

Holy Trinity Church of England Primary School



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Chair of the Governing Board: J.Steel

SEND Annual Report F.Fargher (SENDCO)

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Autumn Term 18th November 2025

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

Our vision is for our pupils to flourish in
an inclusive, inspiration place of
learning where we are happy,
respectful, kind and safe.

***'I know that there is nothing better for people than to be happy
and to do good while they live' Ecclesiastes 3:12***

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SEND across the school – November 2025

	All	Year Groups																				
		R			Y1			Y2			Y3			Y4			Y5			Y6		
		all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys
SEND	26	1	0	1	1	0	1	2	2	0	2	1	1	5	2	3	9	4	5	6	2	4
EHCP	5	0	0	0	0	0	0	2	2	0	0	0	0	1	0	1	1	0	1	1	1	0

Overview of SEND – Autumn 2025

- 26 pupils on SEND register which includes 5 with EHCPs (Years 2, 4, 5 and 6).
- Most pupils on the SEND register have a Personal Learning Plan (PLP), previously named IEPs, with specific targets set and these are reviewed during the academic year and shared with parents.
- 5 pupils have a diagnosis of Autism (Autistic Spectrum Condition), with an additional 6 on the CAMHS waiting list for assessment.
- 4 pupils have a diagnosis of ADHD, with an additional 6 on the CAMHS waiting list.
- 5 pupils are under the NHS SALT (speech and language therapy) service; they are supported through speech and language sessions delivered by our Elklan trained TA.
- 1 pupil is largely pre-verbal and is using Makaton signs and gestures to communicate; 2 staff members completed Level 1 Makaton training last year but further training for new staff is needed if this pupil remains at Holy Trinity.
- 3 pupils access specific Occupational Therapy activities within school and have a therapy plan with the NHS for targeted support.
- Our ELSA list remains fluid so that we can prioritise those pupils most in need of emotional support, but at least 6 pupils are accessing ELSA support at any one time.
- One of our pupils with an EHCP is currently attending school on a reduced timetable. Another pupil with an EHCP is attending another alternative provision which offers a therapeutic approach but this pupil is dual-rolled with Holy Trinity School.

Concerns:

- One of our pupils with an EHCP is waiting for a specialist placement through Bracknell Forest but this is ongoing and we do not know how long this pupil will be with us as places are so difficult to find.
- NHS SALT service – despite employing more therapists, the service is still having to prioritise pupils and so speech and language reviews are not as frequent as they should be.
- The CAMHS waiting list remains at 36+ months for ADHD assessments and slightly shorter for ASD assessments. The Shine Team can support schools to help pupils with an autism diagnosis but not if they are still waiting for assessment.
- We are supporting parents with Right to Choose assessments which involves completion of more paperwork on top of that completed for CAMHS referrals - but can shorten the waiting period for assessment.

Actions addressed and effectiveness since the last report:

- Both the SEND Policy and SEND Information Report have been reviewed and updated as appropriate (October 2025).
- The school has successfully achieved the Bronze Attachment Aware School Report with a focus on emotion coaching and helping pupils to regulate emotionally. We have signed up for the Silver award which will help engage parents to support their children effectively.
- 'Zones of Regulation' continues to be used across the school to help pupils understand their emotions and how these link to behaviour. They have been incorporated into the revised Behaviour Policy for consistency.
- The needs of each class continue to be reviewed at regular intervals so that targeted support is put in place as early as possible.
- Speech and language sessions are being delivered by an experienced TA across the school which improves efficiency and overall accountability for progress. However, this can be disrupted if she is required to cover for staff absences.
- The 'WE SEND programme' enabled us to self-evaluate and identify areas of strength and areas for development in SEND. We continue to have access to this and can refer to (and review) our action plan to improve SEND provision across the school.
- Continued access to training through RBWM and external organisations enables professional development and ensures best practice is identified and applied.
- Effective working relationships with other SENCOs in the borough continues to be important, as well as with specialists attached to the school (Educational Psychologists, Speech and Language therapists, Shine Team, Early Help, specialist literacy support)
- Continued referrals for support as needs arise will ensure earliest possible interventions and appropriate support.
- Consideration of TA strengths and pupil needs on a continuous basis means that pupils are supported as effectively as possible by those with the best skills.
- Links to relevant organisation and support materials for parents of pupils who have SEND are shared on a regular basis to ensure maximum support for pupils at home as well as in school.

What works well:

- Regular communication with class teachers to review needs of SEND pupils, as well as support for updating PLPs and preparing reports for EHCP Annual Reviews.
- Regular meetings with ELSA to prioritise higher needs pupils for emotional support.
- Ensuring an 'open door policy' with parents of pupils with SEND and informing them about referrals, support and progress made. Also signposting them to resources and workshops to help them to help their children.
- Continued regular liaison with external professionals (SALT team, Early Help, EP, the Shine Team and OT) to maximise the support we can offer.
- Consideration of staff training and deployment of staff skills means that, where possible, pupils receive effective help to make progress.
- Being proactive with CAMHS referrals (ASD, ADHD) and NHS referrals (OT and SALT) is important in view of long waiting lists.
- Thorough transition processes to help children joining and leaving the school to maximise successful outcomes.
- Ongoing data analysis to ensure pupils making inadequate progress are identified and concerns addressed.
- Emotion coaching approach across the school and use of Zones of Regulation to help pupils identify and manage their emotions and promote wellbeing and development of resilience.

Next steps:

- Continue to develop emotion coaching approach, extending to parents and carers so they can also promote this approach at home. This is being addressed through the Silver Attachment Aware Schools Award this academic year.
- Continue to review our SEND offer through use of the evaluation tool provided by the WE SEND programme.
- Embed the actions agreed through recent training (Maximising the Impact of TAs) such as ensuring staff offer the least support initially to promote independent learning where possible.
- Continue to explore and use EHCP funding to allow identified pupils to access Alternative Provision which may be more appropriate to their needs.
- To promote SEND inclusion across the school with initiatives such as with Makaton Masters teaching key signs at regular intervals throughout the year.
- Continue to support parents and work with local authorities as early as possible to ensure suitable placements for EHCP pupils with complex needs who require a more specialist setting.
- Continue to build relationships with other SENCOs and attend training events to share ideas and develop as a practitioner.
- To ensure that all SEND pupils continue to receive direct teaching from their class teachers who remain accountable for pupils with SEND as part of Quality First Teaching (QFT).