



Trinity Academy St Edward's

SEND Information Report

November 2025

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Our Aim

Trinity Academy St Edward'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. We do not believe in excuses and have sky-high expectations for all.

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 we aim to:

Wherever possible educate children and young people in a mainstream setting.

- *Value equally all students who attend Trinity Academy St Edward's.*
- *Highlight that all teachers at Trinity Academy St Edward's are teachers of students with special educational needs and that quality first teaching is the primary mechanism to the learning of all students.*
- *Scaffold and support strategies prevalent in teaching 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 Edward's offers to students with special education needs and disabilities. To find out more about the 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 2015)

SEND overall at Trinity Academy St Edward's

Criteria	Data
Number of students on roll at Trinity Academy St Edward's	894
% number of students with an EHCP	4.6% (41 students)
% number of students identified as SEND support (K)	8.8% (79 students)

Impact of Support and Interventions

A data overview of the impact of SEN provision to date

Below are figures that indicate the assessment of SEND students last academic year.

Year 7

Year 7 JAN	Art Des	Computing	English	French	Geography	History	Maths	Music	RS	Science	Technology	Average
All	53	67	66	67	61	64	71	58	73	64	61	64
E	21	43	37	41	23	38	34	31	45	44	45	37
K	35	55	48	45	44	49	54	49	52	48	51	48
N	57	69	70	71	65	67	75	60	77	67	63	67

Year 7 JUNE	Art Des	Computing	English	French	Geography	History	Maths	Music	RS	Science	Technology	Average
All	54	73	68	66	57	60	71	62	71	73	65	65
E	26	43	32	33	19	25	14	31	32	42	32	30
K	32	58	49	43	36	42	46	55	56	53	48	47
N	57	76	72	70	61	63	78	64	75	75	65	69

Year 8

Year 8 JAN	Art Des	Computing	English	French	Geography	History	Maths	Music	RS	Science	Technology	Average
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All	54	58	66	62	57	64	73	59	74	63	63	63
E	33	41	32	34	29	40	28	33	36	31	44	36
K	35	45	49	45	40	42	55	41	49	43	52	45
N	57	60	69	66	60	68	77	62	79	67	65	66

Year 8 JUNE	Art Des	Computing	English	French	Geography	History	Maths	Music	RS	Science	Technology	Average
All	58	71	67	56	58	60	66	60	73	59	63	63
E	29	46	37	40	31	36	23	37	39	29	42	35
K	45	62	51	45	41	45	48	47	47	47	47	48
N	60	73	70	58	61	63	70	63	76	62	65	66

Year 9

Year 9 JAN	Art Des	Computing	English	French	Geography	History	Maths	Music	RS	Science	Technology	Average
All	57	61	63	57	57	61	63	54	65	44	61	58
E	32	55	45	59	33	39	27	36	37	24	49	40
K	48	52	43	41	39	43	44	41	45	30	42	43
N	59	63	66	59	61	67	67	56	69	47	64	61

Year 9 JUNE	Art Des	Computing	English	French	Geography	History	Maths	Music	RS	Science	Technology	Average
All	57	60	68	56	51	61	61	49	64	47	60	58
E	31	49	54	38	32	44	27	34	46	27	47	39
K	38	47	50	37	35	42	46	34	46	30	42	41
N	61	63	70	59	54	65	65	52	67	51	62	61

Year 10

Year 10 JAN	Number	A8 predicted	4+ basics	5+ basics	7+basics	A8 Eng	A8 Maths	A8 EBACC	A8 Op
All	176	52.3	80.1%	65%	18%	11.2	10	14.5	16.6
E	5	16.7	20%	20%	-	4.4	3.2	3.8	5.3
K	20	33.5	35%	20%	-	7.6	6.1	9.4	10.4
N	151	56	88.1%	72.2%	21.2%	12	10.8	15.6	17.8

Year 10 JUNE	Number	A8 predicted	4+ basics	5+ basics	7+basics	A8 Eng	A8 Maths	A8 EBACC	A8 Op
All	172	52.6	81.4%	65.1%	21%	11.4	10.3	14.4	16.5
E	4	15.1	25%	25%	-	4	2.5	3	5.6
K	18	34.5	39%	22.2%	-	7.6	6.6	9.7	10.7
N	150	55.8	88%	71.3%	24%	12	11	15.3	17.5

This data indicates that there is still a gap between SEND students and their peers, however students who attend St Edward's and who are classed as SEND are in some cases making faster progress with their learning than their peers, as can be seen below.

In Year 7, Art SEND E increased their attainment by 5% compared to their non-SEND peers. Also, in Music SEND K increased their attainment by 6% compared to 4% by their non-SEND peers. In RS, SEND K increased their attainment by 4% compared to their non-SEND peers.

In Year 8, Art SEND K increased their attainment by 10% compared to 3% by their non-SEND peers. Also, in computing SEND K increased their attainment by 17% compared to 13% by their non-SEND peers. In English, SEND E increased their attainment by 5% compared to 1% by their non-SEND peers. Overall, Year 8 SEND K increased by 3% compared to their non-SEND peers.

In Year 9, English SEND E increased their attainment by 9% and SEND K by 7% compared to 4% by their non-SEND peers. Also, in history, SEND E have increased their attainment by 5% compared to their non-SEND peers.

Attendance Academic Year 2024-25

Group	Attendance rate
Whole school	92.8%
SEND E	81.5%
SEND K	82.9%

Admissions

Children in receipt of an Education, Health and Care plan (EHC) that names Trinity Academy St Edward'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 SENDCo in liaison with the Principal, Assistant SENDCOs, Student Liaison Officers, Curriculum Leaders and teachers with specific responsibilities for intervention.

The first and most important stage of intervention is quality first teaching which is appropriately differentiated.

SEND Expenditure 2024-2025

Type of support	Objective	Evidence base	Expected outcome
Quality first teaching	To ensure that all students with SEND receive high quality teaching every lesson, every day.	EEF High impact and strong evidence base, particularly if the student is also disadvantaged	There will need to be limited intervention due to the quality in the classroom. No TAs will be appointed and staff will be given high quality CPD to skill them up.
SENDCo support and the overview of SEND provision	To lead on all policies, tracking, paperwork,	As stated in job description and roles	All students will be given a 'graduated approach to the

	monitoring and quality assurance; ensuring SEND students make progress	and responsibilities of the SENDCo	<p>needs', including those identified as SEMH.</p> <p><u>What does a graduated response look like at Trinity Academy St Edward's?</u></p> <p>Detailed and documented response that monitors and tracks all interventions available at each wave of intervention. A SEND support plan initiated for all K students that is an Assess, Plan, Do, Review approach in three cycles. Parents/carers and the student will be invited to meet three times a year to review these documents and the targets set and interventions in place.</p>
Maths and English curriculum	<p>To develop and implement TASE's literacy and numeracy interventions for all those students who need it.</p> <p>To complete NGRT reading tests, baseline assessments and CAT tests</p>	<p>EEF – mastery + 5 months</p> <p>This will include students' access to Lexonik</p> <p>To ascertain a clear baseline level for all students but even more so for those with SEND.</p>	<p>Address numeracy and literacy concerns for those students identified during lessons and add in extra wave 2 intervention. Increased understanding, increased reading ages.</p>
Student Liaison Officers	To be responsible for managing and monitoring the behaviour, attendance and	The strong correlation between high attendance and high attainment. Strong research	The attendance of SEND students is at least in line with their peers.

	<p>wellbeing of all students, including those with SEND needs, who are placed in their year</p> <p>To assist the SENDCo with key worker roles for students who may need it.</p> <p>To develop SEMH approaches that give students resilience and specific strategies to regulate their emotions.</p>	<p>indicating the power of positive relationships in supporting those students with SEND needs, particularly those with SEMH needs.</p> <p>Having a clear understanding that behaviour could be the outcome of an unmet need and establishing strong triangulation with SEND, pastoral and teaching and learning.</p> <p>EEF Mentoring +2 Behaviour interventions + 4</p>	<p>The behaviour of students is understood and clear correlations are made to learning when appropriate – graduated responses indicate this.</p> <p>That all students feel safe and supported in the academy.</p>
Library area	<p>This gives a quiet space for any SEND students who may need some peace and quiet and to self-regulate during busy unstructured times</p>	<p>SEND research and National Autistic Society – to enable ASD children to have quiet space.</p>	<p>To aid students who find unstructured times of the day challenging and would benefit from adult support.</p>
SEND classroom	<p>Another quiet space with sensory areas to enable students to self-regulate where needed. There is sensory equipment and support from the Assistant SENDCOs.</p> <p>It also allows students to participate in breakfast clubs and targeted interventions.</p>	<p>SEND research and National Autistic Society – to enable ASD children to have quiet space.</p>	<p>To aid students who find unstructured times of the day challenging and would benefit from adult support.</p>

	It provides a space for students at unstructured times.		
Mental health counsellors	To offer specialist support for any of our SEND students who may have SEMH needs.	Children with special educational needs may experience a range of social, emotional and mental health problems, which can create a barrier to learning. We are also training a mental health lead in line with the new Government push. We have an allocated training provider.	To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place.
Specialist service, advice and support	<p>There are a wide variety of specialist services we may work throughout the academic year to support our SEN students such as:</p> <p>Educational Psychologist support Speech and Language support Occupational Therapy Expert behaviour support from a local SEND provision CAMHS The Dyslexia assessment service Alternative providers COMPASS Chillipep SCI team</p> <p>Please note that the list above is not exhaustive</p>	As recommended by colleagues and the BMBC SEND team	Students in need of support from external agencies (to aid teaching staff and the SEND team to support their learning in school) benefit from the advice of experts.
Establishment of a Trinity MAT SEND hub	This will enable all Trinity MAT secondary and primary SEND teams to share best practice and work together to further	The Behaviour and Teaching and Learning Teams across the Trinity MAT work together on a frequent basis to share best practice, review	SEND teams across the MAT are working to the best of their abilities and within a common Trinity SEND framework as laid out by the new SEND hub team.

	develop and refine our SEND systems.	provision and refine practices. It is hoped that the SEND hub will also enjoy success.	SEND teams are peer reviewed by SEND teams within the MAT and timely, constructive feedback provided.
Our E4 groups	This is smaller group that is fluid in its membership but is primarily designed to support students with SEND. They study the same broad, balanced curriculum but with extra English lessons and adapted end points to ensure they have understood the correct knowledge and been given the support needed.	Reduced class sizes (EEF +2) Small group tuition (EEF +4) We know that children who are significantly behind need more structure and support to complete the basics. This approach allows them to be taught 1:8 and have direct support of a teacher in EVERY lesson. The curriculum is the same content but adapted to meet their specific need.	Progress and learning will be in line with peers and the gap between SEND students and their peers does not widen.
Assistant SENDCos	To support students at breakfast club, support with interventions, support in class and arrange and hold meetings with parents.	As stated in job description and roles and responsibilities of the Assistant SENDCo	All students will be given a 'graduated approach to the needs', including those identified as SEMH. To ensure all SEND children make progress. To ensure parents are able to voice their views and see their child's progress in termly SSP and EHCP meetings.

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

The SEND Code of Practice 2015 (section 6.79) states that every school must include specific information in their SEND 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 SEND do we provide for at Trinity Academy St Edward's?	Trinity Academy St Edwards's provides for all types of SEND.
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	<p>Reasonable adjustments are made for SEND students when the school is notified of them.</p> <p>SEND students at the school have support for and adjustments to assist them with:</p> <ul style="list-style-type: none"> ➤ areas of need with regard to communication and interaction such as Autistic Spectrum Disorder/Condition. ➤ areas of need with regard to cognition and learning such as Dyslexia, Dyspraxia. ➤ social, emotional and mental health difficulties such as anxiety and depression. ➤ sensory and other physical needs such as issues with sight, hearing, or physical issues. ➤ We have 41 students with an EHCP in academic year 2024-25
What are our policies for identifying children and young people with SEND and assessing their needs?	<p>Whether we are aware of a child's SEND when the student becomes a member of the academy, or whether the child's SEND becomes apparent at a later stage, all staff work with the SENDCo (whose name is at the top of this information report) who carries out a clear analysis of the student's needs. Need could be identified by:</p> <ul style="list-style-type: none"> ➤ individual teachers completing a referral form and logging this with the SEND team and an initial concern process is started ➤ parents ➤ the pastoral team ➤ external agencies <p>This can lead to an assessment of their needs and both teachers and parent's views and the advice from relevant external services are considered. All students on the SEND register have a support plan that follows the Assess, plan, do review cycle.</p> <p>The SEND assessment is reviewed regularly, seeking the views of student and parents by inviting them in for a meeting to discuss progress. In addition, updates and reviews will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome. As a parent/carers, should you feel that your child could have a special educational need, please contact the Academy's SENDCo to discuss your concerns.</p>

<p>What arrangements are in place for consulting with parents of children with SEND and involving them in their child's education?</p>	<p>Parents of all students with an identified SEND are contacted regularly and invited to a meeting three times a year in order to gain their views on their child's attainment and progress and to contribute to their child's 'support plan' and to make changes/amendments to their child's one page profile. There are also parents' evenings throughout the year to discuss attainment, behaviour and progress. We also hold SEND coffee mornings where parents can meet more informally with the SENDCo and other parents. SEND K students have a member of staff who teaches them who will also check in with them and contact parents every half term.</p>
<p>What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?</p>	<p>Students with SEND are fully involved in developing and reviewing their one-page profiles and 'support plans'. There are regular meetings with the SENDCO, a member of the pastoral team or their form tutor to gather the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies. Students are also given several opportunities throughout the year to complete student voice surveys.</p>
<p>What arrangements are in place for assessing and reviewing children's progress towards outcomes?</p>	<p>The cycle of assessment and review are scheduled termly. This involves the review of progress towards expected outcomes from progress data inputted by teaching staff (available on the termly student report sheet) and any other additional information. Further relevant and appropriate intervention is put in place to support SEND students who are not making expected progress. Discussion and agreement of additional adjustments takes place and communicated to all staff for implementation.</p>
<p>What arrangements are in place for supporting children 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.</p>	<p>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. This could include:</p> <ul style="list-style-type: none"> ➤ arranging visits to the school prior to entry to support orientation ➤ meetings with primary school teachers to gather information ➤ meetings with parents to reassure and discuss specific needs ➤ early viewing of timetables

	<ul style="list-style-type: none"> ➤ 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 ➤ Arranging visits to Post 16 centres. ➤ Meetings with Post 16 centres.
What is our approach to teaching children and young people with SEND?	<p>Support with the curriculum: Teachers at the academy deliver outstanding lessons that are appropriately structured and personalised to match the students' needs and targets. There is a clearly written and structured curriculum map for each SEND specific scheme of learning and for all curriculum areas.</p> <p>Based on the severity of the child's needs they may receive additional classroom support, targeted small group tuition and given extra interventions to ensure they make the best progress they can.</p> <p>The majority of our support is delivered through quality first teaching, our staff are the expert of their area and they will ensure children with SEND can access the content just as well as their peers.</p> <p>Students' progress is closely monitored and reported on a termly basis, the support the students receive will be tailored based on this data to ensure they are progressing and continuing to achieve.</p> <p>Parents/carers will receive termly reports and be asked to attend Parents' Evenings to meet with form tutors and class teachers. Appointments can be made with the SENDCo and pastoral team to discuss any concerns regarding the students' progress or support requirements.</p>
How do we support students with medical needs?	<p>If your child 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 the Pastoral team once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in student's</p>

	needs as this can play a part in the student's education.
How do all academy staff help students with SEND to achieve their best?	<p>Support provided by academy staff: When children join the academy, information regarding their specific needs will be gathered and made available to key staff who will be interacting with that student, to plan appropriate provision and support. The SENDCo will liaise with parents/carers, during the transition process, to ensure the support package will benefit the child and ensure their academic progress. Staff receive targeted SEND training to equip them to effectively support students with additional needs, several staff have specialist training and experience to help students manage certain specific conditions. Students check in daily with their form tutor and will have pastoral and SEND staff as a point of contact if they require assistance negotiating the academy day. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support however parents or carers will always be advised of any interventions organised to take place at the academy.</p> <p>No excuses: We have a no excuses approach at TASE. Our staff help our children by not creating obstacles but removing them. Our aspirations for children with SEND are the same as those without: sky high. We will not accept excuses but will make reasonable adjustments where necessary and develop resilience in our children.</p>
How are adaptations made to the curriculum and the learning environment for children with SEND?	<p>Accessibility of the academy: The academy has provisions available for students with physical and sensory needs. Where students require support with physical and mobility needs the academy has lift access to all floors, accessible classrooms and modified facilities for students. The lay-out of the building allows students to navigate easily to specific curriculum areas and key staff will be aware of student's particular physical and sensory needs and on hand to provide assistance when required.</p> <p>Curriculum: We offer a slightly different approach to our curriculum of the children who may need extra support. This group is still taught the same content but over a longer period and</p>

	they have an extra English lesson to further boost their key skills.
Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.	Staff are regularly updated with information so that awareness of SEND 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 SEND students facing barriers to learning. Key learning needs at Trinity Academy St Edward's include Attention Deficit Disorder, Autistic Spectrum Condition, Dyslexia and Hearing Impairment. If more specialist training or advice is needed then academy staff will liaise with specific external agencies and the BMBC SEND team.
How do we evaluate the effectiveness of the provision made for children with SEND?	The school's evaluation of SEND provision takes into account parental views and levels of expected progress made by SEND pupils in comparison to non-SEND students. This identifies any gaps in performance that will lead to further analysis and interventions. We have Trust and external audits that also review the effectiveness of our provision and learning of our SEND children.
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	Our approach is inclusive, all students, regardless of any protected characteristic or not, accesses the same curriculum and opportunities as everyone else. The school provides this through: <ul style="list-style-type: none"> ➤ the assessment of need and reasonable adjustments being made ➤ allowing additional time for work/assessments ➤ adjustments to materials for example, font size and coloured overlays ➤ a variety of support strategies ➤ availability of lifts for wheelchair access and other disabilities <p>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. SEND students participate in</p>

	extra-curricular activities such as Involve clubs alongside non-SEND students.
What support is in place for improving emotional and social development?	<p>The SEND team works with pastoral staff to ensure that the student's emotional and social development is monitored closely. We identify students whom we know will need reasonable adjustments to the behaviour policy. We don't make excuses for poor behaviour; we enable students to make better choices when faced with anxiety or emotional dysregulation. Measures to prevent bullying, boost self-esteem and ways to help manage anxiety are promoted and where an issue is identified more one to one input is provided. We also develop resilience and ensure that students understand that life is hard at times. Form tutors work to support the specific emotional and social development of any SEND students in their tutor group and complete regular reviews of their SEMH needs. Extra support is usually provided by the SENDCo or Pastoral team, mindful of working to include rather than exclude the student concerned within the school day and culture. All students with SEMH needs are given a graduated response to this need and we develop supportive strategies such as mentoring and Zones of Regulation work to support their needs.</p> <p>Our House system actively promotes participation, winning, losing and teamwork and enables children to develop their confidence and positive approach to studies.</p>
How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND needs and supporting their families?	<p>Services available or can be accessed by the academy:</p> <p>The academy frequently liaises with local agencies such as CAMHS, 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 BMBC SEND team to review students with Educational Health and Care plans. Parents/carers are encouraged to contact the academy if their child's requirements change so provisions can be adequately adapted quickly. We also work proactively with COMPASS and Chillipep to give an early intervention and service to those that need it. Our work with the Educational Psychologist is bespoke, we offer numerous</p>

	assessments each visit that result in specific interventions and strategies to support the children until the next visit. This enables us to use their time more effectively and ensure more children's needs are being met.
What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	<p>If you still have concerns about your child's SEND support after consultation with the SENDCo:</p> <p>Young people and parents with concerns about SEND provision should contact Mrs Jenny Davis (SEND Governor) if initial concerns raised with the school's SENDCo remain.</p> <p>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.</p>
Where can the LA's local offer be found?	For additional information regarding BMBC's local offer please see below BMBC Local offer