



SEND Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our Academy.

If you want to know more about our arrangements for SEND, read our SEND policy [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the Academy provide for?

Our Academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

SEND context at Trinity Academy 2025-26

Total number of pupils on roll	605
% of pupils with EHCPs	2.6%

% of pupils identified as SEND support	18%
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Year	SEN K	SEN E	Total
7	9	0	9
8	21	4	25
9	27	3	30
10	24	4	28
11	18	4	22
12	5	0	5
13	5	1	6

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Munira Salah.

She is in her third year of working at the Academy and has a wealth of knowledge about our local context. Ms Salah is a qualified teacher and has taught subjects including History, Sociology, Religious Studies and Citizenship. She achieved the National Award in Special Educational Needs Co-ordination in 2022. She is allocated 21 hours a week to manage SEN provision.

You can contact Ms Salah via email: m.salah@trinity.futureacademies.org

Deputy SENCO

Our Deputy SENCO is Sylvie Lovegrove.

Ms Lovegrove is a qualified teacher and is an experienced Head of Geography.

Class/subject teachers

All teachers receive in-house SEN training and ongoing support from the SENCO. Teachers deliver Quality First Teaching through our SEND Golden Tactics, ensuring pupils with SEND are effectively supported to access the curriculum. Staff have access to individual student profiles for pupils who require more individualised support, alongside class profiles on Bromcom which outline the reasonable adjustments required for pupils with SEND.

Teaching assistants (TAs)

Our SEND department has a team of five Teaching Assistants, including a Literacy TA who provides targeted support for pupils with literacy needs. All TAs are trained to deliver targeted interventions and provide effective in-class support. Training includes Fresh Start Phonics, Lexia, Social Skills, Zones of Regulation, ELSA, and speech, language and communication interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Place2Be
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

The SEND Admissions process informs us of those with Educational Health Care Plans. For students with such an EHCP, and in the case that we agree we are able to meet a child's needs, we are able to plan for as seamless a transition as possible in meeting their needs in their new secondary provision.

We also gain information about students' SEN before they arrive, through:

- Parent-supplied information on school application forms and at entry interviews
- Shared communication between primary schools and our academy on the specific needs of individual pupils, in the Summer term, prior to the child starting.
- Close liaison with parents and primary SENDCos before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision.

- In school testing of all Year 7 pupils, prior to them starting at the academy, including the New Group reading Test (NGRT) and Cognitive Abilities Test (CAT).
- Once pupils have begun their time at our academy, further identification and assessment can be done through:
 - In class observations
 - Teacher feedback and continual progress monitoring to inform where a child may need extra support
 - Student support meetings between the Head of year and SENDCo
 - Parent communication and meetings

Pupils sit a reading assessment once a year, students on intervention will do this termly. This is used to identify potential literacy and learning needs. The SEND Department also run additional screeners and assessments following referrals from teaching staff.

We operate an open-door policy. Pupils and their families can also speak to the SENDCo if they believe they or their child may have a learning need.

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's class or form teacher. Each year group has a Head of Year, who can be emailed with any concerns. They will pass the message on to our SENCO, Ms Salah, who will be in touch to discuss your concerns.
Email: m.salah@trinity.futureacademies.org .

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the Academy's SEND register.

4. How will the Academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academic work or socially. This might include pupils who experience challenges accessing longer readings, completing long or complex independent work, contributing to class discussions or working purposefully with peers in class amongst other factors.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will flag their concerns via our SEN Expression of Concern Form. This will be received by the SENDCo who will liaise with the student's year team and the SEND team about possible screeners and additional support. The SEND team will contact you to discuss the possibility that your child has SEND.

The SENDCo or a member of the SEND team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo or a member of the SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the Academy's SEN register, and the SENDCo will work with you to create a Pupil Profile plan for them.

5. How will the Academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the Academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We are committed to working in partnership with parents and carers to support pupils with SEND. Parents and carers receive regular information about their child's progress through the academy's reporting and communication processes.

Where appropriate, members of the SEND team will meet with parents and carers to:

- Review their child's needs, progress and outcomes;
- Discuss the support and reasonable adjustments in place;
- Consider what is working well and any areas of concern;
- Agree appropriate steps

The SENCO may also be involved where additional advice or support is required.

Throughout the year, we provide opportunities for parents and carers to engage with the SEND team. These may include:

- SEND coffee mornings and information events;
- individual meetings with members of the SEND team;
- opportunities to speak with the SEND team at parents' evenings; and

- ongoing communication where parents or carers have concerns or wish to discuss their child's provision.

For pupils who require more individualised support, a Pupil Profile may be developed. This provides staff with further information about the pupil's needs and effective strategies to support their learning. Pupil Profiles are reviewed as appropriate, with contributions from pupils and parents/carers encouraged as part of the process.

Reasonable adjustments and key SEND information are made available to relevant staff through class profiles on Bromcom, supporting teachers to plan appropriate provision and deliver Quality First Teaching through our SEND Golden Tactics.

Pupil voice is an important part of our SEND provision. Pupils are encouraged to contribute to discussions about:

- the support they receive;
- their progress and aspirations;
- what is working well; and
- the strategies and reasonable adjustments that help them to learn successfully.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the Academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all pupils in their classes, including pupils with SEND.

8. High-quality, inclusive teaching is our first response to meeting pupils' needs.

Teachers deliver Quality First Teaching through our **SEND Golden Tactics**, adapting their teaching to remove barriers to learning and support pupils to access our broad, balanced and knowledge-rich curriculum.

Adaptations are based on individual need and may include:

- adapting teaching approaches, tasks or curriculum materials to support access and participation;
- allowing additional processing time or breaking instructions into manageable steps;
- pre-teaching and reinforcing key vocabulary;
- using visual prompts, modelling and scaffolding;
- adapting resources or the organisation of classroom support; and
- providing appropriate aids or assistive technology, where required.
- Reasonable adjustments are made according to individual need and are communicated to relevant staff through class profiles on Bromcom. Pupils requiring more individualised support may also have a Pupil Profile, which provides additional guidance on effective strategies.

Where additional support is required, pupils may access targeted interventions. These are identified according to need and may include:

- Literacy and reading: Lexia, Lexonik, Fresh Start Phonics and group reading;
- Numeracy: targeted numeracy intervention;
- Speech, language and communication: targeted SLCN interventions and social communication groups;
- Social, emotional and wellbeing: Zones of Regulation, social skills support, counselling and access to Place2Be;
- Other targeted support: handwriting, EAL English intervention, homework support and mentoring.
- The support and interventions provided will depend on the individual pupil's identified needs and are reviewed to ensure they remain appropriate and effective.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	TA support Teacher support EP involvement Reading interventions
	Moderate learning difficulties	Homework club Phonics/Literacy Numeracy
Social, emotional and mental health	ADHD, ADD	In-class and/or supervised movement breaks, where identified as appropriate to meet individual need
	Adverse childhood experiences and/or mental health issues	Counselling Trusted adults
Sensory and/or physical	Hearing impairment	Specific seating arrangements in class
	Visual impairment	Specific seating arrangements in class
	Physical impairment	Lift pass Occupational Therapy support

These interventions are part of our contribution to Lambeth's local offer.

9. How will the Academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term

- Reviewing the impact of interventions after 8-10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Discussion with parents at parents' evenings.

10. How will the Academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The Academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

The Academy has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. A qualified assessor conducts further tests in order to provide the necessary evidence for JCQ in Key Stage 4. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe.

11. How will the Academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and Academy visits are available to all our pupils, including our before and after-Academy clubs.

All pupils are encouraged to go on our Academy trips, including our residential trips to both locally and abroad.

All pupils are encouraged to take part in sports day, music and drama productions as well as any workshops which may be organised as part of their curriculum.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the Academy make sure the admissions process is fair for pupils with SEN or a disability?

Our arrangements for prospective students with a disability and prospective students with SEND follows the same criteria as for all other students and therefore no student is discriminated against.

Prospective students with an EHC plan, who name the Academy as their choice of school, will be admitted following consultation with the local authority before any other places are allocated.

For situations where the Academy is over-subscribed, our admissions criteria ensures that students with a disability or special educational need are not disadvantaged and have the same opportunities as all other applicants.

We also make provisions for students with specific medical conditions where this is accompanied by detailed evidence from medical professionals will be admitted before any other places are allocated.

Please refer to the Academy's admissions arrangements for specific information regarding to pupils with SEN or a disability. These are available on the Academy's website.

13. How does the Academy support pupils with disabilities?

Where pupils require support with physical and mobility needs the academy has lift access to all floors, accessible classrooms and modified facilities for pupils. Key staff will be aware of pupils' physical and sensory needs and be available to provide assistance when required.

At Trinity Academy we are proud of our culture of demonstrating mutual respect to all, including with reference to the full range of protected characteristics. We adapt

our facilities to help disabled students to access the Academy, including the provision of auxiliary aids and services.

- You can find the Accessibility Plan on our website. This details how we increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide;
- Improve the availability of accessible information to disabled pupils

14. How will the Academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and other leadership roles
- Pupils with SEN are also encouraged to be part of enrichment clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by providing the SDC at lunchtime where there is an open drop in for students to speak to the TA's.
- We run a club at lunch times for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the Academy by employing a Head of Year per year in addition Pastoral Support leaders, as well as a robust safeguarding team, who investigate and follow up on any aspects of bullying both inside and outside of the Academy. This ensures that we follow up swiftly on any concerns.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new Academy year we:

- Can provide timetables in advance to ensure changes to routine are prepared for
- Where possible keep the existing pastoral and support staff the same to ensure relationships are maintained
- Allow students to come in for an additional visit the day before term starts.

Year 6 into Year 7

A well-planned and structured transition through key stages is integral for pupils with SEND. During the transition from primary to secondary Academy, measures are taken to ensure the best possible support for pupils with SEND.

Pupils will be prepared for the transition by (including but not limited to):

- Primary observations and meetings with the SENDCo- Parent/carer meetings and pre-planning for transition support;
- Transition group for vulnerable pupils and those with extensive needs;
- Planned visits and meetings with key staff members to alleviate anxieties and allow the pupil(s) to orientate themselves with the structure of the Academy building

Key Stage 3 to 4

The options process can be daunting for pupils with SEND. A guided approach is taken to ensure the best choices are made for pupils in year 9 embarking on the options process. Pupils with SEND are interviewed by their designated key worker within the SEND Department to ensure their choices for GCSEs are in line with their skills and attainment and will support the progression of their chosen career choice.

Onto adulthood

When your child is moving on from our Academy, we will ask you and your child what information you want us to share with the new setting. For pupils with SEND, leaving the Academy for new destinations, support with applications and careers advice is available. Pupils are often accompanied to open events, careers conferences and other events to showcase the range of Post-16 options available to them and in

line with their needs. Once a suitable course has been established, the relevant staff support with the application process, interview preparation and if needed, transition visits to the new destination. Pupils staying at the Academy for Post-16 are supported with interview preparation and their *Pupil Profile* is updated in line with the key stage change to ensure all teachers understand a pupil's specific need(s) and the best strategies to support those needs.

Those students with an EHCP also receive a 'preparing for adulthood' meeting with a member of the Lambeth SEND team.

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated member of staff for looked-after children is Stefan Grabowski.

Tel: 0203 126 4993

Email: s.grabowski@trinity.futureacademies.org

Mr Grabowski works with Ms Salah, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our Academy should be made to the SENDCo in the first instance. In most cases the SENDCo will be able to address your concerns. If the SENDCo is unable to resolve your concerns or if you are not satisfied with the response, then you should refer to the Trust's complaints procedure which is located [here](#).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lambeth's local offer. publishes information about the local offer on their website: [Lambeth Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Lambeth Local Offer](#)

Local charities that offer information and support to families of children with SEND are:

[Lambeth IASS](#)

[First 5 Lambeth](#)

[A2ndvoice CIC](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a Academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the Academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the Academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that Academies must follow to support children with SEND
- **SEN information report** – a report that Academies must publish on their website, that explains how the Academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, Academies or institutions or life stages

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