



1. Introduction

Aims

This policy outlines how Trinity values are worked out in practice in the provision made for pupils with special educational needs and disabilities (SEND), and in the operation of the Learning Support and SEND department.

It therefore aims to:

- Outline key principles, define key terms and describe the Trinity context
- Explain processes for identifying, monitoring and supporting those with SEND
- Set out clearly the provision available at Trinity, both ordinarily and as additional support
- Provide information about the roles and responsibilities of everyone involved in this provision, with detail on the Learning Success and SEND department
- Ensure strong, effective collaboration between all parties to serve the needs of all pupils at Trinity.

Legislation and guidance

This policy has been written to comply with the Equality Act 2010 and of part 3 of the Children and Families Act 2014. It is written with reference to the context of the Independent School Standards (ISI). It has also been written with regard to the SEND Code of Practice 2015, and to comply with this where it applies in the Trinity setting. In addition, consideration has been given to the Special Educational Needs and Disabilities (SEND) and Alternative Provision Plan (AP) Improvement Plan 2023. Detailed references and links are found in Appendix 5.

Shaping Principles

At Trinity there is a strong belief that every individual within the community is valued and has something to contribute. This encourages pupils and staff to see both their own strengths and those of others around them. Equally, appreciating that community involves interdependence leads naturally to seeking to support where needs arise.

This Policy is shaped by the following principles:

- Every person at Trinity has a fundamental equality and dignity
- Individuals are best supported when they, and those who know them well, participate in planning (co-production)
- Needs which may require support occur across the range of ability and often co-occur
- Every teacher at Trinity is a teacher of SEND
- The right support can be transformational
- Needs may change depending on context
- Preparation for productive adult life is a priority

2. Key terms and Definitions

Definition of Special Educational Needs (SEND)

Young people have special educational needs if they have a learning difficulty or disability which requires 'special educational provision' to be made for them. This means a provision which is different from, or in addition to, that which is ordinarily made for pupils in the school. This definition includes pupils whose 'special needs' are diverse, but does not automatically, at Trinity, include all those who have active learning support interventions. Needs may be specific or impact across a wide range of skills or contexts.

Pupils have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of children of the same age; or
- A disability which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Children's and Families Act 2014, Part 3 Section 20)

Definition of Disability in relation to SEND

The Equality Act 2010 defines disability as a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities (Section 6.1).

The terms within the definition have been explained as follows:

- 'long-term' is a year or more
- 'substantial adverse effects' are more than 'minor or trivial'
- study and education are included in 'normal day-to-day activities'

(SEND Code of practice p.16, JCQ AARA 2023 p. 9)

Some children have both special educational needs and a disability, and for the purposes of this policy, where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition above.

The Equality Act 2010 sets out the legal obligations that schools, early years providers and post-16 institutions have towards disabled children and young people. These obligations are laid out in the Trinity Accessibility Policy.

For clarity, where a child or young person is covered by SEND legislation, reasonable adjustments and access arrangements will be made for them by the School.

Broad Areas of Need

The SEND Code of Practice outlines broad areas of need as a way of considering the provision that might be made for different pupils. These also shape the structure of the JCQ AARA guidance.

This structure can be helpful, but having co-occurring needs that bridge these categories is the norm rather than the exception, and therefore the priority should be accurately describing specific needs which may come under more than one broad area. Some diagnostic categories will not fit neatly into

one broad area, and presentations vary between individuals and contexts. This also supports the priority for interdisciplinary communication.

Broad Area of Need	Possible Subcategories (examples, not exhaustive list)
Cognition and Learning	Specific Learning Difficulties (SpLD) including Dyslexia and Dyscalculia. Working Memory and/or Processing Difficulties
Communication and Interaction	Autistic Spectrum Conditions (ASC), Developmental Language Disorder
Social, Emotional and Mental Health	Anxiety, Depression, Obsessive Compulsive Disorder (OCD), Attention Deficit (Hyperactivity) Disorder (ADHD)
Sensory and Physical	Visual Impairment, Hearing Impairment, Medical Conditions such as Epilepsy, Physical Disabilities

3. The Trinity context: Responsibilities and Objectives

Responsibility of the Governors, Head and Senior Deputy Head, SENDCO and Learning Success team

The Governors will ensure that the necessary provision is made for any pupils who have special educational needs.

The Head will be responsible for the management of all aspects of the School's special educational provision, keeping the Governing Body fully informed.

The SENDCO will be responsible for the strategic leadership of the department and day-to-day operation of the SEND Policy across the School. The SENDCO will liaise closely with the Head and Senior Deputy Head to ensure all Trinity pupils with additional needs receive appropriate support.

The SENDCO will:

- ensure that, where the school has been informed by a parent, school, an LA or other interested party that a pupil has special educational needs, these are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs or disability.
- ensure they liaise with parents and other professionals in respect of a child's special educational needs or disability.
- advise and support other staff in the School.
- ensure that appropriate Pupil Passports are in place to guide teachers how to support pupils.
- ensure that relevant information about individual children with special educational needs or disability is collected, recorded and updated.
- undertake any other appropriate duties in accordance with the Code of Practice on special educational needs and disability.

Trinity and the SEND Code of Practice 2015

Trinity is not a specialist independent school within the meaning of the Children and Families Act 2014 and is not registered with the Secretary of State under Section 41. Consequently, Trinity does not publish a SEND information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools. Trinity is an independent HMC school.

It is recognised that it is good practice for schools to provide Pupil Passports or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs.

Aims and Objectives of the School

Trinity aims to develop a child's full potential by educating the 'whole child'. Trinity accepts pupils with a range of learning differences but only within the context of a mainstream academic school. The School delivers a broad curriculum to GCSE, IGCSE, A' Level and BTEC qualifications which are examined variously in years 10, 11, 12 and 13.

Every pupil has the right to have an appropriate, broad based and balanced education, and sufficient support (both in terms of adequate staffing and differentiated work) is provided by the School for them to achieve this aim.

Learning Success at Trinity serves the whole school and aims to build on the child's specific strengths and to provide strategies to address needs. This is to be achieved in a positive, encouraging and stimulating educational and social environment.

Trinity's teaching staff are committed to the philosophy that they each have a shared responsibility for making the curriculum accessible to all pupils. The school adopts a systematic whole-school approach to meeting the needs of a diverse range of pupils and employs specialist staff to deliver direct learning support to pupils. These specialist staff also work with classroom teachers to ensure that all students can access the curriculum within the classroom.

Teachers in the school are aware of the importance of identifying and providing for pupils who need a differentiated approach within their classroom. The focus is on Quality First Teaching whereby a wide range of teaching approaches and skills are utilised that recognises all learners, regardless of age or ability, require differentiated approaches and techniques to access the curriculum successfully. This point is made irrespective of whether or not a child has a learning need, difference, disability or a special educational need.

Access to the Curriculum

The school does not follow the National Curriculum but ensures it provides a broad, measurable education tailored to the individual needs of each child. Differentiation is implicit in classrooms and facilitates access for all learners.

During Years 10 and 11, pupils follow a core GCSE curriculum in Maths, English and Science. Additional GCSE subject choices are made in consultation with parents, pupils and teachers to provide a broad and balanced curriculum that enables pupils to maximise their learning potential. Learning Success staff are involved in discussions to advise on the most appropriate choices according to the needs and interests of pupils.

Progress is benchmarked at key points throughout a young person's learning journey, by way of INCAS, MIDYIS, YELLIS and ALIS testing. These are used to inform the School's value-added measures and to ensure that pupils are making the progress anticipated and expected for them in addition to regular testing in class at appropriate times and stages in the academic year.

Assistive technology use is supported throughout the school as a reasonable adjustment for many pupils. For some pupils this provides equality of access to the curriculum without the need for further differentiation.

4. Provision and Identification of SEND at Trinity

Ordinarily Available Provision

The following table outlines ordinarily available provision for the academic education of pupils at Trinity.

Subject support in lessons	Pupils' abilities and needs considered in arranging teaching groups. Quality First Teaching whereby a wide range of teaching approaches and skills are utilised that recognises all learners, regardless of age or ability, requiring adaptive teaching approaches and techniques to access the curriculum successfully. Technology is used and encouraged where it will support effective learning.
Subject support outside lessons	Email support available to clarify homework Subject teachers in boarding houses available when on duty Online resources provided by department Library Resources
Subject Leads	Monitoring of academic progress. Subject by subject arrangements for clinics (additional subject support) either drop-in or by appointment are coordinated by Subject Leads
Tutor	Check in each day. One-to-one meetings as necessary. Study skills advice and pastoral support
Head of Key Stage	Monitoring of academic progress. Coordination of resources such as revision recommendations, timetable. Co-ordinating academic interventions for pupils after report cycles. Monitoring key Banco (homework) times to support work focus Overview on time pressures and other needs that impact academic work
Learning Success team	Available for drop-ins or by appointment for study skills advice Involvement in providing study skills teaching, in staff training and raising awareness of SEND. Available for collaborative observation work as needed. LS study club.

Graduated Response and Need Identification

Monitoring of pupils needs

The primary responsibility for ensuring that pupil needs are being met is with the classroom teacher in conjunction with their Head of Key Stage and Subject Lead.

The teacher or Head of Key Stage / Subject Lead can seek advice and support from the SENDCO or Senior Deputy Head Safeguarding as appropriate.

Typically, the following would be used for monitoring purposes:

- Baseline cognitive data: INCAS, MidYIS, YELLIS, ALIS
- Performance data: internal tests or examinations, key-stage checklists
- Observations of behaviour: classroom / social interaction / engagement and focus
- Analysis of notifications regarding rewards and conduct, including disciplinary records

Recording key information and progress is essential and forms a central part of the responsibilities of all teaching professionals. Early intervention and actions are essential at all stages in a pupil’s life journey.

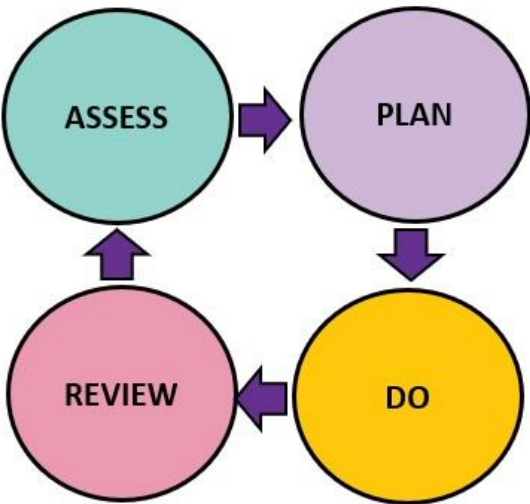
The SEND Code of Practice advises teachers to ‘identify pupils making less than expected progress given their age and individual circumstances’.

Action should be taken where assessment shows progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the [pupil]’s previous rate of progress
- Fails to close the attainment gap between the [pupil] and their peers
- Widens the attainment gap

(SEND Code of Practice 2015 6.17, p. 95)

Trinity uses a graduated response, following the Assess, Plan, Do, Review structure. Through this, needs are identified, and a picture can be built of support which may help, with specific aims and timescales in mind, and to then implement that support and review its impact.



ASSESS
• Pupil arrives at Trinity, steady academic progress was reported at primary school. No SEND has been highlighted. • Monitoring pupil through classwork and teacher notices unusually short written responses, and a lack of contribution to class discussions. Pupil then performs well below the class average in an end of topic test. • The teacher decides to contact the pupil’s tutor.
PLAN

• Tutor discusses with pupil and examines information from other subjects to see if wider issue • Tutor contacts Head of Key Stage to highlight concern and outline next steps • Tutor and pupil work together on a plan for support and specific targets • Tutor and Head of Key Stage support pupil to access intervention support • Teachers encouraged to build up records of incomplete or unusually short written work. • Teachers consults Subject Lead and decides to trial offering additional thinking time before taking class contributions and provides scaffolding for written responses.	
DO (plan in action)	
REVIEW (in this case Tutor, with information from relevant teacher) Is progress is being made at acceptable rate?	
Yes • Pupil has attended 4 drop-in clinics • Pupil has found tutor check-ins helpful to plan time across different tasks. • Pupil contributing at least once/lesson. • Quality of written responses has improved by one grade using scaffolding. Outcome: Tutor, Head of Key Stage and pupil agree this plan is having an acceptable impact. Continue this plan, Tutor to review following next set of grades or other assessment point.	No • Pupil has attended 2 clinics. Struggled to remember in midst of day. • Pupil finding completing homework to expected standard in time available challenging even with check-ins. • No change in class engagement. • Written responses show some knowledge but remain too short/lack detail. Outcome: Tutor, Head of Key Stage and pupil agree this plan is not yet having an impact. Decision is made to seek wider LS input and complete a referral to LS and SEND.

N.B. This is an example to illustrate how Assess, Plan, Do, Review could function in a Trinity context. There will be flexibility and tailoring of timings and staff involved, but this serves as a guide on process, communication and record keeping. Advice can be sought from a member of the LS team at any stage.

There should be termly reviews of progress for all pupils. For those on the SEND register with active interventions, this will involve termly sharing of targets, a review of progress and planning next steps.

Special Educational Needs and Disability Register (SEND Register)

All pupils requiring additional educational provision are listed on the school's computer network (which is available to all staff). The SEND register is held within Sharepoint for all age groups. The level of provision, principal need and relevant additional description of needs is entered on the individual record together with any reasonable adjustments/access arrangements required in the classroom and/or examination room.

Where pupils have needs requiring additional provision this is mapped according to different ‘Waves’. Whilst the School has regard to the Code of Practice 2015, the following outline of waves of additional provision given to pupils at Trinity is tailored to this specific context.

Wave 1: Access Arrangements and/or Medication related to SEND.	Pupil is provided with one or more of the following: • Access arrangements established as normal way of working for recorded SEND (evidence on file) • Touch-typing practice sessions if required to support WP Record Keeping and Review: • Pupil Passport information showing needs and suggested classroom strategies agreed with Pupil and Parents is maintained by Learning Success and SEND team on Sharepoint • Annual review meeting between pupil and member of Learning Success and SEND team, in consultation with parents, teachers and Head of Key Stage where appropriate
Wave 2: Active Intervention	Pupil is provided with one or more of the following: • Supervised and directed sessions in the Learning Success Centre in place of one curriculum subject • Short-term (1-3 sessions) targeted intervention, either in a group or one-to-one, with a member of the LS and SEND team, to address the need for specific strategies or as part of assessing needs in more detail. • Scheduled (e.g. twice per half-term) check-ins with point of contact in LS and SEND team. Record Keeping and Review: • Pupil Passport information showing needs and suggested classroom strategies agreed with Pupil, Parents and teachers is maintained by Learning Support and SEND team on Sharepoint. • Termly (or end of intervention) review of progress completed by Head of Key Stage using SIR (student information request) form. • Review meetings with pupil, parents and member of Learning Success and SEND team.
Wave 3: Specialist or Intensive Support	Pupil is provided with one or more of the following: • Regular (every week or two weeks) one-to-one personalised lessons with a specialist teacher. • Regular (every week or two weeks) additional specialist support from specialist within LS and SEND team. • Close monitoring for complex needs across different teams within the school. Record Keeping and Review: • Pupil Passport information showing needs and suggested classroom strategies agreed with Pupil, Parents and teachers is maintained by Learning Support and SEND team on Sharepoint. • Termly (or end of intervention) review of progress by LS and SEND team and shared on Sharepoint.

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| | <ul style="list-style-type: none"> • Termly review with pupil, parents and member of Learning Success and SEND team. |
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Timetabling of Provision for Pupils with SEND

In rare circumstances following consultation between pupils, parents and the Senior Deputy Head, some pupils choose to receive learning support in place of an option choice or GCSE subject. Learning support is timetabled and taught in small groups. This is to allow more time to consolidate learning on their other subjects and also to provide time for interventions to provide relevant strategies and support. For those pupils for whom it is appropriate to follow a full course of GCSE subjects, interventions can be provided outside the timetable. These decisions are made in full discussion with parents and pupils either prior to the start of Year 10 or at a later date.

Sixth form support is usually via one-to-one lessons which are arranged to suit the needs of the individual student. The department also offer LS Study Club.

Pupil Passports

All Pupils on the SEND register will have a Pupil Passport SEND record on Sharepoint and linked to the SEND register. This information is maintained by the LS and SEND team, in collaboration with pupils, tutors, teachers, Heads of Key Stage.

5. Professionally Qualified Assessors and the Assessment of Pupils with Learning Difficulties

The SENDCO can signpost families to relevant specialists for diagnostic assessments as necessary and would strongly encourage parents to communicate with the School in advance of seeking assessments. This ensures best practice in the sharing of relevant information to facilitate an assessment which genuinely supports pupils moving forward.

Recommendations from assessments undertaken without consultation with school will of course be carefully considered but do not necessarily entitle a pupil to specific access arrangements or adjustments. Please see the school's policy on Access Arrangements for further information on this.

Diagnostic assessments are undertaken on a private basis, with parents commissioning and funding them on the advice of the SENDCO.

Receiving SEND or learning support is not conditional upon a specialist report. It is at the school's discretion who qualifies for support and for how long support is given.

6. Liaison with Teachers

Consultation with other Departments, House staff, Year Heads and Tutors

The Learning Success and SEND team are responsible for liaising closely with each other, teachers and tutors regarding pupils. This is addressed through discussion, meetings and written communication to ensure learning is differentiated according to the needs of the pupil.

Liaison with academic departments helps the Learning Success staff to develop their knowledge of the expectations and content of subject material in all academic subjects, in order to support individual pupils as effectively as possible.

Staff Training and INSET

The SENDCO meets all teachers new to the School as part of the induction programme to introduce them to the procedures.

Professional development of the Learning Success team is considered vital. Members of the department are encouraged and supported to complete training including on the Educare platform.

It is considered important that all members of the Learning Success team are appropriately qualified and committed to ongoing professional development. Team members will seek to behave in a professional manner, acting within their expertise and referring on for advice and specialist input as required. The Learning Success department works closely with subject teachers, some of whom will deliver 1:1 support lessons to pupils with additional needs. The School has supported members of the Learning Support department to gain additional qualifications in a wide range of specialisms.

Parent Consultation

The Learning Support and SEND department works closely in partnership with parents with regard to the needs of their children. Parents are given contact details of the department prior to entry and are actively encouraged to make contact if any queries or concerns arise. Parents will be contacted by the department to inform and/or gain permission for any additional assessments whether that be for exam access arrangements or by way of an initial or updated diagnostic need.

Looked After Children and Team around the Family

LAC and TAF reviews are attended by members of staff who work with the pupil and, where appropriate, additional support may be given by the Learning Success team.

Links with External Agencies

Regarding the needs of 'Looked After Children', the School works with Social Services and health professionals to ensure needs are met.

The School has links with a number of Educational Psychologists, Occupational Therapists and other health professionals who can offer a range of additional support services.

EHCPs

Where an EHCP annual review is required for a pupil at Trinity the Learning Success and SEND Department, along with other relevant staff, will cooperate fully with this process.

7. Access Arrangements and Reasonable Adjustments

Please see the Access Arrangements Policy for details on timelines and practice at Trinity and the Accessibility Policy for more on reasonable adjustments.

The SENDCO works with pupils, parents, teachers, support staff and the Exams Officer to ensure that access arrangements are put in place as needed. The guidance common to the various boards to which Trinity enters pupils for public examinations are that access arrangements should:

- Be evidenced as an established and appropriate normal way of working for pupils within the centre
- Remove barriers and disadvantages related to significant needs without giving unfair advantage
- Maintain the integrity of assessments

Access Arrangements will therefore be established as part of the ongoing graduated approach outlined above, and the need for these evidenced as required by specific boards or providers, or the JCQ as an umbrella for many of the exam boards. Arrangements for internal examinations will follow this as closely as possible. At times it may be appropriate to trial an arrangement in an internal exam to assess

its impact, which can then be reviewed with the pupil, teachers, SENDCO in consultation with the exams officer and invigilators.

8. References and links

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Date	Position	Name of Reviewer	Date of Next Review
August 2025	Head	Mrs. K Unsworth	August 2026
August 2025	Proprietor	Mr A. Khan	August 2026