Trinity School

SEND Information Policy

Date of Document: 6 November 2025
Review date:

Our vision is to create a joyful, inclusive learning environment where every child is supported to thrive. We are committed to high aspirations, celebrating individual progress, and ensuring all children are empowered to achieve beyond expectations and build bright, fulfilling futures.

Rationale

At Trinity School, we are committed to providing an inclusive curriculum that facilitates the best possible progress for all our pupils, regardless of their needs or abilities. This policy outlines how our school addresses the needs of pupils with Special educational needs (SEN). All pupils attending Trinity School must have an EHCP

This policy should be read in conjunction with the school's policies on SEN information report , Accessibility plan, Behaviour policy, Equality information and objectives, Supporting pupils with medical conditions policy, Attendance policy, Safeguarding / child protection policy and Complaints policy.

The Governing Body has the overriding responsibility to ensure appropriate provision for pupils with SEN is made within our school. This policy:

- Details the specific provision within the school as a method of accountability for external authorities.
- Outlines assessment and review procedures.
- Clarifies the allocation of specific resources to identified special needs.
- Discusses partnerships with external bodies, including parents and support services.
- Identifies measurable criteria for the success of the school's procedures in meeting SEN.
- Demonstrates the efficient and effective use of resources.
- Illustrates the collective responsibility for meeting pupils' needs at Trinity School.

Objectives

The specific objectives of our SEN policy include:

- Creating flexible provisions to meet individual pupil needs.
- Achieving an appropriate match between individual needs and support received.
- Identifying and responding to changes in a pupil's special educational needs promptly.
- Implementing robust assessment practices to ensure all learners progress optimally.
- Involving those closely associated with the student in decision-making.
- Enabling pupils to express their views and participate in decisions regarding their education.
- Providing specialist support as needed.
- Ensuring all students have access to a broad and balanced curriculum relevant to their needs.
- Facilitating curriculum access to achieve success.
- Encouraging all teachers to consider inclusion by setting suitable learning challenges.
- Offering educational options to parents and children, including mainstream settings when appropriate.
- Promoting effective partnerships and collaboration with outside agencies when necessary.

Provision

Trinity is a special school accommodating 320 pupils aged 3-19 in Barking and Dagenham, catering for pupils with severe learning difficulties and various special educational needs, including autism spectrum condition and profound and multiple learning difficulties.

We have organised our school into closely linked departments:

- Primary for Nursery – Year 6
- Secondary for Years 7 - 11
- Further Education Centre for Years 12 – 14

Partnership with Parents

We are dedicated to collaborating with parents throughout the assessment, support, and progress review of their child's and young person's needs. At Trinity school we feel the communication with parents and school is paramount. Therefore, all pupils are provided with a Class Dojo account for staff and parents/carers to communicate, especially where there is not direct face to face contact on a daily basis. In addition to this, various formal and informal mechanisms facilitate this partnership, including home school communication links, Open Evenings, Annual Review Meetings, a Home School Intervention Team, and a Parent Support group - which also facilitates training for parents. Trinity School encourages parents/carers to contact the school regarding any concerns or queries they may have at any time

Admission Arrangements

Pupils are referred to us for assessment or once an EHCP (Educational and Health Care plan) is produced, with admission following full consultation with parents to identify how the school can meet individual needs.

Identification and Review of Needs

At Trinity School, we continuously monitor and review each pupil's progress in line with the SEN Code of Practice and Borough Guidelines. Typically, pupils join us after a comprehensive multidisciplinary assessment, which leads to an Educational and Health Care Plan (EHCP). We carry out regular assessments to ensure that every pupil is on track to meet their learning goals, allowing us to make timely and informed decisions about any necessary interventions

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following

Legislation

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

Page 4 of 10 The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Curriculum

At Trinity School, every pupil benefit from a diverse range of curriculum pathways, customized to meet their individual needs. In addition to academic skills, we prioritise the development of vocational and independent living skills through various programs.

Inclusion is fundamental at all levels, as evidenced by:

- Ongoing curriculum differentiation.
- Collaboration with external programs for alternative learning pathways.

Our teaching staff utilize a variety of pedagogical strategies to cater to a wide spectrum of needs, enhancing learning outcomes, communication, and behaviour.

Multidisciplinary Working

Collaborative efforts with multiple agencies support the assessment and provision for pupils' needs, including professionals from health services, educational psychology, and specialised therapy teams. Professional meetings are arranged between health & social care, the local authority and other organisations when necessary to support pupils and their families.

Resources

Support is available from both school staff and external agencies. We allocate resources based on LA Banding and prioritise staffing and resources aligned with pupil needs identified in their Education and Health Care Plans.

Training

Continuous professional development is prioritised with extensive training offered to staff. This includes internal and external opportunities and tailored support to enhance practice in all areas relevant to both the needs of the pupils and staff at Trinity school. The Headteacher and the Deputy Headteacher(s) will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Evaluation

We monitor and evaluate provision through an extended review system that incorporates statutory annual reviews. Success indicators include qualitative measures (e.g., resource allocation and inclusion) and quantitative measures (e.g., expenditure per pupil, pupil-teacher ratios).

Governors Role

Governors monitor the school's resource use, pupil progress, and partnerships with parents. They remain committed to ensuring effective provision for all pupils with SEN, aligning with the Code of Practice guidelines