

Trinity
Academy
Akroydon



SEND Information Report

2025

SEND Information Report

School Name	Trinity Academy Akroydon
Principal	Rebecca Holland
SENDCO	Jemma Bentley
Governor with responsibility for SEND	Kate Wilson
Contact details	Trinity Academy Akroydon 2 Rawson Street, North Halifax HX3 6PU Email (admin) contactus@akroydon.trinitymat.org Email (SEND Leader) senco@akroydon.trinitymat.org
Telephone	01422 351291
Age range	4 – 11 years

Our Aim

Trinity Academy Akroydon 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.

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. In order 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 Akroydon.*
- *Highlight that all teachers at Trinity Academy Akroydon are teachers of students with special educational needs.*
- *Differentiate 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 Akroydon offers to students with special education needs and disabilities. To find out more about the new 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, January 2015)

Trinity Academy Akroydon SEND Headlines – September 2025

Criteria	Data	National Data*
Total number of students on roll in Years Reception to Year 6	210	n/a
% of students with an EHCP	4.76%	5.3%
% of students identified as SEND Support	14.7%	14.2%
% of school population with SEND provision	19.5%	18.2%

*National data – January 2025, Department for Education - <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

**Data correct as of 16.09.2025

SEND per year group at Trinity Academy Akroydon

	Pupil numbers				Pupil percentages		
	SEND E (EHCP)	SEND K (SEND Support)	Not of SEND Register	Pupil cohort	SEND E (EHCP)	SEND K (SEND Support)	Total SEND Register
Reception	0	1	27	28	0	100%	7%
Year 1	3	4	23	30	42.9%	57.1%	23%
Year 2	3	5	20	28	37.5%	62.5%	28%
Year 3	1	3	21	25	25%	75%	16%
Year 4	0	6	18	24	0	100%	25%
Year 5	0	5	30	35	0	100%	14%
Year 6	3	5	32	40	37.5%	62.5%	20%

*Data correct as of 16.09.2025

Outcomes

	KS2 2025 (44 pupils)		National
	KS2 pupils	SEND (6 pupils)	
KS2 SATs Attainment % Expected in Reading, Writing and Maths	63%	0%	62%
KS2 SATs Attainment % Expected in Reading	66%	17%	75%
KS2 SATs Attainment % Expected in Writing	75%	0%	72%
KS2 SATs Attainment % Expected in Maths	71%	0%	74%

	KS1 2025 (21 pupils)	
	KS1 pupils	SEND (4 pupils)
KS1 SATs Attainment % Expected in Reading, Writing and Maths	48%	0%
KS1 SATs Attainment % Expected in Reading	80%	25%
KS1 SATs Attainment % Expected in Writing	52%	25%
KS1 SATs Attainment % Expected in Maths	64%	25%

The impact of SEN Funding and support on Attendance (2024-2025)

2024 – 2025		
	SEN	All pupils
% Attendance	5.8%	4.1%

Admissions

Children in receipt of an Education, Health and Care plan (EHC) that names Akroydon Primary Academy/Trinity Academy Akroydon 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 SENCo who works with other staff including the Principal, Assistant Principals, teachers and teaching assistants who are all committed to delivering the very best possible experience for all students. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

<p>What kinds of SEND do we provide for at Trinity Academy Akroydon?</p>	<p>Trinity Academy Akroydon provides for all types of SEND. Reasonable adjustments are made for SEND.</p> <p>SEND students at the school have support for and adjustments to assist them with areas of need with regard to:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning. • social, emotional and mental health difficulties • sensory and other physical needs <p>Including:</p> <ul style="list-style-type: none"> • ADHD (Attention Deficit Hyperactivity Disorder) • ASC (Autistic Spectrum Conditions) • Specific Learning Difficulties (e.g. dyslexia, dyspraxia) • Moderate Learning Difficulties • Visual Impairment • Hearing Impairment
<p>What are our policies for identifying children and young people with SEND and assessing their needs?</p>	<p>Where a need is identified an SEND Concern is raised.</p> <p>Initial concerns might be raised by:</p> <ul style="list-style-type: none"> • teachers • parents • the SENDCo • the behaviour support team • the pastoral manager • a senior leader • external agency <p>A meeting will be held between the class teacher and parent to discuss and begin to understand the child's needs. A period of close monitoring will begin where initial strategies are tried and the impact of these will be assessed. Actions, behaviours and impact will be recorded. If the concerns continue, and it is decided that the child does have a special educational need then they will be recorded as such and put onto the SEND register.</p> <p>This process can lead to a referral to the relevant external agency (e.g. Speech and Language, Open Minds Partnership) should this be deemed beneficial. Alternatively, a monitoring period where further evidence is collected to inform a better assessment of need might be the route taken.</p>

	<p>As a parent/carer, should you feel that your child could have a special educational need, please arrange a meeting with the class teacher in the first instance to discuss and record your concerns. The class teacher will liaise with the Academy's SENDCo who will advise on next steps. This can be done by e-mail contactus@akroydon.trinitymat.org or by telephone on 01422 351291.</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 pupils with an identified SEND are contacted regularly and invited to meetings at least three times a year in order to gain their views on their child's attainment and progress and to contribute to a review of the SEND provision for their child.</p>
<p>What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?</p>	<p>Pupils with SEND are invited to create one page profiles called 'pupil passports' detailing what people like or admire about them, what makes them happy and what they need help with. In addition, they are invited to contribute to the development and review of their individual learning plans and provisions. A pupil survey is conducted to elicit their views of how well their needs are being met.</p>

<p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>Pupil progress meetings are held following assessment points throughout the year. In each class, the progress of pupils with SEND is identified and discussed. In addition, following these data points, the SENDCo further analyses the data for children with SEND in terms of attainment and progress to identify any children of concern. This information is used to review strategies and provision in place for children with SEND. 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 and young people in moving between phases of education.</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. We work closely with secondary schools to facilitate a smooth transition. This could include:</p> <ul style="list-style-type: none"> • arranging visits to the school prior to entry to support orientation • meetings with secondary school teachers to gather information • meetings with parents to reassure and discuss specific needs • early viewing of timetables • 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 <p>Individual needs are accounted for during SATs and where appropriate, adaptations are requested e.g. additional time for children with dyslexia, breaks for children with ADHD.</p>
<p>Information regarding the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.</p>	<p>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 pupils facing barriers to learning. For example, staff have received training on Autistic Spectrum Conditions with suggested strategies and approaches. Key learning needs at Trinity Academy Akroydon include</p> <ul style="list-style-type: none"> • Moderate Learning Disabilities, • Social Emotional and Mental Health needs,

	<ul style="list-style-type: none"> • Speech and Language Needs, • Autistic Spectrum Condition (ASC) and • Attention Deficit and Hyperactivity Disorder (ADHD). <p>Specialist expertise is secured through the involvement of external agencies. Trinity Academy Akroydon has developed positive relationships with key experts such as the specialist teacher for Autistic Spectrum Conditions, Speech and Language Therapy and the Visual Impairment specialist teacher. Other specialist services such as school nurses, Occupational Therapy and medical professionals are involved where needed. Trinity Academy Akroydon have also elicited experts to help meet the mental health needs of children. This has involved Calderdale Healthy Minds running projects in school, CAMHS support and counsellors for children who need 1:1 support, referring children to the Rainbows bereavement service and obtaining Educational Psychologist assessments.</p>
How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<p>The school's evaluation of SEND provision takes into both academic and non-academic outcomes depending on the needs of the child. Evaluation takes into account progress against outcomes on individual learning plans or provisions, pupil and parental views as well as academic 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.</p>
How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	<p>The school provides this through:</p> <p>the assessment of need and reasonable adjustments being made</p> <ul style="list-style-type: none"> • a variety of differentiation strategies such as additional adult support, breaking down tasks into manageable chunks, adapted learning tasks or support resources • allowing additional time for work/assessments • adjustments to materials for example, colour of paper, font size <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 are encouraged to participate in extra-curricular activities alongside non-SEND students.</p>

Support with Curriculum

Teachers at Trinity Academy Akroydon deliver high quality lessons that are appropriately differentiated and personalised to match students' needs and targets. Where the need is additional to or different from what would normally be available in class, a Pupil Passport and Individual Learning Plan (ILP) will be written with the assistance of the SENDCo. This will detail specific needs, objectives and expected outcomes for the child. Parents are invited to contribute to reviewing targets on learning plans and our Parental Consultation Evenings provide regular opportunities to ensure continued support and regular reviews. Appointments can also be made with the class teacher, SENDCo, pastoral manager or behaviour team to discuss any particular concern. Where necessary we also provide additional help with classroom support, one-to-one intervention or small group work. Sometimes, a child will be part of an intervention group which will target an identified need for specific skills, knowledge or understanding. This may be taught outside of the classroom in small groups.

Occasionally, a child may need a specific piece of equipment, furniture or software in order for them to access the curriculum fully. This will be purchased or hired by the school, following advice from the relevant professionals. Appointments can also be made with the SENDCo and pastoral team to discuss any particular concerns. If a child has an Education, Health and Care Plan, the SENDCo will meet with parents for an annual review, as well as updating parents regularly throughout the year.

Support for emotional and social development:

The academy strives to maintain a supportive environment for students and understands that a priority is students' emotional wellbeing whilst they continue their academic journey. We cultivate a culture of empathy and respect through our core values here at the academy and these are promoted throughout the school.

In addition, where it is deemed beneficial, children are invited to take part in individual or small group sessions, such as Kaleidoscope, aimed at boosting confidence and self-esteem and giving children with the extra help sometimes needed to improve emotional wellbeing, social skills and independence.

Students and parents have the opportunity to discuss any concerns with their class teacher, support staff or the Behaviour Manager and we also provide direction to additional services where required. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. We monitor attendance and work with the Education Welfare Officer to support attendance.

The Designated Persons for Child Protection at Trinity Academy Akroydon are:

- Mrs Johnson (Assistant Principal) DSL
- Mrs Crawshaw (Pastoral Manager)
- Mrs Bentley (Assistant Principal and SENDCo)
- Mrs Holland (Principal)

Support of students with medical needs.

If your child or young person 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 a trained First Aider once the appropriate consent forms have been completed. Parents/carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education.

Accessibility of the academy:

The design of workspaces (classrooms and other) is consistent throughout school, with colour coding for working walls, classrooms free of clutter and minimal visual distraction to avoid cognitive overload and allow children to focus on learning. The curriculum is adapted to meet the needs of children with SEND by differentiation, for example through additional scaffolding by adults, adapted tasks or extra resources. Children with physical or sensory needs such as visual impairment, are given appropriate equipment to allow access to the curriculum.

Support provided by academy staff.

When a student joins the academy, information is elicited regarding specific needs and these are made available to key staff, and individuals who will be interacting with that student, to plan appropriate provision and support. Class teachers with the support of the SENDCo liaise with parents to develop the best possible support package. Our staff also receive targeted SEND and other specialist training. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support. Parents and carers are informed of interventions organised to take place at the academy.

Services available or can be accessed by the academy:

The academy frequently liaises with local agencies such as Open Minds Partnership, 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 Calderdale SEND team to review students with Educational Health and Care Plans. Parents/ carers are encouraged to contact the academy if their child or young person's requirements change so provisions can be adequately adapted quickly. Parents are directed to the Calderdale support service Unique ways to seek further advice or support where needed.

For additional information regarding Calderdale Council's local offer please see below

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

For additional information regarding SEND at Trinity Academy Akroydon please feel free to contact the SENDCo Mrs Bentley through

senco@akroydon.trinitymat.org

If you still have concerns about your child's SEN support after consultation with the SENCO: Young people and parents with concerns about SEN provision should contact Mrs Rebecca Holland (Principal) if initial concerns raised with the school's SENDCO remain.

Review date: September 2025