

Trinity Academy Cathedral
SEND Information Report 2025-2026



Our Vision

'Everything is possible for one who believes' Mark 9:23

Trinity Academy Cathedral is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice, this means we work hard to provide a barrier free access to the curriculum, including 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 Cathedral.*
- *Highlight that all teachers at Trinity Academy Cathedral are teachers of students with special educational needs.*
- *Scaffold and make reasonable adjustment, 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 Cathedral offers to students with special education needs and disabilities. It meets the requirements (6.79 – 6.83) of the "Special educational needs and disability code of practice: 0-25 years (January 2015) on publishing information about the implementation of the MAT's policy for pupils with SEN.

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)

Impact of Support and Interventions - Outcomes and Progress Y11 2025

		2019 (pre-covid)	2022	2023	2024	2025	National 2024	National 2025**
P8	All	0.77	0.63	0.74	0.34	N/A*	-0.03	N/A
	SEN S	1.14	0.59	1.2	-0.37	N/A*	-0.62	N/A
	EHCP	1.4	-0.07	-0.56	-2.68	N/A*	0	N/A
A8	All	50.75	48.0	50.4	47.0	48.5	45.9	45.9
	SEN S	49.4	38.6	47.3	32.14	37.44	33.1	
	EHCP	38.0	24.42	29.29	4.06	30.38	14.2	
Basics 4+	All	71%	65%	69%	67.5%	69%	65%	64.5%
	SEN S	60%	43.8%	63.6%	44.4%	45%	37.7%	
	EHCP	0	0%	0%	0%	20%	23%	
Basics 5+	All	46%	46%	46%	46%	49%	46%	45.2%
	SEN S	30%	31.3%	36.4%	16.7%	30%	21.6%	
	EHCP	0	0%	0%	0%	20%	12.5%	

*There is no progress data in 2025 due to the cancellation of SATS for this year group at the end of KS2 due to Covid 19.

**2025 SEN data will be published in 2026

2025 Headlines

- SEN Support and SEN EHCP students outperformed 2024 national data for these cohorts in all areas except the percentage gaining 4+ in English and maths, which was just 3% behind national.
- Students receiving SEN Support have outperformed national benchmarks for 4+ and 5+ basics every year since 2019 (with the one exception of 5+ basics 2024).
- Although EHCP figures have fluctuated more than SEN Support over the past 5 years, this cohort will always vary on the particular circumstances and prior attainment of the individuals. 30.38 Attainment 8 for students with an EHCP is significantly above national and our best A8 figure for EHCP students since 2019.

SEND in Context at Trinity Academy Cathedral – September 2025

Criteria	TAC Data	National Data
Total number of students on roll in Years 7 to 11	1040	
% of students with EHCPs	5.6%	3.1%
% of students identified as SEND Support	13.5%	14.8%
% of school population with SEND provision	19.0%	19.5%

SEND Per Year Group at Trinity Academy Cathedral September 2025

Year	SEN K	SEN E	Overall
7	29	9	38
8	27	12	39
9	34	9	77
10	29	12	41
11	21	16	37
Current overall	140	58	198

Admissions

Children in receipt of an Education, Health and Care plan (EHC) or Statement of Education Needs (SEN) that names Trinity Academy Cathedral as the appropriate school, will be admitted before any other children following the consultation process.

How will the academy support my child or young person's learning?

Support for all students with special educational needs is overseen by the SENDCo in liaison with the wider pastoral team, Subject Leaders and teachers with specific responsibilities for intervention. **The first and most important stage of intervention is quality first teaching which is appropriately differentiated.**

SEND Expenditure 2024-2025

SEND funding in 2024-2025 will be allocated as stated below:

Type of support	Objective	Evidence Base	Expected Outcome
Quality first teaching	To ensure that all SEND students receive quality first teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Limited intervention is needed due to consistent, high quality provision
SENDCO	To lead on all matters regarding the provision, support and tracking of students with special educational needs.	EHCP reviews OPP reviews MSP reviews SEND register Progress reports Provisional mapping Access Arrangements	Address barriers to learning including raising attainment, attendance and improving organisation.
Learning Assistant team	To support the teaching and learning of students with additional needs and liaise with teaching staff as to the personalised education plans of the SEND students in their care.	EEF guidance SEND reviews and reports	Address barriers to learning including raising attainment, attendance and improving organisation.
Pastoral Staff (Student Liaison Officers)	The responsibility of managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are in their year group.	National data on attendance and achievement. Impact of positive behaviour due to associating with a 'familiar face' and having consistency in behaviour management and wellbeing procedures.	To maintain or better 2018-2019 SEN attendance and behaviour figures.

Support available for children and young people with Special Educational Needs

Accessibility of the academy

Where students require support with physical and mobility needs the academy has lift access to all floors, accessible classrooms and modified facilities for students. Key staff will be aware of students' particular physical and sensory needs and be available to provide assistance when required through use of a OPP.

Support provided by academy staff.

When children or young people join the academy information regarding their specific needs will be gathered and made available to key staff, individuals who will be interacting with that student, to plan appropriate provision and support. The SENDCo will liaise with parents/carers and the previous education setting during the transition process, to ensure the support package will benefit the child and young person and ensure their academic progress. Staff receive targeted SEND training to equip them to effectively support students with additional needs, a number of staff have specialist training and experience to help students manage certain specific conditions. Students check in daily with their form tutors and will have Student Liaison Officers and SEND staff as a point of contact if they require assistance negotiating the academy day. When necessary, students may work with outside agencies, specific to their requirements, to receive additional support however parents or carers will always be advised of any interventions organised to take place at the academy.

Support with Curriculum

Teachers at the academy deliver outstanding quality lessons appropriately differentiated and personalised to match the students' needs and targets. Based on the severity of the children or young person's needs they may receive additional classroom support and extra interventions to ensure they make the best progress they can. Students' progress is closely monitored and reported. The support the students receive will be tailored based on this data to ensure they are progressing and continuing to achieve. Parents/carers will receive regular academic reports and be asked to attend Parent Consultation Evenings to meet with form tutors and class teachers. Appointments can be made with the SENDCo and pastoral team to discuss any particular concerns regarding the students' progress or support requirements.

Support for children and young people's well being

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. Pastoral support is available for all students. Students will see their form tutors daily and have the opportunity to discuss any concerns or issues; these may be referred to Student Liaison Officers or another member of the Pastoral support team to be resolved. Attendance data is monitored by form tutors and Student Liaison Officers, if there are concerns regarding students attendance these will be directed to the academy's Education Welfare Officer.

Students with additional educational needs will be able to meet with the SENDCo or a member of the SEND team when they feel it is necessary. Depending on the students specific requirements support can be provided by assigning mentors or key workers, a single point of contact for student and parents/carers who will monitor the students' progress and requirements and feed back to the SENDCo with any changes to provisions or circumstances. Students may also work with the pastoral team or targeted support sessions in school. When necessary, students and parents/carers may be directed to additional services in the area.

Support of students with medical needs

If your child or young person has specific medical needs contributing to their educational needs please contact the school where a member of staff can discuss specific provisions that may need to be implemented. If a student requires medication within the academy day, this can be administered by the Student Welfare Officer 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.

Support for students who require help with literacy and numeracy

There is a highly personalised reading support programme at the academy for students who are reading below their chronological reading age. All students' reading age is assessed using the NGRT Reading Age Test and appropriate intervention is put in place to support those who need it. This may include Lexonic Leap or Lexonic Advance, which are tailored interventions for targeting fluency or phonics barriers to reading.

Students in Year 7 also receive targeted maths intervention with maths Learning Mentors, to address gaps in mathematical fluency identified at the end of KS2. These small group sessions ensure students can make rapid progress through KS3.

Further targeted support is continued throughout students' school career, and is tailored to individual need. Students who are identified as needing our Nurture pathway, still access the full broad and balanced curriculum, accessing all subjects, but a heavier allocation is given to English in Year 7 and 8 to ensure support for literacy is prioritised.

Support outside of the classroom

The academy aims for all students to be able to participate in all the activities provided from extra-curricular afterschool sessions through our broad Involve programme where students have access to a range of clubs and we encourage students to attend school trips. If a student requires additional provisions for these activities the academy will endeavour to provide support. Staff will consider any specific needs when planning and running these activities or organising school trips. If you have any concerns regarding your child or young person's medical needs in relation to extra-curricular activities please contact the school to discuss with the Student Welfare Officer or SENDCo.

Students moving to a new setting/school/college or continuing their academic journey The academy provides a dynamic transition process where Year 6 students have numerous opportunities to visit the academy prior to their start date. The SENDCo and transition Lead can arrange for additional visits for students with special educational needs to help them adjust to the big change from Primary to Secondary school. If your child or young person has an Education, Health Care Plan, the SENDCo or Transition Lead will attend meetings with the previous school to gather all the necessary information on the student and attend EHC Planning or Annual Review meetings to ensure the students' transition to the academy is as smooth as possible and suitable provisions are established ready for their arrival. When a student leaves Trinity Academy Cathedral to move to a new setting, the academy will forward on all relevant documentation and information regarding their needs. If required academy staff may accompany students on visits to the new setting and meet with appropriate staff.

Services available or can be accessed by the academy.

The academy frequently liaises with local agencies such as CAMHS, Hearing Impairment Services, Speech and Language Therapy Team, School Nursing Team, WISENDSS, and Specialist Inclusion teams to ensure students' needs are met.

We also work closely with the Wakefield SENART 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.

What can you or your child/young person do to support their learning?

It is essential that parents/carers are involved in their child's education. Parent/Carers are invited to attend transition events, Parents' evenings, SEND review meetings and other meetings the SENDCo or yourself may feel are required to support the child's needs. As mentioned the academy tries to promote a comfortable environment for students to feel confident to approach staff with comments regarding their education, this might be from homework queries or if they feel they need more support. Students will participate in review meetings where they will be able to contribute their opinions regarding provisions they feel might benefit them to achieving their goals.

What do I do if I think my child may have special educational needs?

In the first instance you should contact the Academy's Special Educational Needs Co-Ordinator, Nicola Wilson to discuss your concerns. This can be done by e-mail contactus@cathedral.trinitymat.org or by telephone on 01924 330640.

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

<http://wakefield.mylocaloffer.org/Home>

For additional information regarding SEND at Trinity Academy Cathedral please feel free to contact at contactus@cathedral.trinitymat.org or 01924 330640.

Review Date: September 2025