



Special Educational Needs and Disabilities (SEND) and Accessibility Policy

Purpose and scope

Trinity is committed to identifying and reducing barriers to learning and participation, enabling students with special educational needs and disabilities to make progress, develop independence, and participate in school life.

The School maintains high expectations for all students. Support responds to individual needs and builds on students' strengths, taking account of their academic progress, wellbeing and experience of learning.

This policy applies throughout the School, including the Sixth Form. It should be read alongside the following policies:

- Admissions
- Attendance
- Teaching and Learning
- Assessment, Feedback and Reporting
- Child Protection and Safeguarding

Definitions and guiding principles

A student has special educational needs when a learning difficulty or disability calls for special educational provision. This includes significantly greater difficulty in learning than the majority of others of the same age, or a disability that prevents or hinders access to facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some conditions are covered by specific provisions of the Act.

Special educational needs and disability overlap, but they are not identical. A disabled student may require reasonable adjustments without requiring special educational provision. English as an additional language (EAL) does not itself constitute a special educational need, although a student may have both EAL and SEND.

Students' needs may relate to communication and interaction; cognition and learning; social, emotional and mental health; or sensory and physical needs. Needs may overlap and change over time. Students at Trinity have a range of learning profiles and needs, including dyslexia, developmental coordination disorder, ADHD, autism, visual impairment and hearing impairment. This list is illustrative rather than exhaustive. Support responds to each student's individual strengths and needs, recognising that students with the same diagnosis may require different approaches.

Legislation and guidance

The School's approach is informed by the principles of the SEND Code of Practice, including participation in decisions, early identification and removing barriers to learning. The School complies with applicable legislation, including the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014, as amended. Education, Health and Care (EHC) Plan processes are governed by the relevant provisions of the Children and Families Act 2014 and associated regulations.

SEND inclusion statement: teaching and reasonable adjustments

Meeting students' needs is a whole-school responsibility. High-quality teaching, informed by an understanding of individual needs, is the foundation of provision. Specialist intervention complements classroom teaching.

Teachers are expected to:

- Read and implement the support strategies relevant to students they teach;
- Maintain high expectations while adapting teaching, tasks, resources and support;
- Check students' understanding and progress, and respond where learning remains insecure;
- Provide opportunities for students to develop confidence and independence;
- Contribute evidence to support planning and examination access arrangements where requested;
- Raise concerns promptly and inform Learning Support where agreed provision is not effective.

The School considers reasonable adjustments individually, taking account of the barriers a student experiences and the effectiveness of the proposed response. Adjustments may relate to teaching, resources, communication, assessment, routines and participation in wider school activities.

Support is provided in response to identified needs and does not depend on a formal diagnosis, an EHC plan or eligibility for examination access arrangements. Staff receive appropriate guidance and professional development to support inclusive practice. The Learning Support Department advises teachers and works with academic and pastoral colleagues to coordinate provision.

Admission of students with existing or potential SEND to Trinity

The School does not unlawfully discriminate against applicants with SEND. Applications are considered under the Admissions Policy, with reasonable

adjustments to the admissions process and individual consideration of the support required.

Parents are asked to share information about existing or suspected needs as early as possible. Relevant information may include specialist reports, current support plans, an EHC plan and details of arrangements used at the applicant's present school. The absence of a formal diagnosis does not prevent discussion of needs or consideration of reasonable adjustments.

The Director of Learning Support reviews the information with relevant colleagues. With appropriate arrangements for sharing information, the School may liaise with the applicant's current or previous school and relevant professionals.

Adjustments to entrance assessments will be considered on an individual basis, taking account of the applicant's needs, available evidence and the nature of the assessment. Joint Council for Qualifications (JCQ) guidance may inform decisions where relevant, but public-examination eligibility criteria do not automatically determine adjustments to the School's entrance assessments. Similarly, where an applicant is granted access arrangements for the School's entrance assessments, these arrangements do not automatically transfer or constitute an entitlement to formal access arrangements once the student joins the School. Following admission, the School will review the student's needs and available evidence and, where appropriate, gather any additional documentation required to ensure that access arrangements are supported by the appropriate evidence and reflect the student's normal way of working.

The School explains agreed arrangements to parents in advance. These may include additional time, rest breaks, modified materials, a word processor or other appropriate support. Where an applicant may require substantial additional provision, the School discusses the identified needs and proposed support with the family before a place is accepted.

Before a student joins Trinity, Learning Support works with the student, parents and relevant colleagues to plan transition and communicate appropriate strategies to staff.

Identifying needs and responding to concerns

The School draws on information from students, parents, previous schools, teachers, pastoral colleagues, assessments and specialist professionals to identify possible barriers to learning.

Baseline screening is used during students' first year at Trinity, including for First Form students and new Third Year and Lower Sixth entrants. Screening contributes to a broader understanding of need; it does not itself provide a diagnosis or establish entitlement to examination access arrangements.

Subject teachers, tutors, Heads of Year and other staff may refer concerns directly to the Learning Support Department through the School's referral process. Students and parents may also contact the Department directly. Learning Support coordinates an initial review, drawing on relevant information and discussing concerns with the student and parents. Further assessment or specialist advice may be recommended. Appropriate consent is obtained for individual assessments or external involvement.

The School provides suitable support while needs are being explored. It does not delay an appropriate educational response pending a diagnosis or examination-access decision. Where concerns persist, Learning Support reviews provision with teachers, the student and parents and considers whether further advice or assessment is needed.

Support planning and review

Where coordinated individual provision is required, the School records it in a Pupil Passport. This is developed with contributions from the student, parents, teachers and relevant specialists. The plan identifies:

- The student's strengths, needs and barriers to learning;
- Intended outcomes and appropriate targets;
- Agreed classroom strategies and reasonable adjustments;
- Any additional intervention and the staff responsible;
- How progress and the effectiveness of support will be evaluated;
- An agreed review date.

Relevant staff have access to the information necessary to implement the plan and are responsible for applying the strategies relevant to their work. 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

Reviews take place at the agreed date, or earlier where needs change. Reviews consider progress, participation, wellbeing and the student's experience, drawing on contributions from the student, parents, and relevant staff. Parents are informed of additional targeted provision and receive feedback at review points. Provision is adjusted where necessary, and changes are communicated to parents and relevant staff.

The School encourages students to understand their needs, recognise effective strategies and contribute increasingly to decisions about their learning.

Learning Support provision

The Learning Support Department provides advice to staff and targeted support for students. Provision may include individual or small-group teaching, study skills, organisation, revision strategies and support with particular barriers to learning. Support may be short-term or sustained, according to need. Study-skills provision may also be available to students without a SEND diagnosis.

Interventions have a clear purpose and are reviewed for their effect on learning and participation. The Department works with subject teachers to help students apply the strategies they develop within mainstream lessons. Where possible, additional sessions may take place before school, during appropriate breaks or, for Sixth Form students, during their non-contact periods. Scheduling takes account of students' need for rest, meals, social interaction and participation in wider school life. Where support requires withdrawal from individual lessons, the Director of Learning Support (SENCO) coordinates arrangements in consultation with the student, parents and relevant teachers. Decisions take account of the expected benefit, curriculum demands and

the cumulative effect of missed teaching. Arrangements are reviewed and unresolved concerns are referred to the Assistant Head – Teaching and Learning.

Specialist assessment and external advice

School screening and examination access arrangements are not necessarily diagnostic assessments. Diagnoses must be made by appropriately qualified professionals acting within their competence.

External reports are considered alongside evidence from teaching and assessment. Recommendations inform the School's consideration of appropriate provision and reasonable adjustments. Any optional assessment or service involving additional charges is explained and agreed in advance. Such services are distinguished from reasonable adjustments that the School is legally required to provide, for which the cost is not passed to the student or parents.

Students with an Education, Health and Care (EHC) plan

The School works with students, parents, the relevant local authority and other professionals where a student has an EHC plan. Before admission, the School discusses the provision specified in the plan and clarifies the proposed placement, responsibilities and any funding arrangements. Families seeking a local-authority-arranged placement should liaise with their local authority. Families considering a privately arranged place should also contact the School directly.

For students attending Trinity, the School works with the local authority to clarify and fulfil its responsibilities for implementing provision. An ISP records relevant day-to-day arrangements but does not replace or amend the EHC plan. The local authority retains responsibility for the statutory review of the EHC plan. The School contributes evidence and arranges review meetings where required or agreed with the local authority. Reviews involve the student and parents and relevant professionals, and include preparation for adulthood where appropriate.

Where a student's needs may require an EHC needs assessment, the School discusses this with the student and parents and contributes relevant evidence. A request may be made by a parent, the young person where applicable, or a person acting on behalf of the School. The Local Authority determines whether to assess and whether an EHC plan is necessary.

Examination access arrangements

Examination access arrangements are considered separately from general learning support. They are based on individual need and the requirements applicable to the assessment. For qualifications, the School follows the current JCQ and relevant awarding-body requirements. These govern evidence, assessor qualifications, applications, approval and implementation.

A diagnosis or private report does not automatically establish eligibility for a particular arrangement. External assessment evidence is considered in accordance with the requirements for assessor qualifications, prior liaison with the School and the relevant assessment process. Reports that cannot themselves establish eligibility may still inform the School's investigation of need and educational support.

Learning Support coordinates the identification of needs and collection of evidence. Teachers contribute information about classroom practice and assessment, including

the student's normal way of working where required. The Exams Officer coordinates the implementation of agreed arrangements in formal examinations.

Students and parents are informed of decisions and any relevant limitations. Arrangements are reviewed where needs or qualification requirements change. Temporary injuries or newly arising conditions are considered under the applicable procedures.

Internal assessments provide opportunities to implement and evaluate appropriate arrangements. The School distinguishes educational support used internally from arrangements permitted in public examinations.

Safeguarding and wellbeing

The School recognises that students with SEND may face additional safeguarding challenges, including communication barriers, isolation, bullying and difficulty recognising or reporting abuse.

Staff must not assume that changes in behaviour, mood or injuries arise from a student's SEND without further exploration. They remain alert to concerns that may not be accompanied by obvious outward signs. Students are supported to understand how to seek help and are provided with accessible ways to communicate concerns. Appropriate pastoral support is coordinated with Learning Support.

Safeguarding concerns must be reported promptly through the School's safeguarding procedures. The Designated Safeguarding Lead and Learning Support liaise as appropriate. Pastoral monitoring and counselling support do not replace safeguarding referrals.

Accessibility

The School seeks to improve access to learning, information and participation for disabled students and to address the accessibility needs of staff and visitors.

Academic and Learning Support leaders contribute to curriculum and information accessibility. The Head of Building Services and Director of Finance and Operations coordinate physical access improvements. Progress is reported through the School's leadership and governance arrangements.

Individual measures may include rooming or timetable changes, accessible resources and arrangements for participation in trips, events and co-curricular activities.

Personal Emergency Evacuation Plans are prepared where required, coordinated by the Head of Building Services with relevant colleagues. Appropriate arrangements are also made for visitors requiring assistance.

Responsibilities, information and concerns

The Director of Learning Support coordinates SEND provision, referrals, support planning, review and advice to staff. Teachers implement relevant strategies and contribute to evaluating their effectiveness. Heads of Department support and review implementation within their subjects. The Assistant Head – Teaching & Learning oversees SEND provision and examination access arrangements, working with

Learning Support, the Examinations Officer and other relevant leaders. Reviews of provision inform staff development and school improvement priorities.

The Governors' Teaching & Learning Committee provides governor oversight of SEND provision. Accessibility matters are also referred through the relevant estates and governance arrangements.

SEND information is recorded securely and shared with staff and external professionals where necessary and appropriate, in accordance with the School's data protection and safeguarding arrangements. Relevant information is transferred appropriately when students move between stages or leave the School.

Parents and students are encouraged to raise questions or concerns with the Director of Learning Support. Unresolved concerns may be referred to the Assistant Head – Teaching and Learning. Statutory rights relating to EHC decisions or disability discrimination are unaffected by the School's internal procedures.

Author / Reviewer:	Dr Benjamin Dabby (Assistant Head – Teaching and Learning)
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Date of next review:	September 2027
Governor committee oversight:	Teaching & Learning Committee

APPENDIX A: Key Contacts

Member of SMT responsible for SEND and examination access arrangements

Dr Benjamin Dabby, Assistant Head – Teaching and Learning

Director of Learning Support

Miss Hayley Crawford

Learning Support Teachers

Mrs S McDonald (AMBDA)

Ms A Costello

Miss O Bradshaw