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Trinity Support Services - SEND Policy

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1. Aims of the policy

At Trinity Support Services we are committed to providing support and guidance to children and their families, enabling and empowering them to be all that they can be.

The aims of this policy are:

- To set out how Trinity Support Services will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We do this by:

- Making reasonable adjustments for those with a disability by ensuring full access to learning, the environment, and to the printed information for all.
- Ensuring that children and young people with SEND engage in the activities tailored towards their individual needs
- Reducing barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- Using our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory / Physical
- Requesting, monitoring and responding to parent / carers’ and pupils’ views, in order to establish and maintain high levels of confidence and partnership
- Ensuring a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Supporting and ensuring full inclusion of pupils with medical conditions in all activities by ensuring consultation with health and social care professionals.
- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting every child’s needs.

2. Legislation and guidance

This policy and information report 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 and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A SENDCo (Special Educational Needs and Disabilities Co-ordinator) is the person in the setting who is responsible for co-ordinating provision for students with special educational needs and managing the day to day operation of the school's SEN policy.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs Emma Haddrell and can be contacted via email:

emma.haddrell@trinitysupportsvices.info

They will:

- Work with the directors to determine the strategic development of the SEND policy and provision within Trinity Support Services
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the the records of all pupils with SEND up to date
- Review the effectiveness of SEN provision through observations, tracking progress, teacher meetings, parental meetings and child view
- Provide teachers with information so that they can meet the needs of all learners

4.2 The directors

The directors are Zoe Ashman and Tracy Dean. They can be contacted on zoe.ashman@trinitysupportservices.info and tracy.dean@trinitysupportservices.info

The directors will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.3 Tutors

Each tutor is responsible for:

- The progress and development of every pupil they support
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information

5.1 The kinds of SEND that are provided for

Trinity Support Services provides bespoke provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and information provided through the tender process. Tutors will make regular assessments of progress for all pupils and identify those whose progress:

- Fails to match or better the child's previous rate of progress
- Fails to show improvement against the targets outlined in the initial take up report

5.3 Consulting and involving pupils and parents

When working with pupils, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and how it can be best provided.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The tutor will work with the SENDCo to carry out analysis of the pupil's needs. This will draw on:

- Other teachers' assessments, where relevant, including information from the initial take up report
- The individual's development in comparison to their peers and national data (where available)
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. We will regularly review the effectiveness of the support and the impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. A number of strategies can be used to support transition back into mainstream schooling, but these are dependent on the needs of each individual pupil. This could include

- accompanied visits to their school or class,
- meetings with parents and school staff to facilitate transition
- information sharing between settings
- contributions to EHCP annual reviews

5.6 Our approach to teaching pupils with SEND

Tutors are responsible and accountable for the progress and development of their pupils. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Teachers plan using pupils' achievement levels, differentiating work to match and challenge ability for all pupils in the classroom. When a pupil has been identified as having SEND their work will be further differentiated to enable them to access the curriculum more easily whilst still providing sufficient personal challenge. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. We will also provide the following interventions as necessary: Social skills development, SPRINT Curriculum, Fine motor control development, Time to Talk,

5.7 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Contributing towards annual reviews for pupils with EHC plans

5.8 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to share their views
- We have a zero tolerance approach to bullying.

5.9 Working with other agencies

We access reports from outside agencies where they have been involved in the APDR cycle for the pupil receiving tuition. These may be from:

- The School Nursing Team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Behaviour Support
- Special Educational Needs Support Service (SENISS)
- Autism Inclusion Team – for children with diagnosed Autism Spectrum Condition
- Family Action

Where reports have been provided, these are shared with tutors and are actioned.

5.10 Complaints about SEND provision

Complaints about SEND provision in our setting should be made to the tutor in the first instance. Complaints can then be escalated to the SENDCo or the directors if necessary. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that we have discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.11 Contact details of support services for parents of pupils with SEND Specific support can be

obtained from a number of agencies:

<https://www.bdadyslexia.org.uk/> - British Dyslexia Association

<https://www.mib.org.uk/> - Royal National Institute for the Blind

<https://councilfordisabledchildren.org.uk/> - The Council for Disabled Children

<https://www.ndcs.org.uk/> - National Deaf Children's Society.

<https://www.autism.org.uk/> - National Autistic Society

<https://adhd.foundation.org.uk/> - ADHD Foundation

<https://www.diabetes.org.uk/> - Diabetes UK

<https://www.ipsea.org.uk/Pages/Category/get-support> - Independent Provider of Special Education Advice Charity

<https://www.staffs-iass.org/home.aspx> - Staffordshire Family Partnership

5.12 Contact details for raising concerns

Should you have concerns regarding the provision for your child, the first instance would be a meeting with your child's tutor. This can then be escalated to the SENDCo or directors as necessary. Should your concern be regarding the directors or the setting in general, then this would be addressed to Staffordshire County Council, specifically, your child's key worker.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Emma Haddrell, the SENDCo and directors, Tracy Dean and Zoe Ashman on a yearly basis. It will also be updated if any changes to the information are made during the year.

Contact Information

For any questions or concerns regarding this procedure staff are encouraged to contact the following individuals:

- Zoe Ashman (Company Director)
- Email: zoe.ashman@trinitysupportservices.info
- Tracy Dean (Company Director)
- Email: tracy.dean@trinitysupportservices.info