendco@holytrinity-gravesend.kent.sch.uk

SEND statement:

At Holy Trinity all pupils, regardless of needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the community. We offer a wide range of support children with Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Physical and Sensory difficulties.

The proportion of children on our SEND register is 19%. In addition to this, we have a number of children being monitored for concerns. As a result, we have a significant number of interventions which happen across the school and in classrooms to ensure children make good progress.

The school premises are accessible by all, including those with physical disabilities.

People who support children with SEND in this school:

| School based information | People | Summary of responsibilities |
|---|----------------|--|
| Who are the best people to talk to in this school about my child's difficulties with learning / | Class Teachers | They are responsible for: <ul style="list-style-type: none">- Ensuring that all children have access to good classroom teaching and that the curriculum is adapted to meet your child's individual needs (known as differentiation or adaptations).- Checking on the progress of your child through monitoring and assessment. |



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| special educational needs and disability (SEND)? | | <ul style="list-style-type: none">- Planning for and delivering an additional help your child may need and discussing amendments made with the SENDCo as necessary.- Writing personalised learning plans (PLPs) and sharing and reviewing these with parents once each term and planning for the next term.- Ensuring that all members of staff who work with your child are aware of your child's individual needs and what specific adjustments need to be made to ensure they are included and make progress.- Ensuring that all members of staff who work with your child are supported in delivering the planned work or bespoke curriculum. This may involve the use of additional adults, outside specialist help and resources.- Ensuring that the SEND policy is followed in their classroom and for all the pupils they teach with SEND. <p><i>If you would like to arrange an appointment to discuss your child's needs with their class teacher, please make an appointment through the school office.</i></p> |
| | SENDCo - Stephanie Meade | <p>She is responsible for:</p> <ul style="list-style-type: none">- Co-ordinating all the support for children with SEND and developing the SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.- Ensuring that the school's provision reflects current best practices and national requirements.- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.- Liaising with all other people who may be coming into school to help support your child's learning (e.g. speech and language therapists).- Updating the school's SEND register (a system for ensuring all special educational needs and disabilities are known and understood).- Monitoring your child's progress and needs by ensuring that records are kept and reviewed, new targets are set when goals are met and adjustments are made when conditions develop or new diagnoses are made.- Providing specialist support and arranging training for teachers and support staff in school so they can help your child and other pupils with |



'Lord, your word is a lamp to guide me and a light for my path,' Psalm 119:105

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| | | SEND in school to flourish. |
| | Headteacher - Aaron Jones | He is responsible for: <ul style="list-style-type: none">- The day-to-day management of all aspects of the school (this includes the support for children with SEND).- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.- Ensuring that the Governing Body is kept up to date with any issues in the school relating to special needs. |
| | Governor for SEND and Curriculum - Lizzie Burton | She is responsible for: <ul style="list-style-type: none">- Making sure that the school has an up to date SEND Policy.- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.- Making sure that the necessary support is made for any child who attends the school who has SEND. |

Communication:

How can I let the school know that I have a concern about my child's progress in school?

If you have concerns about your child, speak to their class teacher initially. The class teacher will complete a 'Cause for Concern' form and submit it to the SENDCo. We will place your child on our 'Watch and Monitor' register for a term to monitor their progress more closely. After this time, we will have a follow-up conversation about how we can move forward.

How will the school let me know if they have any concerns about my child's learning in school?

If a teacher has concerns about the progress your child is making, they must raise it with the SENDCo and SLT in pupil progress meetings. The teacher will also contact you to discuss their concerns and will inform you of what they have observed in school. In this conversation we will also ask whether you have any concerns and will then follow the same process as if you have a concern.

Different levels of possible support:

All children are unique and have different strengths and weaknesses within the school curriculum. They are all individually assessed, and some may need extra support. Additional support, and how it is delivered, is set out formally in our SEND policy.



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Children are defined as having Special Educational Needs if they have a learning difficulty which requires special educational provision to be made for them, over and above the high-quality inclusive teaching which takes place in all classes. A learning difficulty means that the child has greater difficulty in learning than most children of the same age and may require work that is 'different from or in addition to' work provided for their peers. A child has a disability if they have a physical or mental impairment that is substantial and long term (lasting for more than 12 months) and which has an adverse effect on their ability to carry out normal day-to-day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

| Types of support provided also showing the stage of the Code of Practice children will be at when receiving this input | What will this mean for your child? | Who can get this kind of support? |
|--|--|--|
| Class Teacher input via Quality First Teaching | <ul style="list-style-type: none"> - The teacher will have high expectations for your child and all children within their class. All teaching is based on what your child already knows, can do and can understand. - Your child will experience different ways of teaching to enable them to be fully involved in their learning. This may involve things like more practical learning or providing different resources amended for your child. - The teacher will use specific strategies which may be suggested by the SENDCo or by staff from outside agencies to enable your child to access the learning task. - In Gravesham, all teachers must use the Mainstream Core Standards to adapt their teaching to meet the needs of pupils in their class. | All children in the school should be getting this as part of good classroom practice. |
| Specific group work within a small group of children. May be run inside or outside the classroom by either a teacher or teaching assistant who has had training to run these groups. These are often called intervention groups. | <ul style="list-style-type: none"> - Classroom teachers will carefully monitor your child's progress and discuss any concerns with the SENDCo and SLT in pupil progress meetings. Any gaps in your child's understanding or knowledge will be identified. - Classroom teachers will then plan group sessions for your child with targets to help them make more progress. A teaching assistant or teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's | Any child who has specific gaps in their understanding of a subject / area of learning |



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| <p>Stage of SEN Code of Practice – SEN Support</p> <p><i>Identified by the class teacher as needing some extra support in school but no referrals have been made to outside agencies</i></p> | <p>plans.</p> | |
| <p>Specialist groups run by outside agencies (e.g. speech and language therapy)</p> <p>Stage of SEN Code of Practice – SEN Support</p> <p><i>Identified by the class teacher or SENDCO as needing some extra specialist support in school from a professional outside the school</i></p> | <ul style="list-style-type: none"> - If your child has been identified as needing more specialist input, external referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. - Before referrals are made, there will be a discussion between parents and the school to discuss your child's progress and help plan possible ways forward. If it is decided that the support of an outside agency is required, you will be asked to give your permission for the school to make a referral to a specialist professional (e.g. specialist teaching and learning service). This will help the school and yourself to understand your child's particular needs better. - The specialist professional will work with your child and your child's teacher to better understand their needs and make recommendations. - The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put into place. | <p>Children with specific barriers to learning that prevent them from making good progress through good teaching.</p> |
| <p>Specified individual support for your child is usually provided via an Educational, Health and Care Plan (EHCP)</p> <p>Stage of SEN Code of Practice – EHCP</p> <p><i>Identified as needing particularly high levels of individual support which cannot be provided by the resources already delegated to the school</i></p> | <ul style="list-style-type: none"> - The school can request that the Local Authority carry out a statutory needs assessment of your child's needs. This is a legal process and you can find out more about it on the Local Authority's website. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support level. - After all reports have been sent in, the Local Authority will decide whether the child's needs are severe and complex and whether they need specialised support | |



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| | <p>in school to make good progress. If this is the case, they will write an EHCP. If not, they will ask the school to continue supporting at SEN Support level.</p> <ul style="list-style-type: none"> - The EHCP will outline the provision required to support your child appropriately in school to meet their needs. It will include long term and short-term goals which will be reviewed at least once a year. - It is your right as a parent to submit an EHC Needs Assessment request to the local authority yourself but we would strongly recommend a conversation with the school SENDCo first as we will need to submit reports and other evidence to strengthen the case. | |
|--|--|--|

Examples of provision and support available:

Below is a list of some of the provision which may be used at Holy Trinity CE Primary School to support pupils. This provision changes and adapts to meet the needs of children on a regular basis. You can ask more questions about each of these provisions if you would like by making an appointment with the class teacher or SENDCo.

| Provision | Likely pupil staff ratio | Staff involved |
|---|--------------------------|------------------------------------|
| Little Wandle Rapid Catch-Up / Keep Up sessions | 1:5 | TA |
| Draw and Talk | 1:1 | TA |
| ELSA | 1:1 | HLTA / ELSA |
| Counselling | 1:1 | Trained counsellor |
| Lego Therapy | 1:3 | TA |
| Clever Fingers | 1:6 | TA |
| Speech and Language Therapy | 1:1 | Speech and language therapist / TA |
| Sensory Room regulation time | 1:1 or 1:2 | TA / HLTA |
| Nurture-based social groups | 1:4 | HLTA / ELSA |
| Touch-typing intervention | 1:3 | TA |



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The kinds of special educational needs for which provision is made at the school:

At Holy Trinity CE Primary School, we make provision for pupils who have any of the needs in the table below. We know that some pupils will have needs in more than one of these areas and we will always do our best to meet these needs. The support in this table acts as a guide but the things we do may vary and the actual support will be based on the specific needs of each pupil.

At Holy Trinity CofE Primary we use a graduated approach. The graduated approach involves focusing on three key elements - an analysis of the pupil's needs, using assessment information from professionals working with the pupil and considering the pupil and parent/carers views. The provision is underpinned through a cycle of 'review', 'assess', 'plan' and 'do'.

As each child is an individual, we endeavour to give support that is specific to their needs rather than a 'one size fits all' approach.

| Type of need and what that could look like | Examples of support available in our school | How we check it is working |
|--|---|--|
| <p>Communication and Interaction</p> <p>Children who find it difficult interacting with the people and world around them.</p> <p>These children might find some of the following challenging:</p> <ul style="list-style-type: none"> - Talking to other adults or children, especially when in a group. - Talking about topics they haven't chosen to talk about. - Making friends or keeping friends. - Following rules made by someone else. - Dealing with changes in the way they usually do things. - Dealing with noises, smells or other sensations around them. - Saying things they are thinking. | <ul style="list-style-type: none"> - Quality First Teaching including interventions. - Teachers change what they are teaching or how they are teaching to help the child learn more with the rest of their class. - Use support programmes made to help the child to build communication and interaction skills. - Use things in the classroom to help them understand (e.g. objects of reference, visuals, visual timetables, story boards etc). - Get advice from professionals and specialist staff trained in school to give advice to the adults working the child. | <ul style="list-style-type: none"> - Observations of the child to see if they are communicating or interacting differently. - Assess progress against the targets set. - Talk to the child. - Talk to parents. - Talk to adults who have worked with the child. - Hold meetings to discuss progress. - Ask for other professionals to |



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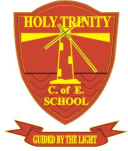
| | | |
|--|---|---|
| <ul style="list-style-type: none"> - Understanding what other people mean when they are talking. | | <p>work with the child to check the progress being made.</p> |
| <p>Cognition and Learning</p> <p>Children who find learning, thinking and understanding more challenging than most other pupils.</p> <p>These children might:</p> <ul style="list-style-type: none"> - Take longer to learn important skills. - Find it difficult to remember things such as important words or the times tables. - Find it hard to understand how to use letter sounds to read and spell words. - Need more time to think about their answers. | <ul style="list-style-type: none"> - Quality First Teaching and interventions - Teachers changing what they are teaching or how they are teaching so the child can learn with the rest of the class. - Extra support could be given in a small group to support the child to learn things they are finding difficult. - Extra support could be given for a short time during the day to support learning key skills. - Personalised outcomes focused targets decided upon so progress can be measured. - PLP created for the child so all adults know how they learn best and what teaching and learning styles work for them in the classroom. - Access to specialist support from a teacher or other professional. | <ul style="list-style-type: none"> - School tracking system is used to assess progress. - Assess progress against PLP targets. - Talk to the child. - Talk to the parents. - Talk to the adults who have worked with the child. - Ask for other professionals to work with the child to check the progress is being made. |
| <p>Social, Emotional and Mental health</p> <p>Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some children might find these things challenging:</p> <ul style="list-style-type: none"> - Following rules set by others. | <ul style="list-style-type: none"> - Quality First Teaching and interventions. - Teachers changing what they are teaching or how they are teaching so the child can learn with the rest of the class. - Get advice from professionals and specialist staff trained in school to give advice to adults | <ul style="list-style-type: none"> - Observations of the child to see if they are coping better in school. - Talk to adults who have worked with the child. |



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| <ul style="list-style-type: none"> - Sitting still. - Listening to and following instructions. - Understanding how they are feeling. - Making friends. - Dealing with their difficulties in a way which does not cause harm to themselves or others. - Taking responsibility for the things that they do. | <p>working with the child.</p> <ul style="list-style-type: none"> - Extra support can be given in a small group by an adult to help the child learn about how to help themselves. - Extra support can be given for a short time throughout the day to let them talk about the things that have upset them. - Individual targets set to help show what the child needs help with. - 1:1 Drawing and Talking Therapy led by a TA. - Daily check-ins with the FLO or ELSA. - ELSA sessions including with our therapy dog, Reggie. | <ul style="list-style-type: none"> - Talk to parents. - Talk to the child. - Ask for other professionals to check the progress is being made. |
| <p>Physical and Sensory</p> <p>Children who have a disability that may make it difficult for them to manage their everyday life without changes or support.</p> <p>This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Some things children might find challenging include:</p> <ul style="list-style-type: none"> - Hearing what others are saying. - Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them. - Moving around without the aid of a walking aid or wheelchair. | <ul style="list-style-type: none"> - Quality First Teaching and interventions. - Professional advice from specialist staff. - Support from outreach services such as the hearing impairment specialist teaching service. - Specialist equipment. - Small groups aimed at developing motor skills - clever fingers, BEAM. - Adaptations to the school environment, where possible. - Individual targets set to show what the child needs help with. | <ul style="list-style-type: none"> - Monitoring that the child has full access to a broad and balanced curriculum. - Observations of the child within the school environment. - Talking to the adults who have worked with the child. - Talk to parents. - Talk to the child. - Ask for other |



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| <ul style="list-style-type: none"> - Using pencils, scissors, knives and forks and other things that we need to use without changes or support. - Taking medication without adults helping them. | | professionals to check the progress is being made. |
|--|--|--|

Outside agencies are accessed at various times by the school when specific expertise is required. With the implementation of the Communities of Schools (CoS) funding model from September 2025, access to some external services may now be coordinated more strategically across the local school cluster.

The following agencies and services can be accessed by the school individually or via the CoS partnership:

- AAP (Attendance Advisory Practitioner)
- Specialist Teaching and Learning Service (STLS)
- Child Protection Advisors
- Occupational Therapy
- Early Help and Preventative Services
- Community Paediatrics and Community Nursing Team
- Children's Social Services
- Speech and Language Therapy Service (SALT)
- School Nursing Team
- Educational Psychology Service (EPS) - increasingly available via CoS coordination
- Mental Health Support Teams (MHST) - accessed through cluster-wide provision
- SEND Inclusion Advisers and Autism Support Practitioners
- Early Years Inclusion Teams (EYIT)

Access to these services may now be jointly planned across schools within our Community of Schools to ensure consistent and equitable support for children with SEND, especially those without EHCPs. Parents will continue to be consulted and informed where external agency involvement is recommended.



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Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs:

All children's progress is monitored half-termly using data and teacher assessment by all staff within the school. Pupil progress meetings are held with the SENDCO and SLT to discuss targets, strategies and modifications put in place

We understand that some children may struggle in particular areas of the curriculum and will need additional support from other adults or activities to help them to progress. If you have any concerns about your child's progress or behaviour then contact your child's Class Teacher or the Special Educational Needs Coordinator (SENDCo).

Access plans will be produced for children with disabilities on admission to the school.

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHCPs including:

Effectiveness of provision:

Targets are set termly and reviewed at the end of each term. Quantitative data allows pupil progress to be monitored against the progress made by peers of the same age. Staff working with pupils are constantly observing and measuring progress qualitatively in order to achieve maximum progress. Skills are regularly revisited to ensure that they are embedded before moving onto the next steps.

Targets set on PLPs are SMART - specific, measurable, achievable, realistic, timely. We would expect that children meet their targets within the time set if the provision is correct.

If a child has an EHCP, then progress against the targets set is reviewed annual at a formal meeting involving parents, external agencies and school staff.

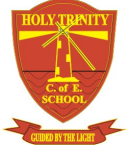
Arrangements of assessing and reviewing progress:

The school measures children's progress in learning against national expectations and age-related expectations.

The Class Teacher continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from Nursery all the way up to Year 6 using the Tapestry Early Learning Goals and the age-related expectations in the National Curriculum.

Children who are not making expected progress are noted by the Classroom Teacher and discussed in pupil progress meetings with the SENDCO and SLT. In this meeting, a discussion takes place focusing on why the child is making limited progress and what further support can be put in place to promote progress.

If a child has not met their termly targets, discussions around this will happen and the targets might be adapted into smaller steps or by taking a different approach.



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For children with SEND, they will be assessed using smaller steps to show progress - these small steps are written into the PLPs.

Teaching children with SEND:

Your child's needs are assessed on an individual basis, rather than a 'one size fits all' policy.

The school continues to receive a notional SEND budget, which is used to fund universal and targeted support for pupils with special educational needs. From September 2025, under the new Communities of Schools (CoS) funding model, schools will also receive a share of locally managed High Needs Funding, which replaces the previous system of individual top-up funding requests.

This CoS funding is designed to meet the needs of children with more significant or complex SEND who do not have an Education, Health and Care Plan (EHCP), and may be used for staffing, interventions, resources or external expertise. The use of this funding is coordinated in partnership with other schools in our local CoS cluster and overseen by the Area Board.

Provision is recorded on a Personalised Learning Plan (PLP) or Action Plan and is reviewed regularly to assess its effectiveness and determine whether changes in support or resourcing are needed. The school continues to apply for EHCPs and access statutory support for pupils with the highest levels of need, where appropriate.

Adapting the curriculum and environment:

Where a child has been identified as having SEND, the relevant equipment or adaptations will be put in place. All pupils will have access to a differentiated or adapted curriculum if needed, not just children with SEND. The teacher and teaching assistants will work more closely with pupils with SEND and give more time and support.

Some pupils will require more specialised differentiation or adaptations such as a bespoke curriculum. We work closely alongside external professionals to be able to plan for and implement this.

For Educational Health Care Plans we ensure the statutory requirements are met in discussion with other experts, outside agencies and recommendations from specific medical reports.

Any extra provision given to support children with SEND is recorded on a Personalised Learning Plan (PLPs). Copies are given to parents three times a year.



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Additional support for learning:

As a school, we continue to work closely with a range of external agencies that support children with specific needs. From September 2025, many of these services will be accessed or coordinated through our local Community of Schools (CoS) as part of the revised High Needs Funding model. This ensures that children receive timely and equitable support based on shared local priorities.

The agencies we work with include:

- STLS (Specialist Teaching and Learning Service)
- SALT (Speech and Language Therapists)
- School Nurse Team (supporting needs such as toileting, swallowing, and sleep)
- Community Paediatrics
- Social Care and Early Help services
- Visual and Hearing Impairment Specialist Teaching Services
- SEN Inclusion Advisers and Autism Support Practitioners

Some support may now be provided through shared programmes, joint referrals or outreach services arranged by the CoS cluster. The school works in close collaboration with the CoS leadership team and the Area Board to identify needs and allocate support fairly across all pupils, especially those with emerging or significant needs but without an EHCP.

Engaging in all activities in school (including physical activities):

All children (including those with SEND) are encouraged to be involved in roles of responsibility, for example, school council, peer mediators, Leading Lights and Game Changers.

Activities and school trips are available to everyone as they are a valuable element of the curriculum. Risk assessments are carried out and procedures are organised to ensure all children are able to participate and are included. If a health and safety risk assessment suggests that an intensive level of support is needed for your child, additional staff are taken and you, the parent, may be asked to accompany your child during an activity.

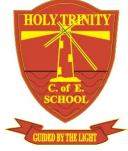
All rooms accessed by the children are on the ground floor with a ramp leading to the playgrounds. There are wide doors through each distinct area of the school. There is an accessible toilet available on site.

Wellbeing support:

Class teachers, teaching assistants and the SENDCo are available for pupils who wish to discuss any concerns or worries they may have.

We provide support for children to improve their emotional and social development in the following ways:

Respect Honesty Love



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- Children with SEND are encouraged to be part of the School Council
- Children with SEND are encouraged to be peer mediators and play leaders.
- Children with SEND are also encouraged to be part of clubs to promote teamwork/building friendships.
- Children are offered social skills interventions.
- Families and children can be referred to the school's Family Liaison Officer for additional support.
- Children can be referred to CAHMS.
- Children's needs can now be discussed through the Community of Schools (CoS) inclusion planning process, which has replaced the former LIFT (Local Inclusion Forum Team) meetings. Where appropriate, this process may lead to referrals to services such as the Specialist Teaching and Learning Service (STLS) or other external agencies coordinated at a CoS level.
- A quiet space is offered in school for children to access if they are upset or agitated.

At Holy Trinity C of E Primary we have a zero-tolerance approach to bullying.

In addition, if your child finds lunchtimes difficult, there is a Nurture Club run for EYFS, KS1 and KS2, by a member of staff every day where fun activities are available to encourage social skills within a relaxed area.

Medical needs:

If your child has a particular medical need then a Care Plan will be put in place which is agreed between the parents/carers and staff.

Named staff have completed basic First Aid training (including the use of a portable defibrillator) and Epipen training. If your child has an asthma pump, it is kept in their classroom with them. We ask that parents ensure the medicine is within its expiry date and update the school if relevant medication needs change.

Behaviour:

At Holy Trinity C of E Primary School, we uphold high expectations for all pupils, ensuring a calm, purposeful learning environment rooted in our Christian values of love, honesty and respect. Our approach to behaviour is guided by the school's Behaviour Policy, which emphasises consistency, positive relationships and restorative approaches to support pupils in making the right choices.

SEND pupils benefit from clearly structured routines, predictable responses, and supportive strategies, including "fresh-start" opportunities, designed to help them self-regulate and remain engaged in their learning. Out-of-class behaviour is supported through well-established play routines, peer mentoring and adult-led activities that foster resilience, empathy and inclusion.

When individual needs require more targeted support, Personalised Learning Plans include specific behavioural targets and tailored interventions, which are regularly reviewed with input from staff, parents and the pupil. This



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joined-up approach ensures every child is supported to thrive both academically and socially in a safe, nurturing school community.

Attendance:

At Holy Trinity C of E Primary School, we recognise that good attendance is essential to the academic and personal success of all pupils, including those with special educational needs and disabilities. Our Attendance Policy outlines a proactive and inclusive approach that acknowledges the additional challenges some SEND pupils may face in attending school regularly.

We work closely with families to understand and address barriers to attendance, such as medical needs, anxiety or transitions, through personalised support plans, flexible routines where appropriate and multi-agency collaboration.

Regular monitoring by the SENDCo and Family Liaison Officer ensures that attendance patterns are reviewed alongside individual needs, and early intervention is put in place when concerns arise. Our goal is to ensure that all pupils, regardless of their starting points or challenges, feel safe, supported and motivated to attend and engage fully in school life.

SENDCo details:

Miss Stephanie Meade

meades@holytrinity-gravesend.kent.sch.uk

01474 534 746

sendco@holytrinity-gravesend.kent.sch.uk

Information about expertise and staff training:

Miss Meade who is the SENDCo, is a qualified teacher with a PGCE and is completing the National Professional Qualification for Special Needs Coordinators and a Masters degree in Psychology.

Ms Watts is the school's Deputy SENDCo.

Mrs Sooknanan is the school's Family Liaison Officer.

We all work together to support children and families and ensure that children with SEND's needs are being met.

All teachers and support staff have a wide range of experience and have undertaken training in a variety of areas including:

- Safeguarding
- Autism Spectrum Condition
- Team Teach/Positive handling
- Therapy through Play/ Drawing and Talking Therapy/Lego Therapy
- ELSA (Emotional Literacy Support Assistant)



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- Mental Health
- Sensory Processing Difficulties
- Phonics
- Positive Behaviour Management
- Attachment Disorder
- Dyslexia

Other specialist staff such as a Speech and Language Therapists also come into the school to model and advise staff on how to carry out the programmes they devise for specific children.

Information about equipment and facilities support children with SEND within the Local Authority:

A Local Offer gives children and young people with special educational needs and disabilities (SEND), along with their families, clear information about the support and services available in their local area. The term 'Local Offer' originates from national SEND legislation and in Kent, this is delivered through the SEND Information Hub.

The Local Offer remains an essential point of access for families aged 0-25, but from September 2025, it is complemented by the Communities of Schools (CoS) model. This model brings schools together within local clusters to coordinate High Needs Funding and access to support services, ensuring that resources are shared fairly and provision is better tailored to local needs.

The Local Authority must continue to:

- Maintain an up-to-date online Local Offer with accessible formats.
- Promote the Local Offer to children, young people, and families.
- Consult regularly with families to shape services and priorities.
- Help families find local support, activities, and services (0-25 years).
- Support the transition to adulthood and independent living.
- Provide clear transport information, including any costs.

The CoS model strengthens the delivery of this offer by enabling schools to work collaboratively with professionals, share expertise and plan inclusive provision at a local level. This means families can expect more consistent, coordinated support without the need for individual applications in many cases.

You can access the Kent Local Offer online at:

www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer



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Consulting parents:

As your child's first educators, working alongside parents is vital in ensuring good progress for all children. Throughout the year, parents of children with SEND will have meetings with the class teacher (as part of the Graduated Approach to review and plan your child's next steps) including:

- Reviewing and updating Personalised Learning Plans.
- Attending Parents' Evenings.
- EHC Annual reviews/PEP reviews.
- Discussions with the SENDCo.

The Class Teacher for your child will keep you updated on how your child is doing within the curriculum during parents' evenings, a written school report and through any extra meetings that either yourself or the teacher has arranged after or before school. In addition, parents can contact Class Teachers via the school office if needed.

Children on the Special Needs Register will have a Personalised Learning Plan which outlines the extra support the child receives as well as documenting the progress being made within each provision given. A copy of the reviewed and new Personalised Learning Plan is given to parents three times a year.

Opportunities are given to meet with the SENDCo at parents' evenings to discuss your child's support. Individual meetings can be arranged where necessary to discuss further help with the SENDCo through the school office. If outside agencies are involved, plans for activities will be set up through them for the home and school to follow. They will generally report on the child's progress either at an assessment or a review.

Involving children:

At Holy Trinity C of E Primary School, we are fully committed to the principle that all children are at the heart of their own learning, as outlined in the SEND Code of Practice (2015). We recognise the importance of involving pupils with SEND in decisions that affect them and empowering them to understand their learning journey, strengths and areas for development.

High Quality Inclusive Teaching is embedded across all classrooms, ensuring that children with SEND are recognised as capable learners and contributors to their school community. In line with the Code's emphasis on person-centred planning, we provide regular and meaningful opportunities for children to share their views and shape the support they receive.

Specific areas where children are actively involved include:

- Contributing to their individual Personalised Learning Plan (PLP) three times per year.
- Participating in Annual Reviews where appropriate.
- Having ongoing access to pastoral and emotional support as needed.
- Engaging in structured discussions with teachers and support staff to review their needs, set goals and reflect on



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progress.

- Meeting with the SENDCo to celebrate successes and express any concerns about their learning or wellbeing.

By embedding pupil voice into our SEND processes, we help foster confidence, independence and ownership of learning - core principles of inclusive education and a fundamental expectation of the SEND Code of Practice.

Transitions:

We recognise that any transition can be a challenge for a children with SEND and we take steps to ensure that any transition is as smooth as possible.

We endeavour to make transition between schools a positive experience and use a variety of strategies to prepare your child for this change in their life: Foundation Stage teachers and the SENDCo visit local pre-schools and nurseries. Pre-school children visit either with their parents and/or with their key worker from pre-school. Extra visits can be arranged if your child has specific needs with transition.

Class Teachers discuss information with each other as children move through the school. A transition time is arranged for children to meet their new teachers. Children with specific needs with transition may have extra activities and discussions in preparation for a new year group.

Year 2 children have both informal and formal activities to introduce them to the differences between KS1 and KS2. Year 6 Class Teachers and the SENDCo meet with Year 7 Heads of Year from different secondary schools in the Kent area. The KS3 teachers also meet with groups or individual pupils transferring to their school. The pupils also visit their new school within the Summer Term.

Any extra visits or activities that are needed for children with specific needs are arranged in consultation with teachers, parents and the child concerned.

Children with specific transition needs complete an information booklet about themselves and information they wish their new teacher to know. This is passed onto their next teacher.

All information about SEN, provision received and progress achieved by the child are passed from the SENDCo to the new school.

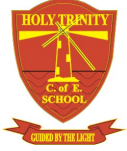
Who can I contact for further information?

You can contact the Class Teacher via the class email address or via the school office.

If queries are about Special Educational Needs, then you may contact the SENDCo (through the school office) or Headteacher (through the school office).

Our school website is: www.holytrinity-gravesend.kent.sch.uk

Kent County Council's website for SEND is available at: www.kent.gov.uk/education-and-children/special-educationalneeds/about-the-send-local-offer



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Governors approach to complaints:

The complaints procedure is laid out in the Complaints Policy which can be found on the school website - www.holytrinity-gravesend.kent.sch.uk