

Hoylake Holy Trinity CE Primary

SEND Information Report

Academic Year 2026/27

Published: September 2026
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Hoylake Holy Trinity CE Primary School Offer

At Hoylake Holy Trinity Church of England Primary School, our core mission is to nurture the development of the whole child: spiritually, morally, intellectually, emotionally, socially, physically and artistically. We are committed to recognising each pupil as an individual, removing barriers to participation and learning, and enabling every child to belong, achieve and flourish.

This SEND Information Report explains how we identify and meet special educational needs and disabilities (SEND), how families and pupils are involved, what support is available, and how our arrangements contribute to Wirral's Local Offer. It should be read alongside the school's SEND Policy, Accessibility Plan, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and Complaints Procedure.

The report is written in accordance with section 69 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the SEND Code of Practice: 0 to 25 years. The statutory SEND framework remains in force for 2026/27. The Department for Education has also published SEND reform proposals during 2026; where future requirements are proposed rather than enacted, the school will keep its arrangements under review and update this report if legislation or statutory guidance changes.

A child or young person has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for others of the same age.

Our SEND Team

- Christine Wright – Headteacher
- Kate Harper – Deputy Headteacher / SENCO / Safeguarding Lead
- Georgina Pillow – Assistant Headteacher / EAL / SEMH
- Andrea Davies – ELSA / Family Liaison Officer / Attendance
- Vicky Walton – Specialist SEN Teaching Assistant
- Lucy James – Governor responsible for SEND

The SENCO works with the Headteacher, governors, teachers, support staff, families, pupils and external professionals to develop inclusive practice and coordinate provision. The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where a pupil accesses support from teaching assistants or specialist staff.

What kinds of SEND do we provide for?

We are a mainstream primary school and make provision across the four broad areas of need described in the SEND Code of Practice. A child's needs may span more than one area and may change over time.

- Communication and interaction – including speech, language and communication needs and social communication differences.
- Cognition and learning – including moderate learning difficulties and specific learning difficulties such as dyslexia or dyscalculia.

- Social, emotional and mental health – including difficulties with emotional regulation, anxiety, relationships, attention or engagement.
- Sensory and/or physical needs – including hearing or visual impairment, physical needs, sensory processing differences and medical needs that affect access to education.

We do not require a diagnosis before putting appropriate support in place. Provision is based on the child's identified needs, strengths, barriers to learning and response to support.

How do we identify children who may have SEND?

Early identification is important. Teachers continually assess pupils' learning, development, communication, participation and wellbeing. Concerns may be raised by school staff, parents/carers, the pupil or an external professional.

- Progress that is significantly slower than that of peers starting from the same baseline, or that does not match the child's previous rate of progress.
- Persistent difficulty despite high-quality teaching, appropriate adaptations and targeted support.
- Difficulty acquiring or retaining skills, applying learning independently, communicating, regulating emotions, participating socially or accessing the physical/sensory environment.
- Information from previous settings, health professionals, external agencies or parents/carers.
- Pupil voice and observations across different contexts and times of day.

Slow progress and low attainment do not automatically mean that a child has SEN. Equally, attainment in line with age-related expectations does not rule out SEN. We consider the whole child and whether special educational provision is required.

Where concerns arise, the class teacher will discuss them with the SENCO and parents/carers. Appropriate assessment may include curriculum assessment, observation, screening tools and specialist assessment where necessary. The purpose of assessment is to understand need and plan support, not simply to apply a label.

Our graduated approach: Assess – Plan – Do – Review

Where a pupil requires provision that is additional to or different from the school's universal offer, we follow the graduated approach set out in the SEND Code of Practice.

- Assess – gather information from teaching, assessment, observation, the pupil, parents/carers and relevant professionals to identify strengths, needs and barriers.
- Plan – agree outcomes, adjustments, interventions, responsibilities and review arrangements with the pupil and family.
- Do – the class teacher remains responsible for the pupil's learning and works with support staff and specialists to implement agreed provision.
- Review – evaluate progress towards outcomes and the impact of provision, using this information to refine, continue, increase or reduce support.

The cycle is repeated as needed. Where appropriate, support is recorded through a School Outcome Plan or other individual plan. For pupils with an Education, Health and Care Plan (EHCP), provision is delivered in accordance with the plan and progress is formally reviewed at least annually, alongside the school's regular review arrangements.

Teaching, curriculum and reasonable adjustments

High-quality, inclusive teaching is the first response to pupils who have or may have SEND. We provide a broad, balanced and ambitious curriculum and make reasonable adjustments so pupils can access learning and participate in school life.

- Clear learning intentions, explicit instruction and carefully sequenced teaching.
- Scaffolding, modelling, chunked instructions, visual supports and concrete resources.
- Pre-teaching and explicit teaching of vocabulary.
- Additional processing time, opportunities for overlearning and retrieval practice.
- Adapted materials, tasks, recording methods and technology where appropriate.
- Support for working memory, attention, organisation and independence.
- Accessible classroom layouts, sensory adjustments and movement or regulation breaks where needed.
- Adaptations to assessment arrangements where this reflects the pupil's normal way of working and relevant assessment rules.

Curriculum adaptations are made to remove barriers without unnecessarily reducing ambition. Teachers use assessment to decide what a pupil already knows and can do and what they need to learn next.

Targeted and personalised provision

Where universal provision is not sufficient, additional support is selected according to assessed need and intended outcome. The school's EYFS, Key Stage 1 and Key Stage 2 Provision Maps set out our graduated offer in greater detail.

- Maths and English intervention, including tutoring and booster support.
- Precision Teaching in areas such as reading, phonics, spelling and mathematics.
- IDL – a multi-sensory computer-based literacy intervention for identified learners.
- Reading Recovery and other structured reading support where appropriate.
- Time to Talk and targeted social communication work.
- Social Stories and Comic Strip Cartoons.
- Speech and Language programmes delivered in accordance with therapist advice.
- Bucket Therapy and LEGO Therapy for identified communication and interaction needs.
- ELSA and nurture support.
- Sensory circuits and fine/gross motor or handwriting programmes.
- Individualised emotional wellbeing support, including CBT-based support through KidsDotCalm where commissioned and appropriate.
- Individual plans, key-adult support, communication systems and personalised curriculum adaptations where required.

Interventions are not provided simply because a pupil has a particular diagnosis. They are selected because assessment indicates that they are appropriate for the pupil's needs, and their impact is reviewed.

How do we assess progress and evaluate the effectiveness of provision?

Teachers use ongoing formative assessment and school assessment systems to monitor attainment, progress and engagement. Pupil progress is discussed regularly, including through assessment and SEND review processes.

- Progress towards curriculum expectations and individual outcomes.
- Evidence from work, observation, assessment and intervention records.
- Attendance, participation, independence, communication and wellbeing where relevant.
- Pupil and parent/carers views.
- Whether agreed provision has been delivered as intended.
- Whether support is producing sufficient impact and remains proportionate to need.

Where progress remains a concern, the SENCO and class teacher consider whether provision should be adapted, intensified or informed by specialist advice. Where a pupil has significant and persistent needs that cannot reasonably be met through ordinarily available provision, the school and/or parents may consider requesting an Education, Health and Care needs assessment.

How are parents and carers involved?

Parents and carers know their children best and are essential partners in SEND provision. We aim to communicate clearly, listen carefully and involve families in decisions about support.

- Concerns can be raised with the class teacher or SENCO at any point.
- Parents/carers are involved when additional SEND provision is being considered and when plans and outcomes are reviewed.
- School Outcome Plans and other individual arrangements are discussed with families.
- Parents/carers of pupils with EHCPs are invited to annual reviews and other relevant meetings.
- Regular Parent/Carer-Teacher meetings and written reports provide opportunities to discuss progress.
- Additional meetings can be arranged where needs are changing or concerns persist.
- Families may be signposted to independent advice, local services and the Wirral Local Offer.

Where possible, information is provided in an accessible format. A paper copy of this report and other information published on the school website can be requested from the school.

How are children involved in decisions about their support?

Pupil voice is central to our approach. Children are supported to express what is important to them, what they find difficult, what helps them learn and what they would like to achieve. Their views are gathered in ways appropriate to their age, communication needs and level of understanding.

Pupils may contribute to School Outcome Plans, One Page Profiles, review meetings, transition planning and EHCP annual reviews. We seek to build self-advocacy, independence and an understanding of strategies that help the child to succeed.

Social, emotional and mental health support

We recognise that wellbeing, belonging, attendance and learning are closely connected. Universal provision includes positive relationships, clear routines, emotional literacy, restorative practice, PSHE/HeartSmart, Zones of Regulation approaches and access to calm or regulation spaces where appropriate.

Additional support may include ELSA, nurture, key-adult check-ins, peer support, sensory regulation programmes, School Mental Health Support Team involvement and commissioned therapeutic support. Attendance concerns linked to SEND are considered alongside the pupil's needs and reasonable adjustments, with relevant external services involved where appropriate.

External specialists and agencies

With parental consent where required, the school may seek advice or support from external professionals. The exact agencies involved depend on the child's needs and local pathways.

- Educational Psychology.
- Wirral Inclusion Team and Special Education Support Service.
- SENAAT / specialist cognition and learning advice where appropriate.
- Speech and Language Therapy, including commissioned specialist provision.
- Occupational Therapy and Physiotherapy.
- Vision and Hearing Support Services.
- School Mental Health Support Team and CAMHS where thresholds are met.
- School nursing, paediatric and other health services.
- Early Years SEND / Early Intervention services.
- Social care and Family Help services where relevant.

Specialist advice is used to inform teaching, reasonable adjustments, individual outcomes and provision. Referral to an external service does not remove the school's responsibility to continue supporting the pupil while advice is awaited.

Speech, language and communication

The school uses universal communication-supportive approaches and targeted interventions where needs are identified. Krystina Eneh, KAM Children's Speech and Language Therapist, works with the school to identify and assess speech and language needs and, with parental consent, may provide direct support and advice. Teaching assistants can deliver programmes and targets under appropriate professional guidance.

Where relevant, pupils may also access NHS Speech and Language Therapy pathways. Communication strategies are embedded across the school day rather than being limited to intervention sessions.

Mental Health Support Team and therapeutic support

The school accesses support from the Mental Health Support Team for identified pupils and families, alongside staff consultation and training. Where appropriate, the school also accesses KidsDotCalm for individual therapeutic support using approaches informed by Cognitive Behavioural Therapy and talking therapies. Support is matched to assessed need and reviewed for impact.

Medical needs, health and individual healthcare plans

The school follows current statutory guidance on supporting pupils with medical conditions and works with families and health professionals so that children with medical needs can access education safely and as fully as possible.

Where a pupil has a medical condition requiring an Individual Healthcare Plan, this is developed collaboratively with parents/carers and relevant professionals and shared with staff who need to know. Plans set out the child's needs, agreed support, medication or emergency arrangements where relevant, and any necessary adjustments. They are reviewed at least annually or sooner if needs change.

SEND and medical needs are not the same. Some pupils with medical conditions will also have SEND where their condition creates a learning difficulty or disability requiring special educational provision.

Accessibility, disability and admissions

Children with SEND but without an EHCP are considered for admission on the same basis as other applicants under the school's published admissions arrangements. A child must not be refused admission simply because they have SEN or because the school believes it may be difficult to meet their needs. Where an EHCP names the school, admissions are considered through the statutory EHCP process.

The school takes reasonable steps to prevent disabled pupils from being placed at a substantial disadvantage and to ensure they are not treated less favourably because of disability. Our Accessibility Plan sets out how we work to increase access to the curriculum, improve the physical environment and improve access to information.

Reasonable adjustments are considered individually and may include changes to the environment, seating, communication methods, resources, routines, timetables, curriculum access, recording methods, assessment arrangements and support for personal or medical needs.

We aim for pupils with SEND and disabilities to participate in clubs, visits, residential, worship, performances, sport and other aspects of school life. Risk assessment and reasonable adjustments are used to support inclusion; decisions are based on individual need and safety rather than diagnosis alone.

Staff expertise and professional development

All teachers are teachers of pupils with SEND. The SENCO supports staff to identify needs, plan provision and develop inclusive practice. Professional development is informed by the needs of pupils and whole-school priorities.

Training may include communication and interaction, autism, cognition and learning, dyslexia, emotional regulation, mental health, sensory processing, medical needs, intimate care, moving and handling, assistive approaches and intervention delivery. Where a pupil has a specific or complex need, relevant professionals may provide bespoke advice or training.

Equipment and facilities

The school considers equipment and environmental adaptations according to individual need and specialist advice. This may include adapted seating, writing slopes, fine-motor equipment, sensory resources, communication boards, visual supports, assistive technology or other specialist resources.

Where significant adaptations or specialist equipment are required, the school works with the local authority, health services and other relevant professionals to identify appropriate arrangements.

Transition

We plan transition carefully because change can create additional barriers for some pupils. Information is shared appropriately between staff, settings and professionals, with parents/carers and pupils involved.

- Enhanced visits, photographs, transition books, visual information or familiarisation activities.
- Additional opportunities to meet key adults and visit new classrooms or settings.
- Planning meetings between current and receiving staff.
- Sharing of SEND records, successful strategies, reasonable adjustments and specialist advice.
- Additional Year 6 transition support and liaison with secondary schools.
- Transition planning for pupils with EHCPs through annual review arrangements.

For children joining the school, we liaise with previous early years settings or schools and seek information from families so appropriate provision can be in place as early as possible.

Preparing for adulthood and independence

Although our pupils are of primary age, we support the foundations for adulthood from the earliest stages by promoting communication, independence, self-care, resilience, friendships, participation, aspiration and self-advocacy. Outcomes and provision should help pupils become increasingly confident and independent learners.

Safeguarding and SEND

Children with SEND can face additional safeguarding vulnerabilities, including communication barriers, dependency on adults, peer difficulties or behaviours that may be misinterpreted. Safeguarding concerns are managed in accordance with the school's Child Protection and Safeguarding Policy. SEND needs never prevent or delay a safeguarding response.

Where a child's behaviour communicates distress or unmet need, staff consider what the behaviour may be telling us while maintaining clear expectations and safeguarding responsibilities. Reasonable adjustments and individual support are considered alongside the school's behaviour approach.

Wirral Local Offer and independent advice

Wirral's Local Offer brings together information about education, health, social care, activities and support for children and young people aged 0–25 with SEND and their families. Families can access SENDLO Wirral through the Wirral Council website.

Wirral SEND Partnership, delivered independently by WIRED, provides impartial information, advice and support to parents/carers and young people about SEND, including school support, EHCP processes and meetings.

The school can help families identify appropriate local services and referral routes. Parents/carers may also contact services directly where self-referral is available.

What should I do if I am concerned about my child?

- Speak to the class teacher first, as they know your child's day-to-day learning and provision.
- If concerns continue, ask to speak with the SENCO, Kate Harper.
- Share any reports, professional advice or information from home that may help us understand your child's needs.
- Agree what will happen next, how support will be reviewed and when you will receive feedback.

You do not need to wait for a diagnosis to raise a concern or for the school to consider appropriate support.

Complaints about SEND provision

We aim to resolve concerns early through open communication. In the first instance, parents/carers should discuss concerns with the class teacher. SEND-specific concerns can then be raised with the SENCO/Deputy Headteacher and, if necessary, the Headteacher.

If the matter is not resolved, the school's published Complaints Procedure explains the formal stages available. Parents/carers may also seek impartial advice from Wirral SEND Partnership. Complaints relating to local authority SEND services or statutory assessment processes may fall under Wirral Council's SEND complaints arrangements rather than the school's procedure.

Disagreement resolution and mediation services may also be available in relation to certain SEND decisions. These routes do not remove a parent's statutory rights of appeal where those rights apply.

Reviewing this report

This SEND Information Report is reviewed at least annually. Changes that occur during the year will be updated as soon as practicable. The school will also review the report if national SEND reforms result in new statutory requirements during 2026/27.

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Next scheduled review: September 2027

Key legislation and guidance

- Children and Families Act 2014, section 69.
- Special Educational Needs and Disability Regulations 2014, Schedule 1.
- Special educational needs and disability code of practice: 0 to 25 years.
- Equality Act 2010, including the reasonable adjustment duty and accessibility planning requirements.
- Department for Education guidance on what maintained schools must publish online.
- Supporting pupils at school with medical conditions – statutory guidance.

- Department for Education 2026 schools and SEND reform publications. These are reflected as current reform context only where proposals have not yet become statutory requirements.