Trinity Academy St Peter's (TASP)

SEND Information Report 2025-2026

Trinity Academy St Peter's SENDCo: **Miss K Barr**
SEND Governor Link: **Hena Shah**

SEND Headlines

2019*	2020/2021	2022	2023	2024	2025
(number of SEN pupils = 2pupils) **0%** of our SEN pupils entered into KS2 SATs tests attained the expected standard in Reading, Writing and Maths. Non SEN- 52% National figures: 65% Average scaled score reading for SEN children = 97.8 compared with 103.7 for non SEN. Maths – SEN children = 102.2 compared with 102.7 non SEN.	No new information due to Coronavirus.	**KS2** (number of SEND pupils = 2 (11%)) 0% of our SEN pupils entered into KS2 SATs tests attained the expected standard in Reading, Writing and Maths. Whole class – 74% National figures – 59% Average scaled score reading for SEN children = 91.5 compared with 105 for whole class. Maths – SEN children = 92 compared with 106 whole class	**KS2** (number of SEND pupils = 2 (11%)) 0% of our SEND pupils entered into KS2 SATs tests attained the expected standard in Reading, Writing and Maths. Whole class – 47% National figures – 59%	**KS2** (number of SEND pupils = 6 (33%)) 17% of our SEND pupils entered into KS2 SATs tests attained the expected standard in Reading, Writing and Maths. 33% achieved in reading, 17% in writing and 33% in maths Whole class reading, writing and maths combined was 50% and individual subjects 67%. National figures – 61% combined. Average scaled score reading for	**KS2** (number of SEND pupils = 3 (23%)) 33% of our SEND pupils entered into KS2 SATs tests attained the expected standard in Reading, Writing and Maths. Whole class combined – 71% National figures – 62% Average scaled score for reading for SEN children = 101 compared with 104 for whole class. Maths – SEN children = 98.5 compared with 105 whole class

				SEN children = 93.2 compared with 105.9 for non-SEND. Maths – SEN children = 93 compared with 104.7 non-SEND	

**Source for National Data - https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines/2021-22

Our Aim
Trinity Academy St Peter's is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice, this means we work hard to adapt the curriculum, provide individual support and targeted interventions throughout the academic year to ensure students achieve their desired outcomes.

The academy is committed to providing an inclusive education that provides an ethos, environment and culture that is sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs or disability. In order to achieve a fully inclusive we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend Trinity Academy St Peter's.*
- *Highlight that all teachers at Trinity Academy St Peter's are teachers of students with special educational needs.*
- *Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs.*
- *Take into account the views of the child.*
- *Work in a partnership with parents/carers in promoting a culture of co-operation.*
- *Support the work of the Local Authority and external providers so that the child's full potential can be reached.*

What is the SEND Information Report?

The SEND Information Report details the provision that Trinity Academy St Peter's offers to students with special education needs and disabilities. To find out more about the new SEND Code of Practice, please refer to the *SEND Code of Practice: 0 to 25 years* on the Department for Education website.

What is a special educational need or disability?

A child or young person has a SEND if they have learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

(a) Have a significantly greater need in learning than the majority of others of the same age: or
(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability, Code of Practice: 0 – 25 years, January 2015)

SEND in Context at Trinity Academy St Peter's – October 2025

Criteria	Data
Total number of students on roll in Years Reception to Year 6	92
% of students with statements / EHCPs	4.4%
% of students identified as SEND Support	23%

SEND 'Per Year Group' Trinity Academy St Peter's – October 2023

SEN student numbers per year group (October 2023)			
Year	**SEN K**	**SEN E**	**Total in year**
Reception	1	0	12
Year 1	5	1	14
Year 2	2	2	15
Year 3	5	0	13
Year 4	4	0	13
Year 5	4	0	8
Year 6	0	1	17
Total	**21**	**4**	**92**

Impact of Support and Interventions – Outcomes and Progress

Measure	**2025 (14 students)**		**National total**
	Non SEND (11)	**SEND (3)**	**2025 figures**
KS2 SATs Attainment % Expected in Reading Writing and Maths	67%	33%	61
KS2 SATs Attainment – Average Scaled Score - Reading	104.5	101	105.9
KS2 SATs Attainment – Average Scaled Score - Maths	107	98.5	104.4

The impact of SEN Funding and support on Attendance (2025)

	SEN Support	SEN E	Non SEN	All children
% Absence (**2024/25)**	6.9	13.3	6.1	6.4
% Absence (**2023/24**)	8.2	14.2	4.4	5.7
% Absence (**2022/23**)	7.3	13.6	4.2	4.9
% Absence (**2021/22**)	9.9	21.7	5.8	6.7

Admissions

Children in receipt of an Education, Health and Care plan (EHC) that names Trinity Academy St Peter's as the appropriate school, will be admitted before any other children.

How will the academy support my child or young person's learning?

Support for all students with special educational needs is overseen by the SENCo who works with other staff including the Principal, Assistant Principals, teachers and teaching assistants who are all committed to delivering the very best possible experience for all students. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

SEND Expenditure 2025-26

SEND funding in 2025-26 will be allocated as stated below:

Type of support	**Objective**	**Evidence Base**	**Expected Outcome**

Quality first teaching	To ensure that all SEND students receive quality first teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Limited intervention is needed due to consistent, high quality provision
SENCo	To lead on all matters regarding the provision, support and tracking of students with special educational needs.		
Senior Leadership Group	To develop, implement and quality assure TASP's literacy and numeracy intervention package for all students, including those with additional needs.	EEF – Mastery support programmes have a moderate impact on student outcomes.	Address English and maths concerns for identified students through assessment to enable them to access the whole curriculum.
Teaching Assistants	To support the teaching and learning of students with additional needs and liaise with teaching staff as to the personalised education plans of the SEND students.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.
Behaviour team/pastoral manager	The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in Trinity Academy St Peter's.	National data on attendance and achievement. Impact of positive behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.	To maintain or better previous year's SEN attendance and behaviour figures. *No data for 2019-2020 or 2020-2021 academic years.

Nurture	To provide support for pupils' emotional wellbeing where a need is identified	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.

Meeting the guidelines set out by the SEND Code of Practice 2015

The SEN Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEN report each year. The table below provides the information that we are instructed to include. If you have any further questions or require further help for your child with SEN, please do not hesitate to contact the school SENCo whose details are provided in the table.

What kinds of SEN do we provide for at Trinity Academy St Peter's?	Trinity Academy St Peter's provides for all types of SEN. Reasonable adjustments are made for SEN. SEN students at the school have support for and adjustments to assist them with areas of need with regard to: ➢ communication and interaction ➢ cognition and learning. ➢ social, emotional and mental health difficulties ➢ sensory and other physical needs Including: ➢ ADHD (Attention Deficit Hyperactivity Disorder) ➢ ASC (Autistic Spectrum Conditions) ➢ Specific Learning Difficulties (e.g. dyslexia,dyspraxia) ➢ Moderate Learning Difficulties ➢ Visual Impairment ➢ Hearing Impairment
What are our policies for identifying children and young people with SEN and assessing their needs?	Where a need is identified an SEN Concern is raised. Initial concerns might be raised by: ➢ teachers ➢ teaching assistants ➢ parents ➢ the SENCo ➢ the behaviour support team ➢ a senior leader ➢ external agency A meeting will be held between the class teacher and parent to discuss and begin to understand the child's needs. A period of close monitoring will begin where initial strategies are tried and the impact of these will be assessed. Actions, behaviours and impact will be recorded. If the concerns continue, and it is decided that the child does have a special educational need then they will be recorded as such and put onto the SEN register. This process can lead to a referral to the relevant external agency (e.g. Speech and Language, Open Minds Partnership) should this be deemed beneficial. Alternatively, a monitoring period where further evidence is collected to inform a better assessment of need might be the route taken.

	As a parent/carer, should you feel that your child could have a special educational need, please arrange a meeting with the class teacher in the first instance to discuss and record your concerns. The class teacher will liaise the Academy's SENCo who will advise on next steps. This can be done by e-mail SENDco@stpeters.trinitymat.org or by telephone on 01422 831971.
What arrangements are in place for consulting with parents of children with SEN and involving them in their child's education?	Parents of all pupils with an identified SEN are contacted regularly and invited to meetings at least three times a year in order to gain their views on their child's attainment and progress and to contribute to a review of the SEN provision for their child.
What arrangements are in place at the academy for consulting young people with SEN and involving them in their education?	Pupils with SEN are invited to create one page profiles called 'pupil profiles' detailing what people like or admire about them, what makes them happy and what they need help with. In addition, they are invited to contribute to the development and review of their individual learning plans and provisions. Pupils have regular opportunities to discuss how they feel their needs are being met through regular invitations to the Principal's Breakfast.
What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?	Pupil progress meetings are held following assessment points throughout the year. In each class, the progress of pupils with SEND is identified and discussed. In addition, following these data points, the SENCo further analyses the data for children with SEND in terms of attainment and progress to identify any children of concern. This information is used to review strategies and provision in place for children with SEND. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.
What arrangements are in place for supporting children and young people in moving between phases of education	Making adjustments to identify and support students who may find transition from primary school to secondary school difficult are put in place on a needs basis. We work closely with secondary schools to facilitate a smooth transition. This could include:

	➢ arranging visits to the school prior to entry to support orientation ➢ meetings with secondary school teachers to gather information ➢ meetings with parents to reassure and discuss specific needs ➢ early viewing of timetables ➢ meeting new teachers in advance ➢ taking pictures of school ➢ discussing timetable issues where the student may feel anxious ➢ adjusting groups to ensure friendships can be maintained ➢ providing an agreed buddy ➢ making clear and relevant information and guidance available to all teaching staff . Individual needs are accounted for during SATs and where appropriate, adaptations are requested e.g. additional time for children with dyslexia, breaks for children with ADHD.
What is our approach to teaching children and young people with SEN?	**Support with Curriculum** Teachers at the academy deliver high quality lessons that are appropriately differentiated and personalised to match students' needs and targets. Where necessary, we also provide additional help with classroom support, one-to-one intervention or small group work. Parents are invited to contribute to reviewing targets on learning plans and our Parental Consultation Evenings provide regular opportunities to ensure continued support and regular reviews. Appointments can also be made with the class teacher, SENCo or pastoral and behaviour team to discuss any particular concern
How do we support students with medical needs?	If your child or young person has specific medical factors contributing to their educational needs please contact the school where a member of staff can discuss specific provisions that may need to be implemented. If a student requires medication within the academy day, this can be administered by a trained First Aider once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.

How do all academy staff help students with SEN to achieve their best?	**Support provided by academy staff.** When a student joins the academy, information is elicited regarding specific needs and these are made available to key staff, and individuals who will be interacting with that student, to plan appropriate provision and support. Class teachers with the support of the SENCo liaise with parents to develop the best possible support package. Our staff also receive targeted SEND and other specialist training. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support. Parents and carers are informed of interventions organised to take place at the academy.
How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	**Accessibility of the academy:** The design of workspaces (classrooms and other) is consistent throughout school, with colour coding for working walls, classrooms free of clutter and minimal visual distraction to avoid cognitive overload and allow children to focus on learning. The curriculum is adapted to meet the needs of children with SEND by differentiation, for example through additional scaffolding by adults, adapted tasks or extra resources. Children with physical or sensory needs such as visual impairment, are given appropriate equipment to allow access to the curriculum.
Information regarding the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.	Staff are regularly updated with information so that awareness of SEN student issues and how they can have a detrimental impact on emotional well- being, as well as progress, is high on teaching and support staff agendas. Time is provided for whole staff training to raise staff awareness of practical ways to improve support for SEN pupils facing barriers to learning. For example, staff have received training on Autistic Spectrum Conditions with suggested strategies and approaches. Key learning needs at Trinity Academy St Peter's include; Moderate Learning Disabilities, Social Emotional and Mental Health needs, Speech and Language Needs, Autistic Spectrum Condition (ASC) and Attention Deficit and Hyperactivity Disorder (ADHD). Specialist expertise is secured through the involvement of external agencies. Trinity Academy St Peter's has developed positive relationships with key experts such as the specialist teacher for Autistic Spectrum Conditions, Speech and Language Therapy and the Visual Impairment specialist teacher. Other specialist services such as school nurses,

	Occupational Therapy and medical professionals are involved where needed. Trinity Academy St Peter's have also elicited experts to help meet the mental health needs of children. This has involved Calderdale Healthy Minds running projects in school, CAMHS support and counsellors for children who need 1:1 support, referring children to the Rainbows bereavement service and obtaining Educational Psychologist assessments.
How do we evaluate the effectiveness of the provision made for children and young people with SEN?	The school's evaluation of SEN provision takes into both academic and non-academic outcomes depending on the needs of the child. Evaluation takes into account progress against outcomes on individual learning plans or provisions, pupil and parental views as well as academic progress made by SEN pupils in comparison to non-SEN students. This identifies any gaps in performance that will lead to further analysis and interventions.
How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?	The school provides this through: ➢ the assessment of need and reasonable adjustments being made ➢ a variety of differentiation strategies such as additional adult support, breaking down tasks into manageable chunks, adapted learning tasks or support resources ➢ allowing additional time for work/assessments ➢ adjustments to materials for example; colour of paper, font size This is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson materials and targets, students can access all activities, albeit in a differentiated manner. SEN students are encouraged to participate in extra-curricular activities alongside non SEN students.
What support is in place for improving emotional and social development?	**Support for emotional and social development:** The academy strives to maintain a supportive environment for students and understands that a priority is students' emotional wellbeing whilst they continue their academic journey. We cultivate a culture of empathy and respect through our core values here at the academy and these are promoted throughout the school. In addition, where it is deemed beneficial, children are invited to take part in individual or small group sessions, such as Nurture or Gardening Club, aimed at boosting confidence and self-esteem and giving children with the extra help sometimes needed to improve emotional wellbeing, social skills and independence.

	Students and parents have the opportunity to discuss any concerns with their class teacher, support staff or the Behaviour Team and we also provide direction to additional services where required. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. We monitor attendance and work with the Education Welfare Officer to support attendance.
How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	**Services available or can be accessed by the academy:** The academy frequently liaises with local agencies such as Open Minds Partnership, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing Team and Specialist Inclusion teams to ensure students' needs are met. We also work closely with the Calderdale SEN team to review students with Educational Health and Care Plans. Parents/ carers are encouraged to contact the academy if their child or young person's requirements change so provisions can be adequately adapted quickly. Parents are directed to the Calderdale support service Uniqueways to seek further advice or support where needed.
What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?	**If you still have concerns about your child's SEN support after consultation with the SENCO:** Young people and parents with concerns about SEN provision should contact Mr Brown (Principal) if initial concerns raised with the school's SENCO remain. Depending on the key areas of concern, complaints from parents are dealt with using the School's complaints procedure or through referral to the Local Authority.
Where can the LA's local offer be found?	For additional information regarding Calderdale Council's local offer please see below https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send

For additional information regarding SEN at Trinity Academy St Peter's please feel free to contact at: SENDCO@stpeters.trinitymat.org or 01422 831971.

Review Date: November 2026