



TRINITY SCHOOL

Special Educational Needs and Disabilities (SEND) and Accessibility Policy

General Principles of Provision for Students with SEND to Trinity

The School's key objective is to reduce, and where possible, eliminate barriers to accessing the curriculum and participation for all members of the Trinity School community. Any intervention strategy will be designed to support students' access to the mainstream curriculum.

The School has a Learning Support Department which is available to support students through targeted intervention. This is arranged around the individual's timetable to minimise any disruption to their mainstream teaching. Under certain circumstances, the Headmaster agrees that students may be withdrawn from lessons. This will only be done, however, with the consent of parents, and the Head of Learning Support will ensure that different lessons are missed. Where possible, additional sessions are held before school and during lunch breaks. Sixth Form students can have extra help during their non-contact periods.

Support is tailored to the individual and targeted to address the issue accessing the curriculum. Direct intervention could therefore be a short-term or longer-term arrangement. We acknowledge that students can have learning issues and need help with organisation, time management, revision skills, motivation, and being able to identify their own learning styles. Our goal is to focus on recognising students' existing skills and harnessing these effectively.

We offer Study Skills support for those students with and without a SEND diagnosis to offer targeted support across the student body.

The Learning Support Department prioritises the nurturing of self-esteem and self-confidence of students with SEND. The Learning Support Department's work is underpinned by an acknowledgement of, and respect for, the intelligence and ingenuity of those students. Gaining access to a selective school despite additional barriers to learning is completely understood and valued by all staff.

We work closely with the child, class teachers, tutor and parents to help them overcome the barriers that their profile presents. In the Sixth Form, an Academic Mentor is also available to provide both academic and emotional support. This support is organised through the Sixth Form Management Team. A close and purposeful relationship between the Learning Support Department and parents is encouraged. Parents will always be informed if a student is receiving additional help, and specialist teachers will provide written feedback at least once each term. Members of the

Learning Support Department regularly attend networking and professional development events with SENCOs in the local area and Trinity Group.

SEND Inclusion Statement

Trinity School is committed to meeting the individual needs of pupils, ensuring that every student has equal access to the curriculum.

- The Learning Support at Trinity School exists to help all pupils with SEND, regardless of their specific learning profile, to achieve their academic potential. To do so, they must have complete or equal access to the curriculum. This can be achieved by individual specialist help *and* differentiation (*as advised by the Learning Support Department*) within lessons.
- INSET sessions are held regularly to guide teachers towards best, inclusive practice. Teachers are aware of the differing needs of individual students and how to adapt the curriculum and their pedagogy accordingly.
- All staff are aware through the IEP (Individual Education Plan) of the needs of each student in their care, and no child will be discriminated against in any area of school life on the basis of their emotional needs or SEND profile. Furthermore, students themselves, as well as their parents, are involved in the production of the IEP and the planning and provision which is to help them with their learning profile.

Learning profiles in the context of Trinity School

The learning profiles at the school include students with dyslexia, developmental co-ordination disorder, ADHD (Attention Deficit Hyperactivity Disorder), autism, visual impairment, and profound deafness, though this list is not exhaustive.

A child is defined as having a learning difficulty if he or she has significantly greater difficulty in learning than most pupils the same age, or if he or she has a disability preventing or hindering them from making use of educational facilities of a kind generally provided for children of the same age.

Legislative Compliance

Trinity has a whole-school approach to meet individual students' needs with reference to the following guidance:

- *SEN and Disability Code of Practice, 0-25 years* January 2015. The SEND Code of practice is underpinned by 'a focus on inclusive practice and removing barriers to learning' (1.2 p.20).
- *Equality Act 2010*.
- *ISI -The Education (Independent School Standards) Regulations 2023* with reference to Part 1 - Paragraph 3a which states that teaching "enables all pupils to acquire new knowledge and make good progress according to their ability"

Admission of Students with existing SEND to Trinity

No pupil will be refused admission to school based on their Special Educational Needs. In line with the *Equalities Act 2010* and the School's Admissions Policy, we will take reasonable steps to provide effective educational provision.

A pupil with an existing or suspected SEND (Special Educational Need or Disability) profile and/or an EP (Educational Psychologist's Report) or other professional report will submit copies of this as part of the admissions process. Any active Individualised Education Plans (IEPs) or other relevant documentation should also be provided. The Head of Learning Support will then review these documents, and the school will advise the parents or guardians on the access arrangements to be made available in the entrance examination. This can include additional time, the use of a word processor, a scribe, modified papers, or a reader, though this list is not exhaustive.

Admission is based on the results of the entrance examinations, the interviews, and references, but all SEND students will be given all reasonable adjustments.

When a pupil with SEND arrives at the School, the Head of Learning Support will liaise with parents, before meeting the student and then produce an IEP for the teaching staff. The IEP will therefore be reflective of an agreement between the parents, the student, and the specialist teacher of how best these needs can be met. Each IEP is reviewed periodically, with existing targets reviewed and additional targets added, if the need arises. Parents will be informed of changes made to the IEP.

Identifying students with SEND

At the beginning of the academic year, the LUCID testing system assesses the processing ability of all First Form students, and new Third and Lower Sixth Year joiners. Following these tests, a member of the Learning Support Department may be in touch with parents, if supplemental tests are required. This information provides initial data which can be used as evidence of need, once a more detailed picture emerges.

Parents are also advised that, though preliminary testing may suggest a need for access arrangements to be awarded in exams, there is never an absolute guarantee that a report by the specialist teacher will reach the same conclusion as test results and student performance can fluctuate. For access arrangements to be awarded, scores for testing need to be appropriate along with a significant and persistent *History of Need*.

All teachers are made aware of signs that may be indicative of a specific learning profile – such as a discrepancy between oral and written ability. The policy then is for the class teacher to speak to the Form Tutor, who will establish whether there are difficulties in the other subject areas. To ensure that this process meets the JCQ requirement for presenting evidence of a significant *History of Need*, teachers are asked to provide evidence on the form in Appendix B. These findings will then be discussed with the Head of Year. At this point, the Head of Year will talk to the Head of Learning Support, who will decide whether further action is necessary. If this is deemed to be the case, the Head of Learning Support will contact parents to discuss the concerns. Currently, the School uses a variety of standardised tests approved by the Exam Boards. Any assessments carried out for JCQ Access Arrangements are

not full diagnostic assessments; parents are welcome to pursue independent diagnoses, and the Learning Support department can provide advice. External diagnoses of specific learning difficulties cannot serve as evidence for Access Arrangements, although medical evidence does fulfil this function.

Based on the findings of all the testing, a programme of support will then be put in place, outlined in the Individual Education Plan (IEP). This is an internal and 'living' document produced in consultation with parents or guardians, teachers and the student concerned. This document will evolve to meet the needs of the curriculum.

A specialist teacher is not able to diagnose ADHD (hyperactive/compulsive presentation) or ADHD (inattentive subtype), or to diagnose students presenting with characteristics of autism. However, a Clinical Psychologist does work within the school one day a week and is able to do so. This incurs additional charges. Such diagnoses can also be pursued through the NHS.

Pupils with an Education, Health and Care Plan (EHCP)

The School welcomes and will make reasonable adjustments for all students with an EHCP. Those with an EHCP or Statement will have any additional provision or adjustments set on their IEP. The Head of Learning Support conducts an Annual Review of the EHCP or Statement in contact with the parents and any external agencies involved.

For children who have an Education, Health and Care plan (EHC plan), the process for applying to a secondary school is managed by the relevant Local Authority's 0-25 SEND service. Prospective parents and guardians are asked to contact their local EHCP coordinator who will support them through the application process.

Exam Access Arrangements

The School has a policy of completing a Confirmation of Eligibility form for every student with a SEND. This form outlines the standardised scores relating to processing speed for reading, comprehension, cognitive processing, and writing. The form therefore provides accessible evidence that the requirements for concessions such as extra time as outlined by JCQ have been met. The form also gives any medical reasons for access arrangements and details historical evidence of the candidate's way of working. These forms are completed along with Form 8, providing further evidence of the need for access arrangements. Significant emphasis is placed on the *History of Need*¹ in this document. This History of Need would be collected over the course of a minimum of one full term. The Examinations Officer attends meetings on changes to access arrangements along with the Head of Learning Support. Access arrangements in exams will be awarded for internal and external assessments unless requirements are altered, and the arrangements need to be withdrawn. In cases such as these, the School will discuss the matter with parents, explaining how the regulations have changed.

During internal exams, students entitled to extra time are monitored by the invigilator of that exam. They are asked to indicate on their paper when they began to use their extra time and the invigilator will make a note of how much extra time they used. This

¹ Appendix B outlines the information required as part of this History of Need.

can then be used as evidence that the candidate has a history of need. The Head of Learning Support will keep a note of this evidence and copies of papers when necessary.

Use of a word processor is to prevent a student from being at a substantial disadvantage due to persistent and significant difficulties. During formal examinations, this facility is used when a disability presents a barrier to assessment. This provision should either be considered and agreed at the start of the course, or for a significant period before use in public examinations. A word processor will only be allowed if it is the candidate's normal way of working in the relevant subjects within the School. A word processor may not be required for every subject. The school also has a more in-depth Word Processing Policy detailing reasons why students may need to use a laptop in exams.

This requirement will have been established by teachers and the Head of Learning Support. This will only be allowed if it is appropriate to the needs of the candidate. This is evidenced in homework, in the classroom, in internal assessments, and in public examinations.

Specific laptops are provided for students by the School in internal and external exams, but these will not be their usual devices.

Other exam arrangements may include having a live speaker, a separate room, a prompter, supervised rest breaks (within the examination room) and specific seating arrangements. In exceptional circumstances, examination students may receive invigilation separate from the main room in a smaller space. This provision is used for students who have a long-term medical condition or long-term social, mental, or emotional need.

Additional details on current regulations and provision within examinations may be obtained from the Exams Officer.

Safeguarding SEND Students

The School recognises that pupils with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse. This is in accordance with Trinity School's Safeguarding Policy, which states that all children "*...have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties.*"

To ensure that all our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Special consideration and attention include monitoring through the pastoral systems of the School: the tutor system, the sixth form mentors, the Head of Years, and the Child Protection Officer. The School Counsellor is also available to support the child where this is deemed appropriate.

Accessibility

In addition to enabling all students to access the curriculum, the School aims to meet the site accessibility needs of all students, staff, and visitors. Most parts of the school site are already accessible by lifts and/or ramps, and staff are available to assist with guests with specific needs as required at school events. Where students or staff have known accessibility issues, a Personal Emergency Evacuation Plan is put in place by the Head of Estates.

The Head of Estates, in collaboration with the Director of Finance & Operations, assesses accessibility needs each year on an annual basis, and deals with concerns about access as they arise. The School engages the services of an external company such as Equality Act Audits to provide an Accessibility Action Plan, which is reviewed frequently by the Head of Estates. A copy of the most recent audit report and action plan can be obtained from the Estates office. The School may adapt rooming and timetabling on an individual basis depending on the temporary or permanent needs of staff and students.

Author / Reviewer:	Mr Robin Hardman (Assistant Head – Teaching and Learning)
Date of last review:	September 2025
Policy approved by:	Senior Management Team
Date of next review:	September 2026
Governor committee oversight:	Teaching & Learning Committee

APPENDIX A

Learning Support Department

Roles and Responsibilities

Member of SMT with responsibility for SEND

Mr Robin Hardman, Assistant Head – Teaching and Learning

Member of SMT with responsibility for Exam Access Arrangements

Mr A Corstorphine, Deputy Head (Academic)

Head of Learning Support

Mrs S McDonald (AMBDA)

Learning Support Teachers

Miss A Costello

Mrs R Doyle

Miss O Bradshaw

Miss Hayley Crawford

APPENDIX B

Referral process for Testing for Access Arrangements

If staff have concerns about a student, the first point of contact is the **tutor**, who will then take it to the HoY for discussion with the Head of Learning Support. It is not acceptable to approach the Head of Learning Support direct. This referral route (via tutor) works best in terms of ensuring that student needs are appropriately addressed.

It is this referral process which provides what JCQ need as a History of Need. Regardless of scores, unless a candidate can be shown to have ‘persistent and significant difficulties’ which teachers have been ‘fully involved in supporting’ as these difficulties impact on classroom performance, then the school’s application for extra time or similar concessions would not be considered valid. Class teachers would need to be able to respond to the following statements and this be used as evidence kept on file:

Part 1	Candidate’s name: <input type="text"/>
This section must be completed by the SENCo, or the assessor working within the centre, and given to the assessor before the candidate is assessed.	
Within this section you must paint a picture of the candidate’s needs - see section 7.6.1 of the JCQ publication <i>Access Arrangements and Reasonable Adjustments</i> .	
For example, reference should be made to:	
<ul style="list-style-type: none">• the history of difficulties, for example, with the development of literacy skills;• the results of screening tests;• individual education/learning plans or support plans in place for the candidate;• school reports;• pupil tracking data;• information reported by subject teachers and/or support staff.	
If the candidate’s first language is not English, you must show that he/she has underlying difficulties in their first language. The candidate’s difficulties must not be due to their limited acquisition of the English language. Please record this information under Part 1 – ‘Any other relevant information’.	
Part 1 – answer the three key statements	
What is the candidate’s history of difficulties?	
<input type="text"/>	
What are the candidate’s current difficulties in the classroom, tests and examinations?	
<input type="text"/>	
What support and adjustments are in place for the candidate in the classroom, tests and examinations?	
<input type="text"/>	
Any other relevant information	
<input type="text"/>	