



Trinity

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SEND Information Report

2025 – 2026

Date Governor Approval	Date of next review	Notes
September 2025	September 2026	Review every year. DRAFT – to be approved at Faith Committee in Oct 2025

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In the Bible, John (10:10) tell us that Jesus said 'I have come that you may have life in all its fullness'. He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to flourish and to be the person they are fully capable of being. Life in all its fullness is about living a varied and full life; full of learning, growing, helping, reward, joy, excitement and caring for each other.

Trinity upholds pupil's right to education and recognise the diverse educational needs within its communities. We acknowledge those needs require a range of provision and may change over time. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access and faith, all within a safe and nurturing environment.

Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are supported by a team of motivated and experienced Class Teachers, Teaching Assistants, Learning Support Assistants, SEN Team and SENDCo. We work in partnership with our community, families and outside agencies to ensure that each child's needs are identified, addressed and monitored so that they can make good progress academically, socially and emotionally.

It is important to us that this report supports parents, carers and pupils in feeling involved in the process of meeting pupils' learning needs. If you wish to discuss any aspect of the report further, please feel free to contact the appropriate member of staff.

Who should I contact to discuss the concerns or needs of my child?

Key staff and contact details:	They are responsible for:
Class Teacher (Primary) or Family Group Leader/Subject Teacher (Secondary) In the Primary phase, please contact by speaking to them at the end of a school day to arrange an appointment or telephone the school. In the Secondary phase, please send the family group leader or subject teacher an email or contact them via the school office.	Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Primary/Secondary SEND Team or the SENCo as necessary. Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Contributing to Pupil Passports, reviewing Individual Education Plans (IEPs) and contributing to the SEN information gathering and documentation. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress.

	This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Continuing to devise personalised learning plans to prioritise and focus on the next steps required for your child to improve.
Camila Martinez is the Deputy Headteacher and SENDCo at the Primary Phase and is responsible for the provision we make for children and young people with SEND. She can be contacted by email: c.martinez@trinity.lewisham.sch.uk Clare Shobbrook is the Deputy Headteacher and SENDCo at the Secondary Phase. Clare oversees SEND provision we make for children and young people with SEND in the Secondary Phase. She can be contacted by email: c.shobbrook@trinity.lewisham.sch.uk	Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties e.g. Speech and Language Therapy, SpLD team, Educational Psychologist, etc. Provides specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school. Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and make sure that records of your child's progress and needs are kept up to date. Updating the school's SEND provision maps (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs. Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. Check and report on the progress of pupils with SEND. Organise and co-ordinate annual reviews for children with EHCPs. Refer children for assessments so that additional needs can be investigated. Monitor the impact of policies and the effectiveness of

	provision in the school.
Rachel Samuels (KS4) and Kate Kelly (KS3) are the SEN Managers in the Secondary Phase and are responsible for the management of the provision we make for children and young people with SEND. They can be contacted by email: r.samuels@trinity.lewisham.sch.uk and k.kelly@trinity.lewisham.sch.uk Ashley Downes is the SEN Manager in the Primary Phase and is responsible for the management of the provision we make for children and young people with SEND. She can be contacted by email: a.downes@trinity.lewisham.sch.uk Helen Prentis is the SEND Advisor at the Primary Phase. She can be contacted by email: h.prentis@trinity.lewisham.sch.uk	Supporting the SENCOs in the management of the SEND provision at Trinity. Applying the school's SEND policy. Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that parents are: - Involved in supporting their child's learning. - Kept informed about the range and level of support offered to their child. - Consulted about planning successful movement (transition) to a new class or school. - Involved in regularly reviewing how their child is doing.
David Lucas is the Executive Headteacher and can be contacted through the school office by email: admin@trinity.lewisham.sch.uk	The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCo, SEND Team and class/subject teachers but is still responsible for ensuring that your child's needs are met. They make sure that the Governing Body is kept up to date about any issues in the school relating to SEND (via the SENCO).
Jevan Green is the SEND Governors and can be contacted through the school office by email: admin@trinity.lewisham.sch.uk	Meet regularly with the school's SENDCo. Make sure that the school has an up to date SEND Policy. Make sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. Make sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. Make visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

What are the types of SEND that are provided for at Trinity?

Trinity Church of England School is an all-through mainstream school, with a neuro-diverse community of staff, parents and children. Our school community is a family, working together to ensure our pupils live life to the full. As an all through-school we educate over 1000 pupils across Lewisham and Greenwich from the age of 4 to 16.

For pupils who require 'special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (Code of Practice, 2015; 6.15), Trinity ensures that their educational needs are met. We recognise the learning challenges that some of our children may face at different times in their lives and celebrate their exceptional abilities they have, alongside any challenges. We operate a policy of inclusion and aspiration for children with needs that fall into the following four broad areas of need:

- Communication and interaction (for example, Autistic Spectrum Disorder, Selective Mutism and Expressive and Receptive Speech and Language difficulties)
- Cognition and Learning (for example, Moderate Learning Difficulties, Specific Learning Difficulties: Dyslexia, Dyspraxia, Dyscalculia)
- Social Emotional & Mental Health (for example, anxiety, depression, ADHD, challenging or disruptive behaviours)
- Sensory and/or Physical (for example, hearing or visual impairment, sensory processing difficulties)

These areas allow schools to gain an overview of their pupils' range of needs. The 0-25 SEND Code (2015) emphasises: 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time... A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.' (Section 6.27)

A highly skilled team of teachers, teaching assistants and support staff work in close partnership with professional outside agencies support our children with SEND. These additional local agencies help us to provide expert, personalised support to our community of families and children with SEND:

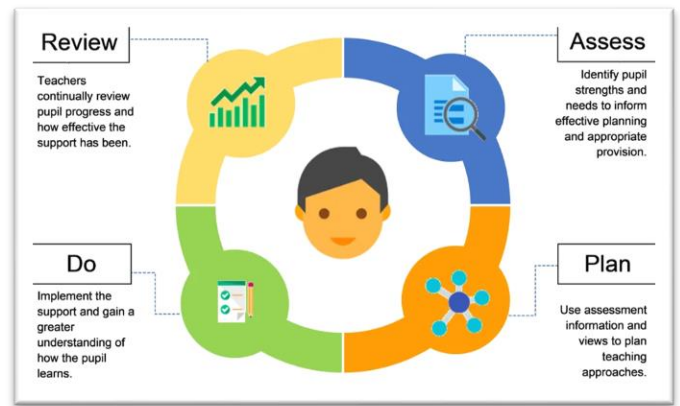
- Specialist Teachers Educational Psychology Service
- Children and Adult Mental Health Services (CAMHS)
- Outreach Inclusion Service
- Kaleidoscope – Community Paediatricians
- Specific Learning Difficulties Team
- School Nurse
- Speech and Language Services Team
- Occupational Therapist
- Drumbeat Autism Outreach Team

What are Trinity's policies when identifying and assessing children and young people with SEND?

Trinity Church of England School has a comprehensive SEND Policy, which outlines the criteria for identifying a child with SEND or potential SEND. There are a number of ways that staff identify and assess these pupils. Through astute observation, robust analysis of progress and attainment data

and through pupil progress meetings, children who are underachieving and not meeting their full potential are identified. Discussions are held between all invested parties: Class Teacher, Head of Year, Head Teacher, Subject Leaders, Senior/Middle Leaders and the SENDCo to identify ways forward. Actions are agreed and extra provision is put in place. This forms part of an 'Assess, Plan, Do and Review' cycle of intervention.

Teachers or support staff who have concerns about a child will initially discuss this with the SENDCo. Concerns will be raised with parents and ways forward will be discussed. Parents/carers are also welcome to raise concerns about their child with the SENDCo if they feel their child is struggling to learn.



Following up on concerns raised, the SEND team will carry out an observation of the child, listen carefully to the child talk about their views of learning and put in place provision to match the needs of the child. It is at this point that the SEND Team may also request outside agency support, with the consent of parents. The outside agencies will then advise and support the school with interventions and strategies.

If, despite this support, the child is still not making progress over time and has significant, persistent difficulties in one of the areas outlined above, the school and outside agencies may feel an Education Health and Care Plan (EHCP) is necessary, and then in partnership with parents, the school will apply for this.

If a child attends our school having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.

How does Trinity consult parents of children with SEND?

At Trinity Church of England School, we acknowledge the power and importance of working in partnership with families to listen to questions and concerns. We know that parents are knowledgeable and ideally placed to inform teachers about the needs of their child and this information is valued and valuable.

We ensure that:

- Subject and class teachers are available to discuss pupils' progress or any concerns at parents' evenings, designated meetings or via emails or phone calls.
- Class teachers, Head of Year for relevant year groups (secondary), a member of the SEND team and SENDCo are available to meet with you to discuss your child's progress or any concerns or worries you may have and to try to alleviate them.
- When pupils have Individual Education Plans (IEPs) containing your child's targets in place, these will be reviewed each term with parent/carer and pupil involvement. These may also be reviewed at parents' evenings and at other points in the school year.
- EHCPs will be reviewed annually with parents/carers and Lewisham SEND.
- Meetings with outside agencies can take place to review targets set and the progress of your child.
- Parent evenings occur three times a year.
- As part of Trinity's Parent Curriculum, workshops and less formal meetups like our SEND

coffee morning happen at various points across the year, targeting various areas of need and the curriculum.

- The SENDCo or SEN Manager is available to meet with parents to discuss their child – contactable by email and on the school telephone number to book an appointment.

If you have **any** concerns about your child's progress at any point, please make your **first point of contact your child's Class Teacher (primary) or Head of Year (secondary)**. They can arrange to meet with you or discuss your concerns with you.

How does Trinity consult children with SEND?

At Trinity Church of England School, we empower our children to be actively involved in and drive forward their learning, from Reception to Year 11.

- Where appropriate, children will be involved in the target setting and will be invited to comment on their progress regularly.
- If a pupil has an EHCP, their views will be sought before annual review meetings and they will be invited to attend if they are able to.
- After a learning need has been identified, all pupils with SEND discuss their progress and set targets with class teachers/subject teachers and other relevant staff.
- Teachers consider SEND pupils' opinion regarding what helps and hinders them with their learning when planning a lesson.
- Outside agencies will work with children with the consent of parents in a highly skilled, child-centred way. They will share reports and recommendations and pupil's views will always be obtained during working sessions.

What arrangements does Trinity make to assess and review your child's progress towards their outcomes?

At Trinity Church of England School, we want our pupils to "live life in its fullest" by achieving their very best and reach their full potential.

- Pupil's academic progress is continually monitored by their class teachers (primary) and subject teachers (secondary). Their academic progress is formally reviewed every term at both the primary and secondary school, and assessment grades are given for subjects.
- To ensure an early identification of children's learning difficulties, information from transition meetings, previous statutory data points (EYFS baselines, Y1 Phonics Screening Checks, KS1 outcomes and KS2 outcomes), internal standardised assessments, observations, teacher assessments, parent and pupil meetings, quantitative and qualitative assessments are used to consider next steps. These assessments create an overall picture of pupils' learning strengths and difficulties and serve as a baseline for interventions required.
- The provision of children at SEND Support, and those in receipt of an EHCP, will be reviewed regularly. Students and parents/carers are also an active part of this process.
- The progress of students with an EHCP is formally reviewed at an annual review with all adults involved with the student's education.
- The SENDCo will also monitor and check that your child is making good progress within any individual work and group intervention that they take part in through conversations with teachers, support staff, drop-in sessions, and dedicated meetings.
- The above arrangements include children who have English as an additional language when their lack of progress is unrelated to their limitation in the command of English. When your

child has difficulties with learning related only to limitations in English as an additional language, he/she is not classed as having SEND.

What arrangements does Trinity make for supporting pupils move between the phases of education and preparing for adulthood?

Given that transitions can be difficult for a child with SEND, we ensure that steps are taken to make any transition as smooth as possible, whether this be from EYFS to KS1, KS2 to KS3 or Post-16. We also have a dedicated working party of teachers and senior leaders focused on Transitions across both the primary and secondary phases.

- If a student is moving to another school, we will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
- Towards the end of Year 6, the SENDCo or SEND Team will attend the transition meetings to discuss the specific needs of your child with the SENDCo of the previous school.
- Upon entry into Year 7, visits to the primary school will be arranged as necessary by the SEND Manager (secondary)
- Pupils receive detailed information (for example, in the form of transition passports) ahead of transition to support their understanding of the changes ahead.
- Where possible, pupils will visit their new school and in some cases staff from the new school will visit your child in this school.
- Trinity runs a summer school programme to aid the transition for all new pupils starting with us in Year 7, and specifically for the more vulnerable pupils. Where necessary, arrangements will be made between the pupil's primary school and our SEND team to provide information and any relevant support required.
- When children are preparing to leave us for a new school, we will arrange additional visits by arrangement with the new school so that plans can be put into place to welcome the pupil in the new school.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- In Year 9 we support pupils with SEND in selecting from the range of optional subjects they will study at GCSE level. This is to ensure that their options reflect their strengths and potentially set them on the path to their chosen career.
- In Year 10 additional careers advice is prioritised for pupils with SEND.
- In Year 10 and Year 11 we support pupils in preparation for their transition at the end of Key Stage 4. This includes assistance with post-16 applications, visits to the new school and preparation for change.

What is Trinity's approach to teaching pupils with SEND?

All children at Trinity always receive High Quality Teaching. Trinity ensures this through the seven key principles that make up our Trinity Standards for Teaching and Learning. High Quality Teaching is demonstrated by:



- The teacher having high expectations of all the children in their class.
- The teacher establishing outstanding relationships with their class, knowing and appreciating individuals at every age and stage of their learning journey.
- Lessons being appropriately adapted (reasonable adjustments) to meet the needs of each child prior to the lesson.
- The teacher using assessment for learning strategies to adapt their teaching and learning according to what they have seen the child achieve or struggle with during the course of the lesson.
- All adults invested in the pupil's learning have and communicate their high expectations of all the children in their class, assuming competency in the adapted task at hand before offering support.
- The teaching being based on teacher's knowledge of each students' strengths and areas of difficulty.
- Identifying gaps in each child's understanding/learning and putting in place extra support to help them make the best possible progress.
- Using different approaches to teaching and learning so that your child is fully engaged in all lessons – this may include a more practical approach to teaching and learning where your child will use concrete materials and resources to support them.
- Specific strategies (which may be suggested by the SENDCo or external professionals) being in place to support your child's learning.
- Subject teachers use a range of strategies such as scaffolding, modelling, activating prior knowledge, subject specific vocabulary and interleaving to facilitate the learning of all children. Subject teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained LSAs can adapt or modify the teachers' planning further to support the needs of your child, if needed. Specific resources and strategies will be used to support your child individually and in groups.
- Most learning takes place within the classroom and regular timetabled lessons for all students, including those with SEND. Occasionally, some students have small group intervention sessions or 1:1. This is to bring up to speed core skills, for example literacy, numeracy and social communication and interaction.
- Intervention groups may be run in the classroom or outside of the classroom prior to, during or after a lesson. These may be run by a teacher, a teaching assistant, or by an external agency, and will have a particular focus to accelerate the progress of the children in the group. Staff delivering sessions may have received training from specialist outside agencies, such as the Speech and Language Therapy service or be using targeted intervention plans such as Thinking Reading or Fresh Start.

How does Trinity make adaptations to the curriculum and the learning environment of pupils with SEN?

At Trinity we endeavour to make our school premises and classrooms SEND friendly by putting the children's needs first. Both the primary and secondary sites are accessible to individuals with a physical disability. There are lifts and wheelchair access to all of the teaching areas within the school and disabled toilets in several areas of the school. Further information about the accessibility of the school to students can be found in our Accessibility Plan, which is available on the school website.

- Classroom based staff know the profile of their class and individual needs. Learning activities are planned to match pupil's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage pupils to learn and achieve independently.
- Pupils are encouraged as part of our Christian ethos and values to work flexibly, use learning spaces around the school (both indoor and outdoor), work in corridors and move freely around the school.
- Each class has a teacher, and many have a teaching assistant. If pupils has an EHCP, there may be additional teaching assistance so that specialised support is available. Teaching assistants are deployed flexibly throughout the school and according to need to maximise their effectiveness.
- Classes are very diverse. They are well-resourced and for pupils with additional needs, specialised equipment such as radio microphones, headsets and writing apparatus can be arranged.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- Tailored strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised resources to support learning in all areas of the curriculum.
- For pupils with specific learning needs, will access interventions such as; reinforcement and pre-teaching in small groups, specific programmes for literacy (Phonics catch-up groups, Thinking Reading or Fresh Start), and maths (such as, daily arithmetic practice)
- We provide a wide range of other visuals and interactive displays support children's learning, for example visual timetables.
- We ensure that children are positioned strategically in the classroom e.g. if they have a hearing or visual impairments they will be placed towards the front of the class, socially vulnerable pupils may be sat with appropriate peers or be given more personal space
- When needed and where possible, we provide suitable technology available to aid pupils in their learning, e.g. laptops, as well as other equipment to support children to do their best: writing slopes, pencil grips, weighted jackets and lap cushions, sensory cushions and accessible scissors.
- Pupils with SEND will have their assessment needs met by determining which access arrangements best suit the needs of the child. Access arrangements are the reasonable adjustments that can be made for an exam candidate, and might include:
 - Additional time
 - Having a scribe
 - Having a reader
 - IT arrangements such as assistive technology - laptops
 - Coloured overlays
 - Small group invigilation
 - Rest breaks

What additional support for learning is available for pupils with SEN?

At Trinity , there is a three-tiered graduated approach to teaching pupils with special educational needs namely universal, targeted and specialist:

Wave 1: applies to all students	This is good quality, inclusive teaching which takes into account the learning needs of all pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
Wave 2: applies to some pupils	This is targeted, time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age related expectations. This can be delivered within the classroom, through small group withdrawal from lessons, or small group sessions delivered outside of school hours.
Wave 3: applies to a few pupils (for example, pupils with EHCPs)	This is specific provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or to enable the pupil to reach their potential. This may include consultation with outside agencies and the delivery of specialist interventions.

What expertise and training do staff receive in order to support pupils with SEN?

At Trinity , staff are enabled to execute high quality provision for children with SEND. All of our teaching staff, teaching and learning support assistants receive on-going training across a range of SEND areas. For our newest teachers, robust Early Career Teacher training is given to ensure that the needs of children with SEND are at the heart of the classroom and experienced staff members work in close partnership to ensure this is consistent throughout the school.

The SENDCo is a qualified teacher, works closely with teachers, support staff and external providers to build and determine evaluations, assessments, and additional support for students. The SENDCo and wider SEN Team supports class teachers in planning for children with SEND and use their combined wisdom and experience, knowledge of the child and the family and understanding of Special Educational Needs to ensure all staff involved in the children's learning are actively contributing to their success at school and beyond the taught day.

Trinity has a number of Service Level Agreements, which gives us access to professionals and provides training and support for staff who work directly with children with a range of difficulties such as dyslexia, visual and hearing impairment and emotional and cognitive difficulties. This includes regular support from an Educational Psychologist, a Speech and Language Therapist, the Specific Learning Difficulties Team and Drumbeat Outreach services.

Where necessary, the school will seek expertise and additional training or support to meet pupils'

needs.

Supporting children with Social, Emotional and Mental Health needs continues to be an important focus for staff who have received training on the Zones of Regulation, which is embedded in every classroom throughout the primary school and used as a supporting intervention in the secondary phase.

What equipment and facilities does Trinity have to support children and young people with SEND?

Where there is a recommendation that using equipment or specific facilities that Trinity does not make use of, we will discuss and seek to obtain the item through the local authority, or purchase using the notional funding, or making an application for an EHCP.

How is the effectiveness of provision for pupils with SEN evaluated?

Pupils' progress is continually monitored by their class teacher and feed this back to the Senior Leadership Team and SEN Team regularly to ensure that the provision of any additional support is able to be judged to be effective or not. The SENDCo and SEN Manager oversees the provision and interventions and monitors their success through observations and data analysis.

Trinity is fully committed that pupils with SEND attend the same lessons and activities as pupils who do not have SEND. Most of the support for pupils with SEND is provided in their regular, timetabled lessons alongside their peers. Where additional support is required, this will be provided through individualised support and adaptations are made to the curriculum.

The progress of SEND pupils is also tracked on a termly basis via the school database and any issues of concern raised with relevant staff and in SEND Team meetings.

The SENDCo works closely with class teachers, Heads of Department (HODs) and Head of Year (HoYs) to monitor pupils who have significant barriers to learning and identify strategies and actions to help meet their needs, including referrals to outside agencies.

At all stages, pupils are also regularly monitored in their additionally supported lessons. There are termly pupil progress meetings and weekly SEND Team meetings at which pupils' learning needs are discussed. From these discussions, information is shared with the subject teachers and ways forward to support progress are agreed.

The effectiveness of the school's learning support for pupils with SEND is monitored in various ways, which include:

- monitoring reading test scores
- monitoring internal and external exam results
- monitoring pupils' school attainment grades
- termly progress tracking via the school database
- effort monitoring
- targeted support plan reviews
- annual reviews of pupils with an EHCP
- SEND team meetings
- pupil progress meetings

- feedback from external agencies
- feedback from parents and pupils
- learning walks

How are pupils with SEND enabled to engage in activities available with pupils at Trinity who do not have SEND?

Trinity is fully committed to ensuring that pupils with SEND attend the same lessons and activities as pupils who do not have SEND. We take steps to prevent pupils with disabilities from being treated less favourably than other pupils. Most of the support for pupils with SEND is provided in their regular, timetabled lessons alongside their peers.

Extra-curricular activities are available to all students within the school. Where need be, a TA or LSA may accompany a pupil with SEND to such activities in order for that pupil to access the activity.

All children are included in all parts of the school curriculum wherever reasonably possible, and we aim for all children to be included on school trips. We will provide the necessary reasonable adjustments to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then parents may be asked to attend with their child or alternative activities, which will cover the same curriculum areas, will be provided in school.

What support is available for improving the emotional, social, mental health and wellbeing of children with SEND at Trinity?

At Trinity we understand that some children have additional social and emotional needs that need to be carefully identified, understood, developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, anxiousness, becoming withdrawn or isolated or lacking engagement with their learning. It is important that we work intersectionally with these children and their families and support them in developing their social, emotional and mental wellbeing.

Our school values encapsulate the things that are important to us: a **learning** community, a **loving** family and **living** good lives. Staff at Trinity are caring and always prioritise the wellbeing of the everyone in our Trinity family: the children, the families and our staff. Every member of staff has responsibility for the pastoral care of every child.

The views of pupils with SEND are listened to carefully and are respected, represented or recorded formally at review meetings and informally throughout the school day, driven by carefully planned opportunities for discussion across the curriculum. Other opportunities for amplifying the voices of children with SEND include:

- At Trinity we have a dedicated Mental Health and Wellbeing Team, who lead mindfulness sessions for pupils, parent forums, and wellbeing drop-ins; the team is headed by a trained member of SLT as the through-school's Mental Health and Wellbeing Lead. We have pupil Wellbeing Ambassadors who work closely with staff members, focused on improving the wellbeing of the pupils at our school.
- Planning cross curricular themes such as bullying and e-safety through a wide range of subjects e.g. English and ICT / Computing

- Social skills groups
- Targeted family support and counselling with our school counsellor to support the emotional well-being of the children and their families.
- Well trained staff to support peer relationships and listen to the concerns of all pupils using strategies outlined in Restorative Justice and Zones of Regulation training.
- Staff are available during play and social times to support social interaction. In the primary, staff support children's wellbeing through planned activities and games.

If parents/carers are concerned about their child's wellbeing, the first point of contact should be the class teacher or senior leader (primary), or family group leader or Head of Year (secondary). If further support is required, the member of staff to the SENDCo for further advice and support. This may lead to working alongside outside agencies.

How are pupils with SEND and who are looked after by the local authority supported?

At Trinity we have a full time Attendance, Welfare and Safeguarding Officer who coordinates the arrangements for supporting children who are looked after by the local authority and have SEND. The Designated Teacher liaises with the SENDCo to ensure that these children's needs are met.

We liaise closely with Social Services and foster carers to implement the most suitable support for Looked After Children. We also work in partnership with Virtual Schools, which can provide further support and assistance for Looked After children, including Looked After Children with SEND. Looked After Children with SEND have access to the same services as children with SEND who are not Looked After. All staff at Trinity are committed to enabling their children with SEND and other potential disadvantages to reach their potential and overcome barriers to their success. When necessary, we will apply for extra funding to support the transition period of a LAC so that they settle quickly and make the best possible progress. Looked After Children with SEND needs will be regularly consulted with and made part of the discussions held at Vulnerable Children and Family (VCAF meetings) to ensure their continued success and wellbeing.

How does Trinity involve other bodies and organisations in meeting needs and supporting families?

Trinity works closely with the local authority and specialists to bring agencies (listed below) to support children with SEND. The involvement of agencies always includes discussions with parents/carers and pupils

- Educational Psychologist
- Dyslexia Specialist
- Children and Adolescent Mental Health Service (CAMHS)
- Kaleidoscope - Community Paediatricians
- Occupational and Rehabilitation Therapists
- School Nurse
- Multi-sensory team
- Speech and Language service – Words First
- Drumbeat Outreach Services (support for pupils with social communication needs and/or ASD).

What should I do if I have a concern or would like to make a complaint?

Trinity prides ourselves on the relationships we build with our families and understand that sometimes families of pupils, including parents and carers of children with SEND may have concerns. We aim to resolve these collaboratively at the earliest possible stage and encourage any concerns to be shared, as they arise, with the class teacher or family group leader (secondary)

If they are not resolved, then please contact the following:

- Camila Martinez, (SENDCo at the Primary Phase) - c.martinez@trinity.lewisham.sch.uk
- Your child's Head of Year (secondary)
- Clare Shobbrook, (SENDCo at the secondary) - c.shobbrook@trinity.lewisham.sch.uk

Lewisham SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services) offers information, advice and support for parents and carers of children and young people with SEND. They are free, confidential and impartial – to find out more or make a referral go online: <https://www.kids.org.uk/lewisham-sendiass>. They host face-to-face drop in sessions at Kaleidoscope on a monthly basis. Sessions are free, confidential and no appointments are necessary.

Where can further help, information and support be found?

Special Educational Needs Services 32 Kaleidoscope Child Development Centre, Rushey Green SE6 4JF Tel: 0203 049 1475 Email: sen@lewisham.gov.uk	ASD Support Drumbeat Brockley School Revelon Road, London SE4 2PR Email: outreach.admin@drumbeat.lewisham.sch.uk	Family Information Services For information on local services available to children, young people and families in Lewisham. http://www.lewisham.gov.uk/my services/education/special-educationalneeds/Pages/default.aspx Tel: 0208 314 8567 Email: fis@lewisham.gov.uk
Early Intervention Service Third Floor 1 Laurence House Catford Road SE6 4RU	Contact a Family Contact a Family Lewisham supports families living in Lewisham who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.	Parent Partnership Service The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 with SEND have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about

	http://www.cafamily.org.uk	the SEN process. http://www.lewishamparentpartnership.org.uk
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Trinity's contribution to the local offer:

Trinity the Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

All Lewisham schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Lewisham Local Authority has published its own Local Offer, which can be accessed by the link: <https://lewisham.gov.uk/localoffer>