



Trinity Academy Leeds
SEND Information Report 2025-26

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Our Aim

Trinity Academy Leeds is passionate about, and dedicated to, ensuring that all our students meet their full potential. In practice this means we work hard to provide individual support and targeted interventions throughout the academic year to ensure all 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 curriculum we aim to:

- *Wherever possible educate children and young people in a mainstream setting.*
- *Value equally all students who attend Trinity Academy Leeds.*
- *Highlight that all teachers at Trinity Academy Leeds 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 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 Leeds 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 SEND.

What is a special educational need or disability?

A child or young person has a SEND if they have a 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 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)

SEND in Context at Trinity Academy Leeds

Cohort

Data

Total number of students on roll	1202 Students
% of students with EHCPs	1% (9 Students)
% of students identified as SEND Support	14% (167 Students)
% of school population with SEND provision	15% (176 Students)

SEND Headlines - A data overview of the impact of SEN provision to date

Academic Progress 2024-25

Due to the school only being open for 4 years and no Y11 cohort having studied at the academy to date, academic progress data is limited to internal data gathered based on Y7 – Y10 student attainment in 2024-25.

Outcomes are shown below.

Year 7

Year 7 January 2025	Art & Design %	Computing %	Dance %	Drama %	English %	Geography %	History %	Maths %	Music %	PE %	RS %	Science %	Spanish %	Technology %	Average %
E	48	49	60	60	35	42	54	28	48	49	45	29	N/A	58	46
K	52	59	58	53	46	56	57	50	56	53	62	36	63	59	54
N	62	68	65	67	62	73	70	66	66	61	74	50	74	65	66

Year 7 June 2025	Art & Design %	Computing %	Dance %	Drama %	English %	Geography %	History %	Maths %	Music %	PE %	RS %	Science %	Spanish %	Technology %	Average %
E	53	38	67	60	34	27	58	13	54	53	50	36	N/A	54	46
K	60	45	59	56	44	45	48	44	57	54	63	47	56	59	53
N	71	52	67	70	60	62	61	61	68	62	77	59	72	72	65

Year 8

Year 8 January 2025	Art & Design %	Computing %	Dance %	Drama %	English %	Geography %	History %	Maths %	Music %	PE %	RS %	Science %	Spanish %	Technology %	Average %
E	55	25	41	28	24	14	23	24	63	49	38	20	N/A	47	34
K	65	54	52	57	61	47	54	46	62	57	58	38	52	60	54
N	70	61	64	66	70	54	64	63	68	64	74	50	72	70	65

Year 8 June 2025	Art & Design %	Computing %	Dance %	Drama %	English %	Geography %	History %	Maths %	Music %	PE %	RS %	Science %	Spanish %	Technology %	Average %
E	53	26	44	28	38	12	29	14	65	51	30	21	N/A	25	33
K	64	53	56	59	60	50	56	41	65	57	65	40	64	46	55
N	72	62	66	71	70	60	69	58	72	65	83	56	77	59	67

Year 9

Year 9 January 2025	Art & Design %	Computing %	Dance %	Drama %	English %	Geography %	History %	Maths %	Music %	PE %	RS %	Science %	Spanish %	Technology %	Average %
E	20	1	N/A	15	N/A	N/A	5	N/A	25	32	N/A	N/A	N/A	2	14
K	59	50	80	46	57	51	49	46	58	53	53	34	54	55	53
N	65	59	82	66	72	66	65	64	67	62	68	47	69	62	65

Year 9 June 2025	Art & Design %	Computing %	Dance %	Drama %	English %	Geography %	History %	Maths %	Music %	PE %	RS %	Science %	Spanish %	Technology %	Average %
E	22	1	N/A	10	1	1	1	1	23	28	N/A	1	N/A	8	9
K	62	47	N/A	50	52	59	52	48	58	55	56	25	59	56	52
N	70	60	82	68	67	75	70	65	67	63	73	37	75	64	67

This data indicates that while there are some gaps between the attainment outcomes of some SEND students and their peers without SEND, in most cases the gaps have ceased to widen since joining TAL and in some cases have narrowed.

For instance, in Y7, the average Science grade of SEND K students has increased by 11% whilst non-SEND students has increased by 9%, narrowing the gap within Science by 2%.

In Y8, the average Spanish grade of SEND K has increased by 12% whilst non-SEND students has increased by 5%, narrowing the gap within Spanish by 7%.

In Y9 the gap has been narrowed in Drama, Maths and PE by 2%, 1% and 1% respectively.

Year 10

Predicted GCSE Outcomes	Number of Students	Attainment 8 Average Score	% Achieving 4+ Basics	% Achieving 5+ Basics	Average Attainment 8 Ebacc
E TAL	3	20.7	0%	0%	6.00
K TAL	23	44.8	61%	39%	12.67
N TAL	208	58.2	87%	72%	16.90
E National (2023/24)	N/A	14.8	13.9%	7.5%	1.19
K National (2023/24)	N/A	33.7	28.5%	22.3%	2.85

The data above is based on predicted grades in June 2025 of the outcomes for the first cohort to sit GCSEs (to be sat in 2026). Predicted outcomes for students with SEND at TAL are considerably higher than the most recent national data available from 2024/25. SEND K students on average are predicted to score 11.1 points higher against the Attainment 8 measure. SEND E students are predicted to score 5.9 points higher on average. The % predicted to achieve the 5+ Basics measure are 16.7% higher for SEND K students than the national average. Similarly, average Ebacc 8 Attainment scores are predicted to be 4.81 (SEND E) and 9.82 (SEND K) higher at TAL than the national average.

What reviewers have said!



Students with SEND spoke positively about their experiences at TAL. They reported feeling well known and supported by staff, and expressed genuine enjoyment of the curriculum. A wide range of extracurricular activities—including football, dance, science, and journalism—are both accessible and inclusive, with strong levels of participation from SEND pupils.
MAT SEND Review, June 2025

All pupils work towards these same aspirational end points. Pupils who need additional help to reach these are well supported through skillful teaching. Pupils with special educational needs and/or disabilities (SEND) achieve just as well as their peers.

OFSTED, April 2024

True inclusion for all pupils regardless of their prior attainment. Exceptional levels of pastoral care. A remarkable offer for extra curriculum provision. You are doing something remarkable here.

Mary Myatt, Sept 2022

Attendance

	Attendance 2022-23	Attendance 2023-24	Attendance 2024-25
Whole School	94.2%	94.5%	95.1%
SEN	91.3%	91.8%	92%
National Secondary (All students)	91%	91.1%	Data not yet available

SEN attendance and behaviour is tracked each week using Power BI. Support is put into place proactively and holistically from the attendance, pastoral and SEND teams. Attendance and absences are monitored and support is put in place to overcome any potential barriers a student may face which impacts upon their attendance. Where appropriate, students will be allocated specific caseworkers from within the SEND team to support both student and family. As with academic interventions, this is implemented using an Assess, Plan, Do, Review cycle.

Admissions

Children in receipt of an Education, Health and Care plan (EHCP) that name Trinity Academy Leeds 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 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 2025-2026

Type of support	Objective	Evidence base	Expected outcome
Quality first teaching	To ensure that all students with SEND receive high quality teaching every lesson, every day.	EEF High impact and strong evidence base, particularly if the student is also disadvantaged	There will need to be limited intervention due to the quality in the classroom. Staff will be given high quality CPD to skill them up.
SENDCo support and the overview of SEND provision	To lead on all policies, tracking, paperwork, monitoring and quality assurance; ensuring SEND students make progress	As stated in job description and roles and responsibilities of the SENDCo	<p>All students will be given a 'graduated approach to the needs', including those identified as SEMH.</p> <p><u>What does a graduated response look like at Trinity Academy Leeds?</u></p> <p>Detailed and documented response that monitors and tracks all interventions available at each wave of intervention. A SEN support plan initiated for all K students that is driven plan an Assess, Plan, Do, Review approach in three cycles. Parents/carers and the student will be invited to meet three times a year to review these documents and the targets set and interventions in place.</p>
Targeted phonics intervention (Lexonik) to support readers below chronological age	To ensure all students are able to access learning and low prior attainment in reading does not act as a long-term barrier to educational progress	EEF	Students involved in the intervention will make progress with their reading age over and above those not involved and will narrow the gap between reading age and chronological age.

Student Liaison Officer and Wider Pastoral (Student Wellbeing) Team	<p>To be responsible for managing and monitoring the behaviour, attendance and wellbeing of all students, including those with SEND needs, who are placed in their year</p> <p>To assist the SENDCo with key worker roles for students who may need it.</p> <p>To develop SEMH approaches that give students resilience and specific strategies to regulate their emotions.</p>	<p>The strong correlation between high attendance and high attainment. Strong research indicating the power of positive relationships in supporting those students with SEND needs, particularly those with SEMH needs.</p> <p>Having a clear understanding that behaviour could be the outcome of an unmet need and establishing strong triangulation with SEND, pastoral and teaching and learning.</p> <p>EEF Mentoring +2 Behaviour interventions + 4</p>	<p>The attendance of SEND students is at least in line with their peers.</p> <p>The behaviour of students is understood and clear correlations are made to learning when appropriate – graduated responses indicate this.</p> <p>That all students feel safe and supported in the academy.</p>
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Library area	This gives a quiet space for any SEND students who may need some peace and quiet and to self-regulate during busy unstructured times	SEND research and National Autistic Society – to enable ASD children to have quiet space.	To aid students who find unstructured times of the day challenging and would benefit from adult support.
Learning Support Centre and Sensory Room	<p>Further, dedicated, quiet space with sensory areas to enable students to self-regulate where needed. There is sensory equipment and support from the Assistant SENDCOs.</p> <p>It also allows students to participate in targeted interventions. It provides a space for vulnerable SEND learners at unstructured times.</p>	SEND research and National Autistic Society – to enable ASD children to have quiet space.	Students in need of access to this space will feel supported and more able to attend lessons.

SEMH support including external partnerships and on-site Mental Health Counsellor	To offer small group or one to one sessions for those students with SEMH needs where appropriate. Signposting young people and families the free support services offered within the Leeds area and where necessary as part of a graduated response provide external professional support.	Children with special educational needs may experience a range of social, emotional and mental health problems, which can create barriers to learning.	To support our SEND students with their mental wellbeing so that worries are identified at the earliest stage and interventions are put in place.
Speech and Language Therapist	To provide support and guidance for SEND and teaching staff in working with students with Speech, Language and Communication Needs (SLCN). To deliver individual, targeted interventions and support for students identified with SLCN.	Specialised, NHS trained staff can positively impact teaching staff expertise and confidence in supporting students with SLCN. Evidence based interventions used in 1-1 or small group sessions to support student outcomes.	Students will report feeling confident and secure in their learning and will make good progress against individualized outcomes.
Assistant SENDCos	To support progress of learners with SEND by delivering targeted interventions and supporting individual students in class. Assistant SENDCOs provide training and support to teaching staff as well as liaising with students and families.	Expert trained specialist staff deployed in line with recommendations of EEF.	All students are provided with a graduated approach to their needs. To ensure all SEND children make progress. To ensure parents are able to voice their views and see their child's progress in regular IEP and EHCP meetings.

Empower	Empower is the academy's careers curriculum. This will include 3 external visits within each year group to sites of local interest with the aim of building students' awareness of possible careers pathways as well as enriching through cultural capital.	The empower curriculum aims to provide above and beyond that required by the National Curriculum for KS3.	All students engage in an enriching careers curriculum to help prepare them for adult life.
Specialist service, advice and support	<p>There are a wide variety of specialist services we may work throughout the academic year to support our SEN students such as:</p> <p>Educational Psychologist support, Speech and Language support Occupational Therapy Specialist Inclusion services (DAHIT) CAMHS Alternative providers</p> <p>Please note that the list above is not exhaustive</p>	As recommended by colleagues and the LEEDS SENIT team	Students in need of support from external agencies (to aid teaching staff and the SEN team to support their learning in school) benefit from the advice of experts.
Establishment of a Trinity MAT SEND hub	This will enable all Trinity MAT secondary and primary SEND teams to share best practice and work together to further develop and refine our SEND systems.	The Behaviour and Teaching and Learning Teams across the Trinity MAT work together on a frequent basis to share best practice, review provision and refine practices. It is hoped that the SEND hub will also enjoy success.	SEND teams across the MAT are working to the best of their abilities and within a common Trinity SEND framework as laid out by the new SEND hub team. SEND teams are peer reviewed by SEND teams within the MAT and timely, constructive feedback provided.

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

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.

Support provided by academy staff.

When children or young people join the academy information regarding their specific needs is gathered and made available to key staff, individuals who will be interacting with that student, to plan appropriate provision and support. The SENDCo liaises with parents/carers, 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. 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, targeted small group tuition, or placed on alternative support pathway that compliments the Mainstream Curriculum and extra interventions to ensure they make the best progress they can. For key students with lower prior attainment, reading ages significantly below chronological age and students with cognition and learning needs, access to the curriculum is improved through the use of the "Golden Toolkit". This comprises key, quality first teaching practices centered around 5 key areas: scaffolding, dual coding, talk, phonics and memory movements. Resources and schemes of learning are planned and delivered with aspects of the "Golden Toolkit" in mind to improve student access to learning and improved retention and understanding of core content. Students' progress is closely monitored and reported on a termly basis. Support the students receive will be tailored based on this data to ensure they are progressing and continuing to achieve. Parents/carers will receive termly 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 team leaders 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 wider pastoral team.

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. For

students with acute mental health or wellbeing needs, the academy has key staff who form the student wellbeing team. Additionally, the school employs a qualified counsellor as well as accessing support from external services such as CAMHS and the Mind Mate Support Team. When necessary, students and parents/carers may be directed to these services as well as other, bespoke additional services on offer within the Leeds area.

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. 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

Subject teachers will look at assigning additional provisions for students who they feel may benefit from additional tuition, this may include small group work, and after school targeted support sessions or an alternative support pathway which will complement the main curriculum. Parents/Carers will be advised if students are being placed on alternative pathways or are required to attend afterschool interventions to ensure they are making progress.

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 to 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.

Students moving to a new setting/school/college or continuing their academic journey

The academy will provide a dynamic transition process where Year 6 students have opportunities to visit the academy prior to their start date. The SENDCo 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 may 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 Leeds 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 and Specialist Inclusion teams to ensure students' needs are met. We also work closely with the Leeds SEN 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, SEN review meetings and other meetings the SENDCo or yourself may feel are required to support the child's needs. Termly 'SENDCo Surgeries' are held where parents/carers have the opportunity to discuss their child's progress outside of the normal parents' evenings. 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.

How do we evaluate the effectiveness of the provision made for children and young

people with SEND?

The school's evaluation of SEND provision takes into account parental views, levels of expected 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.

What support is in place for improving emotional and social development?

The SEND team works with pastoral staff (the Student Liaison Officer team and the Student Wellbeing Team) to ensure that the pupil's emotional and social development is monitored closely. We identify students whom we know will need reasonable adjustments to the behaviour policy followed by students. Measures to prevent bullying, boost self-esteem and help to manage anxiety are promoted and where an issue is identified more one to one input is provided, initially through targeted support and intervention from within allocated school staff. Team Leaders work to support the specific emotional and social development of any SEND students in their team. Extra support is usually provided by the SENCO and wider pastoral team, mindful of working to include rather than exclude the pupil concerned within the school day and culture.

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, Oliver Harrison to discuss your concerns. This can be done by e-mail contactus@leeds.trinitymat.org or by telephone on 0113 4831126.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you still have concerns about your child's SEND support after consultation with the SENCO: Young people and parents with concerns about SEND provision should contact Mrs H Collins (Vice Principal) if initial concerns raised with the school's SENCO remain. Depending on the key areas of concern, complaints from parents are dealt with using the academy complaints procedure or through referral to the Local Authority.

Leeds Local Offer

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND and their families. This information is held in a centralised location and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them. Leeds City Council's local offer can be found at: www.leedslocaloffer.org.uk

For additional information regarding SEN at Trinity Academy Leeds please feel free to contact at contactus@leeds.trinitymat.org or 0113 4831126.

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