



SEND

Enquiry

Community

Communication

Independence

'Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding' – Robert John Meehan

Intent

At The Trinity CE Primary Academy, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high quality and ambitious education regardless of need or disability. In our school community, we believe that it is vital that our pupils are equipped with the tools needed to become independent and enquiring learners both in and out of the classroom. Through our high quality planning, teaching and provision we:

- Use early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- Ensure that all children have access to a curriculum, which is scaffolded to enable children to access and reach the learning outcomes.
- Provide an accessible learning environment, to meet the individual needs of all pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach, where children have their voice heard and can communicate their needs.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

Implementation

Here in Trinity CE Primary Academy, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At Trinity, pupils with SEND will:

- Be provided with quality first teaching, scaffolded according to their needs.
- Be respected and their contributions valued and acknowledged.

Some SEND pupils may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or English learning.



SEND

- Take part in social and emotional support interventions such as ELSA, Thrive or have a mental health intervention in school or provided by the MHST(Mental Health Support Team)
- Receive additional support with their speech and language development from a teaching assistant or SALT assistant (Speech and Language Therapy).
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, SENDS (Specialist Educational Needs Disabilities) Service including HI (Hearing Impairment) and VI (Visual Impairment), Wiltshire Children's Services (HCRG care group), CAMHS (Children and Adolescent Mental Health) and MHST.
- Have alternative provision such outside of school.
- Have Support plans, EHCPs or individual targets

Here at Trinity, we use a Graduated response to SEND, using the WGRSS (Wiltshire Graduated Response to SEND) to identify and review the needs to the learner.

Impact

Here at Trinity, we follow the 'assess, do, review' cycle following the WGRSSs.

We also monitor the impact through:

- Reviewing support plans and target sheets
- Inviting, where relevant outside agencies to the reviews
- Regular learning walks focussing on the needs and outcomes for children with SEND
- Pupil Progress meetings that focus on the individual need for children with SEND
- Carry out pupil voice for children with SEND
- Monitoring of provision to meet the needs of the learner