Trinity Academy Whitehill (TAW) SEND Information Report 2025-2026

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What is the SEND Information Report?

The SEND Information Report details the provision that TAW 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, June 2014)

Our Aim

TAW 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. To achieve a fully inclusive education we aim to:

- Educate children and young people in a mainstream setting wherever possible.
- Value equally all students who attend TAW.
- Highlight that all teachers at TAW 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.
- Consider the views of the child.
- Work in 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.

Admissions

Children in receipt of an Education, Health and Care Plan (EHCP), where TAW is named as the appropriate school and it is agreed that the school can meet their needs, will be admitted before other applicants.

TAW SEND Headlines

Criteria	Data*	Percentage	National Data*
Total number of students on roll in N-Y6	581		
Students with EHCPs	29	5.0% *(-1% from 24-25)*	5.3%
Students identified as SEND Support	94	16.2% *(+1.2% from 24-25)*	14.2%
School population with SEND provision	123	21.2% *(+0.2 from 24-25)*	18.2%

SEND 'Per Year Group' at TAW

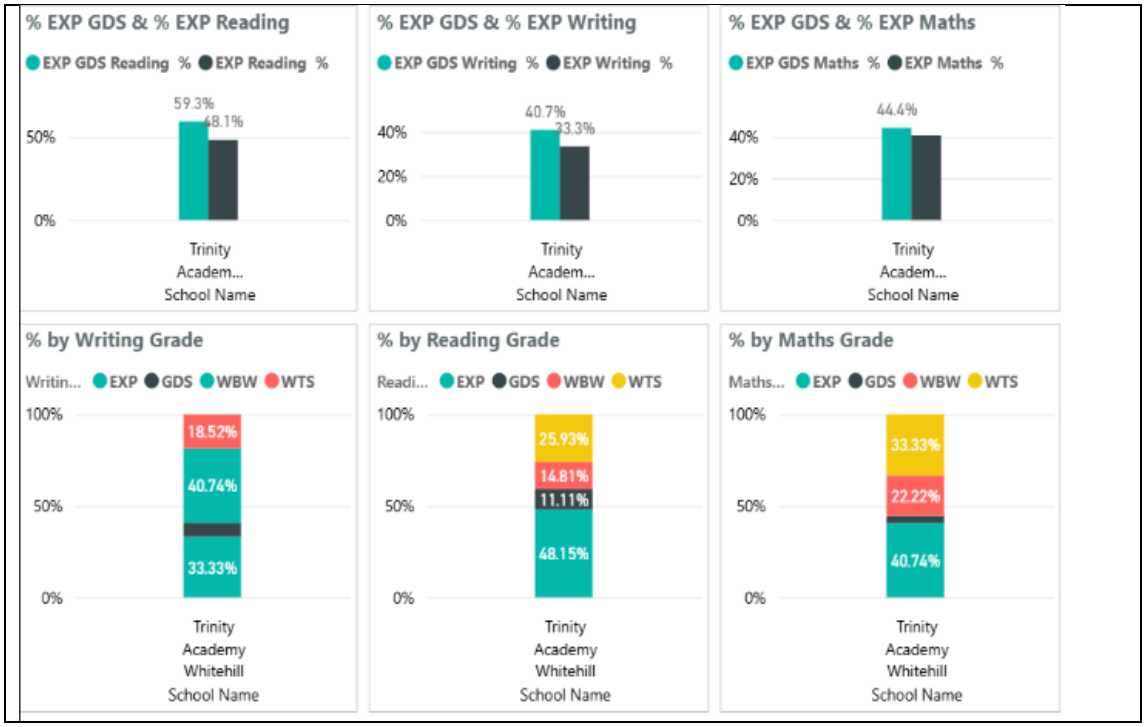
	Student Number			Student Percentages			
	SEND E	SEND K	Not on SEND Register	Student Cohort	SEND E	SEND K	Total SEND Register
N	2	1	37	N	5%	2.5%	7.5%
R	2	4	41	R	4.3%	8.5%	12.8%
1	6	12	55	1	8.2%	16.4%	24.6%
2	8	11	64	2	9.6%	13.3%	22.9%
3	2	15	66	3	2.4%	18.1%	20.5%
4	4	14	53	4	5.6%	19.7%	25.3%
5	3	14	71	5	3.4%	15.9%	19.3%
6	2	23	62	6	2.3%	26.4%	28.7%

* Correct as of 05.11.2025

Impact of Support and Interventions – Outcomes and Progress

Measure	2025 Results in %			
	TAW SATS Results	National SATS Results	TAW SEND SATS Results	SEND National SATS Results
KS2 SATs Attainment % Expected in Reading	83.5%	75%	59.3%	42%
KS2 SATs Attainment % Expected in Writing	78%	72%	40.7%	32%
KS2 SATs Attainment % Expected in Maths	74.7%	74%	44.4%	40%

Impact of Support and Interventions- Outcomes and Progress Specific Overview



The impact of SEN Funding and support on Attendance (2024-5)

	2024-2025			
	SEND Support	SEND E	Non-SEND	All Children
% Absence	94.5%	84.0%	95.8%	95.3%

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

Support for all students with special educational needs is overseen by the SENDCo who works with other staff including the Principal, Assistant Principals, Teachers and Learning Support 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 SEND funding in 2025-2026 will be allocated as stated below:

Type of Support	Objective	Evidence Base	Expected Outcome
Quality First Teaching	To ensure that all pupils with Special Educational Needs and/or Disabilities (SEND) receive high-quality, inclusive teaching. Our aim is to maintain a consistent, whole-school approach to quality first teaching, with a clear set of strategies that are applied in every classroom to support all learners. Please see Appendix A for details of our Quality First Teaching offer.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	To ensure that only limited intervention is required through the consistent delivery of high-quality teaching and provision. The aim is for the core offer of SEND-specific Quality First Teaching strategies to be clearly outlined on all MSPs.

SENDCo support and overview of SEND provision	To lead on all aspects of the provision, support, and monitoring of pupils with special educational needs.	As stated in the SENDCo roles and responsibilities for the Academy.	**What we expect from the graduated approach** To ensure a consistent process is followed for all pupils identified as SEND K and SEND E. **How we follow the graduated approach** The MSP is shared with parents and carers digitally each term (October, February, and June). Parents and carers are invited to comment on the content of the plan. A dedicated SEND parents' evening takes place once each term, with an early booking system available for SEND parents and the option to book a double appointment slot. This provides an opportunity to review the MSP and discuss progress directly with the class teacher. The graduated approach follows the assess, plan, do, review cycle, as outlined in the *SEND Code of Practice*. This process ensures that support is continuously monitored,

			reviewed, and adapted to meet each pupil's needs. The MSP is central to this process, enabling collaboration between school and parents/carers throughout each stage of the cycle. **When parental or carer engagement is limited** All pupils, whether identified as SEND or not, are assessed at the end of each term, and a report is sent home. If parents or carers do not engage with the MSP process, we make it clear that support will still be provided in school; however, the assess, plan, do, review cycle cannot be fully completed without parental input, as engagement is a crucial element of the graduated approach. In such cases, a note will be added to the MSP to indicate that no parental comments were received.
Senior Leadership Group	To develop, implement, and quality assure the TAW SEND provision package for all pupils,	Effective Senior Leadership Groups (SLG) ensure clear strategic leadership for SEND across schools, have high	Schools with proactive SLG have better SEND outcomes and staff confidence

	including those with additional needs.	expectations for all pupils, including SEND. (Ofsted EIF, 2021)	
Learning Support Assistants X 21(including Evergreen staff)	To support the teaching and learning of pupils with additional needs and liaise with teaching staff regarding the personalised education plans of the SEND students in their care. To participate in continuing professional development (CPD) to ensure that staff have up-to-date, relevant training for SEND provision and for implementing guidance from the Local Authority.	EEF (see previous) To ensure the Teaching & Learning team regularly reviews the impact of interventions. The aim is to track attainment data for pupils receiving additional support in order to evaluate the effectiveness of provision and inform future delivery.	To address barriers to learning, including raising attainment, improving attendance, and supporting organisational skills. The aim is to deliver the provision outlined in pupils' MSPs & EHCPs (Education, Health and Care Plans).
1 x SEND Admin	To liaise with external agencies to effectively address the needs of pupils. To carry out in-school screening to identify potential areas of need for further exploration.	Children with undiagnosed conditions may find life at school unnecessarily challenging. An effective, efficient referrals system should ensure that timely support is put in place to support students with undiagnosed conditions.	To ensure that relevant staff are involved in the SEND referral process and that pupils referred are thoroughly by collating appropriate materials. To ensure an efficient SEND team through effective organisation and communication.

	To champion SEND pupils by knowing, valuing, and understanding them.		To enable the SENDCo and other team members to work together effectively by managing administrative tasks as a team, allowing everyone to focus on supporting pupils and contributing to the SEND provision.
Pastoral Team Attendance Team	To take responsibility for managing and monitoring the behaviour, attendance, and wellbeing of all pupils, including those with SEND who are placed at TAW.	To monitor national data on attendance and achievement to inform practice and measure impact.	To maintain or improve upon 2024–2025 SEND attendance. To maintain or improve upon 2024-2025 behaviour incident figures. The aim is to ensure that SEND pupils feel fully supported and valued within the Academy.
Evergreen Provision; Yew, Laurel & Spruce	In close collaboration with Calderdale Council the aim is to provide well established foundations of inclusive practice a specialist provision dedicated to meeting the needs of children that require extra support.	As recommended in the SEND Code of Practice, 2015.	To ensure every child received the tailored support they require to thrive. Create a truly enriching educational experience which removes barriers to learning, foster confidence, and empower children to achieve their potential in a setting that celebrates individuality

Specialist service advice and support	To ensure pupils with SEND have access to a wide range of specialist services throughout the academic year, including: • Educational Psychologist support • Speech and Language support • Occupational Therapy • ASD Outreach Team • Early Years Portage Team • Visual, Hearing, and Multi-Sensory Impairment Team • Specialist Provision Cluster • CAMHS (Child and Adolescent Mental Health Services) As recommended in the *SEND Code of Practice* (2015), pupils who require support from external agencies benefit from the advice and expertise of specialists. This guidance helps	As recommended in the SEND Code of Practice, 2015.	Pupils who require support from external agencies benefit from the guidance of specialists, helping teaching staff and the SEND team to better support their learning in school.

	teaching staff and the SEND team to provide targeted support and enhance learning outcomes in school.		

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

The SEND 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 SEND, please do not hesitate to contact the school SENDCo whose details are provided in the table.

What kinds of SEND do we provide for at TAW?	TAW provides support for pupils with all types of Special Educational Needs and Disabilities. The school makes reasonable adjustments to ensure that pupils with SEND are appropriately supported once the school has identified or been informed of their needs. Students with SEND at TAW receive support and adjustments to assist them in the following areas of need:

	• Communication and Interaction – for example, support for pupils with Autism Spectrum Condition (ASC). • Cognition and Learning – including support for pupils with Dyslexia, Dyspraxia, or other moderate learning difficulties. • Social, Emotional and Mental Health (SEMH) – including support for pupils experiencing anxiety, depression, or other related challenges. • Sensory and/or Physical Needs – for example, support for pupils with difficulties related to vision, hearing, or physical conditions such as hypermobility. • There are currently 29 students at TAW who have an EHCP*. *Correct as of 05/11/25
What are our policies for identifying children and young people with SEND and assessing their needs?	In line with the *SEND Code of Practice (2015)*, TAW is committed to the early identification and support of pupils who may have SEND. Concerns regarding a pupil's progress or development may be raised by: • Teachers • Learning Support Assistants • Parents or Carers • The SENDCo (Special Educational Needs Coordinator) • The Pastoral Team • A Senior Leader • External Agencies

	When an initial concern is identified, a 'SENDCo Referral' form will be completed by a familiar adult, ideally the class teacher. If parents or carers have not already been informed, they will be notified at this stage. A member of leadership or a member of the SEND team will then carry out an observation and review to ensure that appropriate Quality First Teaching strategies have been implemented in the classroom. The team will consider whether further adaptations, additional support, or a referral to an external agency is required. Following this, a period of monitoring will begin. During this time, targeted strategies will be put in place and their impact assessed. Actions, progress, and outcomes will be recorded. If, after this period, it is agreed that the pupil has a special educational need, their name will be added to the SEND Register, and appropriate support will be planned in consultation with parents and relevant staff. Where necessary, referrals may be made to external agencies. In some cases, the school may decide to continue monitoring and gather further evidence to develop a clearer picture of need before external referral. Parents and carers play a vital role in the identification and support of SEND. If you have any concerns about your child's learning or development, please contact your child's class teacher or a member of the school's Special Educational Needs Team:

	• Mrs Gec- Assistant Principal • Miss Hitchen- SENDCo • Mrs Watson- SEND Admin You can reach the team via: admin@whitehill.trinitymat.org SEND@whitehill.trinitymat.org 01422 244471
What arrangements are in place for consulting with parents of children with SEND and involving them in their child's education?	At TAW, we value the partnership between home and school and recognise the essential role that parents and carers play in their child's education and development. In accordance with the *SEND Code of Practice (2015)*, we ensure that parents are fully involved in all stages of the SEND process. • **MSPs:** Parents and carers of pupils with an identified SEND are invited to share their views on their child's MSP, including the support provided and the individual objectives set. • **Parent Consultation Evenings:** Regular parent consultation evenings are held to review pupils' attainment and progress. These meetings provide an opportunity for parents and class teachers to discuss outcomes, evaluate progress, and agree on next steps. • **EHCP Reviews:** Parents and carers of pupils with an EHCP are invited to contribute to the annual review process. Contributions can be submitted prior to the meeting and form an important basis for discussion during the review.

	• **SEND Coffee Mornings:** Parents and carers are also invited to termly SEND coffee mornings. These informal sessions offer the chance to meet the SEND team, share experiences, and receive updates about SEND provision within the school. Some sessions also include information events delivered by external professionals or partner agencies.
What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?	Pupil voice is a central part of our inclusive practice and contributes to ongoing review and improvement. • **MSPs:** Pupils with SEND are invited to provide comments on their MSP each term. They are supported with a series of prompt questions to help them reflect on their progress, strengths, and any concerns they may have. Any concerns highlighted are then followed up in a one-to-one meeting with a member of staff. • **EHCP Reviews:** Pupils with an EHCP are invited to share their views on their progress, outcomes, and future aspirations as part of their annual review. Their contributions help shape the discussion and inform planning for the year ahead. • **Pupil Voice Events:** A selection of pupils with SEND are invited to meet with the Senior Leadership Team during the *Principal's Breakfast* event. This provides an opportunity to capture pupil voice around a chosen focus area and to ensure that

	pupils' experiences directly inform whole-school development.
What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?	The cycle of assessment and review at TAW is scheduled termly. This process includes: • Reviewing pupils' progress towards expected outcomes using progress data recorded by teaching staff, alongside any other relevant information. • Implementing additional, appropriate interventions to support SEND pupils. • Discussing and agreeing on potential adjustments to provision, which are then communicated to all relevant staff for implementation. In addition, intervention attainment data is tracked and reviewed to monitor the effectiveness of targeted support and to inform planning.
What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood? As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.	TAW recognises that transitions into and within school can be challenging for some pupils with SEND. Adjustments are put in place on a needs basis to ensure that every pupil experiences a smooth transition In addition to usual transition practices, additional support may include:

	• Arranging visits to the school with parents prior to entry to help pupils become familiar with the environment. • Meetings with Early Years teachers to gather relevant information about the pupil's needs. • Meetings with parents to provide reassurance and discuss specific needs. • Meetings with relevant Specialist Inclusion Teams as required. • Ensuring individual needs are considered during assessments such as SATs, with adaptations made where advised. Transitions to secondary school are also planned on a needs basis and may include: • Arranging visits to the secondary school prior to entry to support orientation. • Meetings with secondary school staff to share relevant information about the pupil's needs and provision. • Meetings with parents to provide reassurance and discuss specific needs. • Opportunities for pupils to meet new staff in advance. • Ensuring that relevant documentation, such as MSPs, are shared with the new setting.
What is our approach to teaching children and young people with SEND?	At TAW, teachers deliver a high-quality curriculum.

	Where significant adaptations are required, an MSP is created with the support of the SENDCO. The MSP outlines the pupil's specific needs, objectives, and strategies. Appointments can also be arranged with the class teacher, SENDCO, or pastoral team to discuss any learning concerns. Where appropriate, additional support may be provided through: • Classroom support, intervention, or small group work. • Targeted intervention groups to address specific skills, knowledge, or understanding, sometimes delivered outside the classroom. • Specialist equipment, furniture, or software, following advice from relevant professionals, to ensure full access to the curriculum. In addition to the above, pupils with an EHCP have an annual review, which includes the relevant staff, such as class teacher, and provides an opportunity to discuss the pupil's learning, progress, and attainment in detail.
How do we support students with medical needs?	If your child has specific medical factors that affect their learning, please contact the school so that a member of staff can discuss any provisions that may need to be put in place. If a student requires medication during the school day, this can be administered by the School Medical Welfare Officer once the necessary procedures have been followed. The specific process for administering medication can be discussed in more detail by contacting the school.

	Parents and carers are encouraged to maintain an active dialogue with the school to communicate any changes in their child's medical needs, as this information can directly support their education and well-being.
How do all academy staff help students with SEND to achieve their best?	At TAW, all staff play a role in supporting students with SEND to reach their full potential. This includes class teachers delivering pastoral staff, teaching assistants, and other key staff who provide day-to-day guidance, encouragement, and tailored support. Staff work collaboratively, sharing information about each pupil's needs via seating plans and MSPs to ensure consistent support across lessons, interventions, and wider school activities. Targeted interventions, small group support, and specialist input from external agencies are implemented where required, and staff receive ongoing SEND training to respond effectively to students' individual needs. Staff maintain communication with parents, ensuring a coordinated approach that supports students academically, socially, and emotionally, helping them to achieve their best in all areas of school life.
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	At TAW, both the curriculum and learning environment are adapted to help students with SEND access learning and achieve their potential. Classrooms and workspaces are consistent, with

	neutral colours, minimal clutter, and reduced visual distractions to support focus. Where appropriate, teaching is adapted to provide differentiated learning opportunities; this is set out in our core offer of SEND-specific quality first teaching strategies. Where significant adaptations are needed, MSPs set out personalised objectives and strategies. Staff work together to implement these adaptations across lessons and interventions, and targeted support, specialist equipment, or input from external agencies is provided as required. Adaptations are reviewed to ensure they continue to meet each student's needs Sensory audits are also carried out across the academy on an ongoing basis to help inform adjustments and improvements.
Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.	At TAW, staff are regularly updated to ensure awareness of SEND-related needs and how these may affect both well-being and academic progress. Weekly teaching and learning clinics, CPD sessions, and staff briefings ensure that support strategies remain a high priority for all staff. SEND is threaded through CPD sessions to ensure that understanding and practical strategies are consistently reinforced. Whole-staff CPD is provided to raise awareness of practical ways to support SEND pupils facing barriers to learning. Key areas of need include ADHD, Autistic Spectrum Condition (ASC), Moderate Learning Difficulties, Social, Emotional and Mental Health Needs, and Speech and Communication needs. Specialist

	expertise is also accessed through external agencies to enhance staff knowledge and provision. TAW has established positive working relationships with a range of specialist professionals to support students with SEND. These include the specialist inclusion teams. Other services, such as school nurses, Occupational Therapy, and medical professionals, are involved as required. TAW also works with experts to support the well-being of students. This includes Open Minds running parental workshops and CAMHS support. The academy also supports parents by signposting them to relevant external agencies, such as Calderdale's Uniqueways or the Family Support Team, to provide additional advice and guidance.
How do we evaluate the effectiveness of the provision made for children and young people with SEND?	The school evaluates SEND provision by considering both academic and non-academic outcomes, based on the individual needs of each child. This includes progress against outcomes on MSPs, pupil and parental feedback, and the academic progress of SEND pupils compared with their non-SEND peers. This evaluation helps to identify gaps in performance, informing further analysis. Intervention data is also monitored to assess effectiveness and inform ongoing support.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	Our school seeks to ensure that children and young people with SEND are able to participate in the same activities as their peers. Through planning of groups, seating, lesson materials, and learning targets, pupils with SEND can access classroom and small-group activities with support and differentiation. SEND students are encouraged to join extra-curricular activities, with modifications or adaptations made as necessary to enable participation. Support may include: • Assessment and reasonable adjustments, made when required and advised • Additional time for classwork and assessments, provided as appropriate • Adapted resources and differentiated tasks where possible • Guidance, such as breaking tasks into manageable steps, upon review of effectiveness • Accessibility measures, including stair lifts and facilities for mobility needs, where required These measures are reviewed regularly to ensure children and young people with SEND can engage alongside their peers, supporting social, emotional, and academic inclusion.

What support is in place for improving emotional and social development?	The SEND team works with the Pastoral Team to monitor the emotional and social development of students. Where students require reasonable adjustments to the behaviour policy, these are reviewed at least three times a year and shared with staff via MSP. The school promotes anti-bullying measures, self-esteem building, and anxiety management. Support is provided by the Pastoral Team and class teachers as needed. For students needing extra help, small-group interventions such as Zones of Regulation and Social Skills Groups are available. Students and parents can raise concerns with teachers, support staff, or the Pastoral Team, and guidance for additional services is provided where required. Attendance is monitored, with support from the Lead Attendance Officer and Education Welfare Officer when necessary.
What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	If you have concerns about your child's SEND support, please contact the SEND team at **SEND@whitehill.trinitymat.org**. If concerns remain after speaking with the SEND team, you may contact the Senior Leadership Team via **admin@whitehill.trinitymat.org**. Depending on the nature of the concern, complaints from parents are handled in accordance with the school's Complaints Policy.

Where can the LA's local offer be found?	For additional information regarding Calderdale Council's local offer please see below Calderdale SEND Local Offer | Calderdale SEND Local Offer

For additional information regarding SEND at TAW, please contact:

- Mrs Hitchen (SENDCO)
- Mrs Gec (Assistant Principal, Inclusion)

You can reach them by email at admin@whitehill.trinitymat.org or SEND@whitehill.trinitymat.org, or by telephone on 01422 244 471.

Review Date: July 2026

Appendix A

Quality First SEND Support Strategies
Communication and Interaction 1. Multisensory approaches used to support spoken language e.g objects, symbols, role play and demonstration. 2. Instructions given in order through small chunks with visual cues. 3. Wait time is provided allowing time for processing and response. 4. Names are used to cue in to gain attention when instructions are provided. 5. Mixed ability pairing or talking buddies are considered on seating plans to encourage effective communication. **Cognition and Learning** 1. Links to prior learning are made regularly. 2. Emphasise and pre-teach key words and vocabulary. 3. Key learning points are reviewed during and at the end of the lesson with visuals. 4. Learning tasks are presented in smaller steps, giving breaks or additional time where needed. 5. Alternative ways to demonstrate understanding of knowledge e.g. diagrams, mind maps, voice recorders. 6. Pupils encouraged to explain what they have to do to check understanding. **Social, Emotional and Mental Health** 1. Consistently apply rules for behaviour in a calm, clear manner, emphasising positives and celebrating strengths. 2. Listen and give pupils opportunities to explain and reflect on their behaviours and emotions. 3. Seating and grouping are well thought through, allowing peers to model good behaviour. 4. Transition times are clearly taught, planned for and actively managed. 5. Legitimised learning breaks are given e.g. movement breaks, fidget aid, quiet, calm spaces. 6. Visual timetables evident in classrooms to support transitions, changes in routine and unexpected changes to help reduce anxiety. **Sensory and Physical** 1. Provide multi-sensory experiences, such as use of videos, materials to engage with through the five senses. 2. Seating arrangements enable pupils to see and hear the board or speaker. 3. Minimised distractions in the environment such as noise, clutter and lighting. 4. Resources to support learning such as pencil grips, coloured overlays, wobble cushion, ear defenders, sand timers. 5. Provide movement and sensory breaks with a range of sensory aids.