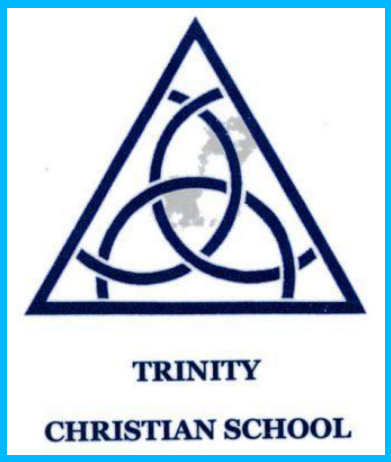
Trinity Christian School
Nursery, Primary & Secondary



Special Educational Needs & Disability (SEND) Policy

Reviewed by SLT, Staff & Governors:	Autumn 2026
Next Review due:	Autumn 2027
This policy is published on the School website.	

Special Educational Needs & Disability (SEND) Policy

1. Christian Vision

At Trinity Christian School, we believe every child is uniquely created in the image of God and possesses immeasurable worth, purpose and potential.

Our vision is:

"To enable every pupil to meet their God-given potential."

Our mission is:

"To bring the love of God into the classroom."

These principles underpin every aspect of our SEND provision.

The most important aspect of Special Educational Needs and Disabilities (SEND) provision is to ensure that every pupil understands they are valued not because of what they achieve, but because they are loved by God.

As it says in **Psalm 139:14**:
"I praise you because I am fearfully and wonderfully made; your works are wonderful; I know that full well."

Every member of staff seeks to demonstrate Christ's love through patience, compassion, encouragement and high expectations for every learner.

The staff at Trinity pray regularly for the children entrusted to their care and commit their work to the Lord.

"Commit your work to the Lord, and your plans will succeed."
Proverbs 16:3

We recognise that every pupil bears the image of God and has unique gifts, talents and abilities. As illustrated in the Parable of the Talents (Matthew 25), God calls each person to faithfully develop the gifts He has entrusted to them rather than compare themselves with others.

Our approach to SEND is therefore one of inclusion, hope and opportunity. Assessment is not used to label or limit pupils but to deepen our understanding of their strengths and needs so that appropriate support can be provided, enabling every child to flourish academically, socially, emotionally and spiritually.

2. Legislative Framework

This policy has been written with reference to:

- SEND Code of Practice: 0–25 years (January 2015)
- Children and Families Act 2014

- Equality Act 2010
- Independent School Standards
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- The Equality Act 2010: Advice for Schools
- The Education Act 2011

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Accessibility Plan
- Admissions Policy
- Assessment Policy
- Medical Needs Policy
- Equality Policy
- Anti-Bullying Policy

3. Definition of SEND

A pupil has Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of the educational facilities generally provided for pupils of the same age.

Special educational provision is educational or training provision that is additional to or different from that normally available to pupils of the same age.

Trinity recognises that pupils may have needs within one or more of the four broad areas identified within the SEND Code of Practice:

Communication and Interaction

This includes pupils with speech, language and communication needs, including Autism Spectrum Condition (ASC).

Cognition and Learning

Including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, moderate learning difficulties and other barriers affecting learning.

Social, Emotional and Mental Health

Including pupils experiencing anxiety, attachment needs, emotional regulation difficulties, ADHD or other barriers affecting emotional wellbeing and behaviour.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, physical disabilities and sensory processing differences requiring specialist support or equipment.

The four broad areas are not intended to fit every child into a single category. Many pupils experience needs across several areas and support will always be personalised.

4. Aims

Trinity Christian School aims to provide an inclusive, nurturing environment in which every pupil is encouraged and supported to achieve their God-given potential.

We aim to:

- identify pupils with additional needs as early as possible;
- provide high-quality adaptive teaching for all pupils;
- remove barriers to learning wherever possible;
- ensure pupils receive appropriate provision through a graduated approach;
- promote independence, resilience and confidence;
- celebrate each pupil's strengths and achievements;
- work collaboratively with parents, recognising them as partners in their child's education;
- listen carefully to the views of pupils and involve them in decisions affecting their learning;
- work effectively with external professionals and agencies;
- ensure pupils with SEND are fully included in every aspect of school life;
- make reasonable adjustments to enable all pupils to participate fully in learning and wider school activities;
- maintain high aspirations and expectations for every pupil regardless of need.

5. Roles and Responsibilities

Governors

The Governing Body has overall responsibility for ensuring that Trinity fulfils its statutory responsibilities regarding pupils with SEND.

Governors will:

- monitor the effectiveness of SEND provision;
- review this policy annually;
- ensure sufficient resources are available;
- promote inclusion throughout the school;
- ensure the school complies with the Equality Act 2010.

Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND across the school.

The Headteacher will:

- promote an inclusive culture;
- ensure adequate staffing and resources;
- work closely with the SENDCo;
- monitor the quality of provision;
- ensure SEND remains a whole-school responsibility.

SENDCo – Jo Fisher

Jo Fisher has responsibility for coordinating SEND provision throughout Trinity Christian School.

The SENDCo will:

- oversee the day-to-day operation of this policy;
- coordinate provision for pupils with SEND;
- maintain the SEND Register and SEND Monitoring List;
- identify pupils requiring additional support;
- coordinate Individual Provision Plans (IPPs);
- advise teachers on adaptive teaching strategies;
- monitor the progress of pupils with SEND;
- organise annual reviews for pupils with Education, Health and Care Plans;
- liaise with parents and carers;
- coordinate referrals to external professionals where appropriate;
- support staff through advice, guidance and professional development;
- ensure accurate SEND records are maintained;
- advise on the effective deployment of SEND resources;

- work alongside the Headteacher, Governors and Examinations Officer to ensure appropriate reasonable adjustments and access arrangements are in place;
- promote high-quality inclusive teaching throughout the school.

Teachers

Every teacher is a teacher of pupils with SEND.

Teachers are responsible for:

- delivering high-quality adaptive teaching;
- identifying pupils causing concern;
- implementing agreed strategies and interventions;
- monitoring progress;
- contributing to Individual Provision Plans;
- maintaining regular communication with parents;
- working collaboratively with the SENDCo.

Teaching Assistants

Teaching Assistants play a valuable role in supporting pupils but remain under the direction of the class teacher.

They will:

- deliver interventions where appropriate;
- support classroom learning;
- encourage independence;
- provide feedback to teachers;
- contribute to pupil reviews.

Parents and Carers

Parents are valued partners throughout the SEND process.

They are encouraged to:

- share information regarding their child's needs;
- attend review meetings;
- support agreed strategies at home;
- communicate regularly with school;
- contribute to reviewing provision.

Pupil Voice

Where appropriate, pupils will be actively involved in discussions regarding their learning.

They will be encouraged to:

- express their views;
- identify strategies that help them learn;
- contribute to target setting;
- celebrate their achievements;
- develop increasing independence and self-advocacy.

6. Identification, Assessment and Action

Trinity Christian School is committed to identifying pupils' additional needs at the earliest opportunity so that appropriate support can be provided. Identification is viewed as an ongoing process rather than a single event and is informed by teacher observations, assessment, parental concerns and discussions with the pupil.

Some pupils join Trinity with an existing Education, Health and Care (EHC) Plan or with identified additional needs from a previous educational setting. In these cases, the SENDCo will liaise with parents, previous settings and any relevant professionals to ensure that appropriate provision is in place from the outset.

For other pupils, additional needs may become evident over time through classroom assessment, progress monitoring, pastoral concerns or discussions with parents.
The school follows a graduated approach to SEND, ensuring that support is matched to individual need and reviewed regularly.

7. Stages of Identification, Assessment and Action

Trinity follows a four-stage graduated pathway for identifying, assessing and supporting pupils with Special Educational Needs and Disabilities.

This process is illustrated in **Fig. 1**.

Fig. 1 – Stages of Identification, Assessment and Action



The flow chart forms part of this policy and should be read alongside the information below.

Stage 1 – High Quality Teaching

High Quality Teaching is the first response to any concern.

All pupils receive inclusive classroom teaching that is appropriately adapted to meet individual needs.

Where concerns arise, the class or subject teacher will make reasonable adjustments which may include:

- adaptive teaching strategies;
- differentiated resources;
- visual prompts;
- scaffolded learning;
- adapted methods of recording;
- additional processing time;
- flexible grouping;
- targeted questioning;
- sensory strategies where appropriate.

Teachers will monitor progress carefully and evaluate whether these strategies are successful.

Stage 2 – SEND Monitoring

Where concerns remain despite High Quality Teaching, the class or subject teacher will discuss the pupil with the SENDCo.

The pupil may be placed on the school's SEND Monitoring List whilst further evidence is gathered.

During this stage, the school may:

- undertake additional assessments;
- carry out classroom observations;
- consult with parents;
- seek the views of the pupil;
- introduce targeted interventions;
- trial further classroom strategies.

Progress will be reviewed after an agreed period to determine whether further support is required.

Stage 3 – SEND Support

Where a pupil continues to require provision that is additional to or different from that ordinarily available, they will be placed on the SEND Register.

The SENDCo will work alongside teachers, parents and, where appropriate, the pupil to identify outcomes and agree appropriate provision.

An Individual Provision Plan (IPP) will be produced which identifies:

- strengths;
- identified areas of need;
- agreed outcomes;
- classroom strategies;
- interventions;
- staff responsible;
- review arrangements.

Parents will receive a copy of the Individual Provision Plan and will be encouraged to contribute to reviews.
Where appropriate, specialist advice may be sought from external agencies to further inform provision.

Stage 4 – Education, Health and Care Needs Assessment

Where, despite sustained SEND Support and appropriate interventions, a pupil continues to demonstrate significant and persistent barriers to learning, the school may, in partnership with parents and relevant professionals, request an Education, Health and Care Needs Assessment from the Local Authority.

Where an Education, Health and Care Plan is issued, the SENDCo will coordinate the provision identified within the plan and ensure statutory annual reviews are completed.

8. The Graduated Approach

Trinity follows the graduated approach outlined within the SEND Code of Practice.
Provision is delivered through the continuous cycle of:

Assess → Plan → Do → Review
Assess

Information is gathered through teacher assessment, observations, parental views, pupil voice, previous attainment, screening assessments and, where appropriate, advice from external professionals.

Plan

Teachers, parents, pupils and the SENDCo work collaboratively to agree:

- identified needs;

- desired outcomes;
- classroom strategies;
- interventions;
- responsibilities;
- review dates.

This information is recorded within the Individual Provision Plan where appropriate.

Do

The agreed support is implemented.

The class teacher remains responsible for the progress and attainment of every pupil in their class, including where interventions are delivered by teaching assistants or specialist staff. The SENDCo supports teachers through advice, monitoring and professional guidance.

Review

Progress is reviewed regularly to determine:

- whether outcomes have been achieved;
- whether provision should continue;
- whether additional support is required;
- whether the pupil should remain at the same stage or move within the graduated pathway.

Parents and pupils are involved throughout this review process wherever appropriate.

9. Individual Provision Plans (IPPs)

Where a pupil is identified as requiring SEND Support, an Individual Provision Plan (IPP) will normally be implemented.

The IPP provides a clear record of:

- identified strengths;
- barriers to learning;
- agreed outcomes;
- strategies to be used within lessons;
- additional provision;
- responsibilities of school and parents;
- review arrangements.

The SENDCo oversees the quality and implementation of all Individual Provision Plans.

Some pupils with long-term or lifelong needs, such as dyslexia, Developmental Coordination Disorder (DCD) or hearing impairment, may remain on the SEND Register with a maintained Individual Provision Plan. In these cases, the provision may remain largely consistent over time and may not require significant rewriting at every review. Instead, the effectiveness of the provision will be monitored regularly to ensure that it continues to meet the pupil's needs.

10. SEND Audit and Review

The SEND Register and SEND Monitoring List are formally reviewed twice each academic year during **Term 1** and **Term 3**.

These reviews are usually undertaken during departmental staff meetings and involve teaching staff working collaboratively with the SENDCo.

In addition to these formal audits, pupil progress is monitored continuously through:

- teacher assessment;
- classroom observation;
- intervention reviews;
- pupil voice;
- parental feedback;
- discussions with external professionals.

Following each review, pupils may:

- continue to receive High Quality Teaching only;
- remain on or be added to the SEND Monitoring List;
- be placed on or remain on the SEND Register with an Individual Provision Plan;
- be removed from the SEND Register where additional provision is no longer required;
- be referred to external professionals for specialist advice;
- be considered for an Education, Health and Care Needs Assessment where appropriate.

The SENDCo will ensure that Individual Provision Plans are reviewed and updated where necessary and that provision remains appropriate to each pupil's changing needs.

11. Meeting Additional Needs

At Trinity Christian School, we recognise that every pupil is unique and that no single approach will meet the needs of every learner. Provision is carefully tailored to each individual's strengths, barriers to learning and personal aspirations.

The majority of pupils' needs are met through **high-quality adaptive teaching** within the classroom. Where additional support is required, provision is carefully planned, implemented and reviewed through the graduated approach.

Support may include, but is not limited to:

Classroom Provision

- High-quality adaptive teaching.
- Differentiated learning activities where appropriate.
- Scaffolded learning and visual supports.
- Alternative methods of recording work.
- Additional processing time.
- Chunking of instructions and tasks.
- Flexible grouping.
- Pre-teaching and overlearning of key concepts.
- Multi-sensory teaching approaches.
- Assistive technology where appropriate.
- Sensory strategies and environmental adaptations.

Additional Intervention

Where appropriate, pupils may receive targeted interventions including:

- Literacy intervention.
- Numeracy intervention.
- Speech, language and communication programmes.
- Social communication support.
- Fine and gross motor skill programmes.
- Emotional regulation support.
- Executive functioning and organisational skills programmes.
- Social skills groups.
- Individual or small-group support.

Interventions are carefully monitored to ensure they have a positive impact on pupil outcomes.

Specialist Equipment and Resources

Where appropriate, pupils may have access to:

- laptops or tablets;
- coloured overlays or reading rulers;
- writing slopes and pencil grips;
- enlarged print or adapted resources;
- hearing support equipment;
- sensory resources;
- specialist furniture or seating.

Provision will always be based upon individual need rather than diagnosis alone.

12. Working in Partnership with Parents

Trinity believes that parents are the experts on their children and values the positive contribution they make towards identifying needs and supporting progress.

Parents are encouraged to work in partnership with the school throughout every stage of the graduated approach.

Parents will:

- be informed if concerns arise regarding their child's progress;
- be invited to contribute to discussions regarding provision;
- receive copies of Individual Provision Plans where appropriate;
- be invited to review meetings;
- be consulted before referrals are made to external agencies;
- be encouraged to support agreed strategies at home.

Open and honest communication between home and school is fundamental to ensuring the best outcomes for pupils.

13. Pupil Voice

At Trinity, we believe that pupils should be active participants in decisions about their learning wherever appropriate.

The views of pupils are sought through:

- discussions with teachers;
- review meetings;
- Individual Provision Plan reviews;
- pastoral conversations;
- informal pupil voice activities.

Pupils are encouraged to:

- recognise and celebrate their strengths;
- identify strategies that help them learn successfully;
- contribute to setting appropriate outcomes;
- develop independence and confidence;
- understand their own learning needs.

Our aim is to develop resilient, confident learners who increasingly understand how they learn best.

14. Working with External Agencies

Where additional specialist advice is required, Trinity works collaboratively with a range of external professionals.

These may include:

- Educational Psychology Services;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Community Paediatric Services;
- Child and Adolescent Mental Health Services (CAMHS);
- Specialist Teachers;
- Hearing and Vision Support Services;
- School Nursing Services;
- Social Care;

- Local Authority SEND Team;
- other professionals as appropriate.

Parental consent will always be obtained before referrals are made unless safeguarding procedures require otherwise.

Advice from external professionals is used to inform classroom practice, Individual Provision Plans and future reviews.

15. Education, Health and Care Plans (EHCPs)

Some pupils attend Trinity with an Education, Health and Care Plan, whilst others may receive one during their time at the school.

Where a pupil has an EHCP, the SENDCo will:

- ensure that the provision specified within the Plan is implemented;
- coordinate support across the school;
- liaise regularly with parents and professionals;
- monitor progress towards agreed outcomes;
- organise and chair Annual Review meetings;
- submit review documentation to the Local Authority within statutory timescales.

The school is committed to ensuring that pupils with EHCPs are fully included in all aspects of school life and are supported to achieve their God-given potential.

16. Transitions

Transitions are recognised as significant milestones in a pupil's educational journey.

The school works closely with parents, previous settings and receiving schools to ensure transitions are carefully planned and well supported.

Transition arrangements may include:

- additional visits;
- transition booklets and photographs;
- meetings with parents;
- meetings with previous or receiving schools;
- sharing of Individual Provision Plans and relevant records;
- enhanced induction programmes;
- personalised transition plans where appropriate.

Particular attention is given to pupils transferring into Reception, Year 7 and post-16 education or training.

Our aim is to ensure that every pupil experiences a smooth, positive transition and feels confident and well prepared for the next stage of their education.

17. Equality, Inclusion and Accessibility

Trinity Christian School is committed to providing an inclusive learning environment where every pupil is valued, respected and able to participate fully in school life.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

Reasonable adjustments may include:

- adaptations to teaching and learning;
- specialist equipment or resources;
- adapted seating plans or classroom layouts;
- additional adult support where appropriate;
- modified methods of recording work;
- access arrangements for examinations;
- adjustments to educational visits and extra-curricular activities.

The school is committed to removing barriers to learning wherever reasonably possible and promoting equality of opportunity for all pupils.

The Accessibility Plan outlines the school's longer-term strategy for improving access to the curriculum, physical environment and written information.

18. Access Arrangements

Some pupils may require access arrangements for internal and external examinations.

Access arrangements are awarded in accordance with the current Joint Council for Qualifications (JCQ) regulations and are based upon evidence of normal way of working and the pupil's identified need.

The SENDCo works alongside the Examinations Officer and teaching staff to ensure that appropriate evidence is gathered and applications are submitted within the required timescales.

Examples of access arrangements may include:

- extra time;
- a reader;
- a scribe;
- word processor;
- rest breaks;
- separate room;
- modified examination papers.

The school recognises that access arrangements are designed to remove barriers to assessment rather than provide an unfair advantage.

19. Staff Training and Continuing Professional Development

Trinity recognises that high-quality SEND provision depends upon knowledgeable, confident and well-supported staff.

Professional development is therefore an ongoing priority.

Training may include:

- adaptive teaching strategies;
- Autism Spectrum Condition (ASC);
- Down's Syndrome training (where pupils are on roll)
- dyslexia and specific learning difficulties;
- speech, language and communication needs;
- social, emotional and mental health needs;
- sensory processing;
- hearing and visual impairment;
- assistive technology;
- safeguarding pupils with SEND.

The SENDCo will provide advice, guidance and support for teaching and support staff and will identify further training needs where appropriate.

20. Record Keeping

The SENDCo maintains accurate and confidential records for pupils with SEND.

These records may include:

- Individual Provision Plans (IPPs);
- assessment information;
- reports from external professionals;
- meeting records;
- review documentation;
- Education, Health and Care Plans;
- Annual Review paperwork;
- records of communication with parents.

Information is stored securely and shared only with professionals who require it in order to support the pupil.

21. Confidentiality

Information regarding pupils with SEND will be treated confidentially and managed in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Information will only be shared where it is necessary to support the pupil's education, wellbeing or safeguarding.

22. Complaints

Trinity Christian School values positive relationships with parents and aims to resolve any concerns quickly, openly and collaboratively.

Parents who have concerns regarding SEND provision are encouraged to discuss these initially with the class teacher or the SENDCo.

Where concerns remain unresolved, parents should follow the school's Complaints Policy.

The school is committed to listening carefully to parental concerns and working constructively to achieve the best possible outcomes for pupils.

23. Monitoring and Review of this Policy

The effectiveness of this policy will be monitored regularly by the SENDCo, Senior Leadership Team and Governors.

The policy will normally be reviewed annually or sooner if there are:

- changes to legislation;
- changes to statutory guidance;
- significant changes to school practice;
- recommendations arising from inspection or external review.

The review will consider:

- pupil outcomes;
- effectiveness of provision;
- feedback from parents, pupils and staff;
- advice from external agencies where appropriate;
- developments in national guidance.

The school's SEND Information Report is reviewed annually alongside this policy and provides parents with detailed information about how SEND provision is implemented in practice at Trinity Christian School.

Conclusion

At Trinity Christian School, we believe that every child is uniquely created by God with individual gifts, talents and purpose.

Our commitment is to provide an inclusive, nurturing and ambitious learning environment in which every pupil is known, valued and supported to flourish.

By working in partnership with pupils, parents, staff and external professionals, we seek to remove barriers to learning and ensure that all pupils, regardless of need or disability, are given every opportunity to fulfil their God-given potential.

"Whatever you do, work at it with all your heart, as working for the Lord."
Colossians 3:23