

# Special Educational Needs and Disabilities (SEND) Policy

Trinity Primary School



<b>Approved by:</b>	Governing Body	<b>Date:</b> 01.04.26
<b>Last reviewed on:</b>	26.03.26	
<b>Next review due by:</b>	25.03.27	

## Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance.....	4
4. Inclusion and equal opportunities .....	4
5. Definitions.....	5
6. Roles and responsibilities.....	7
7. SEN information report.....	10
8. Our approach to SEND support.....	11
9. Attendance.....	15
10. Safeguarding.....	15
11. Expertise and training of staff.....	15
12. Links with external agencies.....	15
13. Admission and accessibility arrangements.....	16
14. Complaints about SEND arrangements.....	17
15. Monitoring and evaluation arrangements.....	18
16. Links with other policies and documents.....	18

## **1. Aims and objectives**

At Trinity Primary School, we aim to provide inspiring teaching within a supportive and inclusive learning environment which empowers all children to achieve their full and unique potential. We are committed to ensuring that every child feels valued, respected, and nurtured as an individual. We recognise and celebrate diversity and strive to remove barriers to learning so that all pupils, regardless of their needs or abilities, can fully participate in school life and experience success.

Our Special Educational Needs and Disabilities (SEND) policy and information report aims to:

- Ensure our school fully implements national legislation and guidance relating to pupils with SEND
- Set out how our school will support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life, enabling them to engage in activities alongside pupils who do not have SEND
- Promote an inclusive ethos where all children are valued, supported, and nurtured, ensuring they feel safe, confident, and able to thrive both academically and emotionally
- Help pupils with SEND to fulfil their aspirations and achieve their best possible outcomes
- Support pupils with SEND to become confident individuals who can lead fulfilling lives
- Communicate effectively with pupils with SEND and their parents or carers, ensuring they are actively involved in discussions and decisions about support and provision
- Clearly define the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure the SEND policy is understood, consistently applied, and embedded in practice by all staff.

## **2. Vision and values**

At Trinity Primary School, inclusion is at the heart of everything we do. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), have access to a broad, balanced and ambitious curriculum and are supported to succeed.

We maintain high expectations for all pupils and recognise that every child is unique. In line with the SEND Code of Practice, we adopt a graduated approach to identifying and meeting pupils' needs, ensuring that support is carefully planned, implemented and reviewed to secure the best possible outcomes. Teaching is adapted through high-quality, inclusive classroom practice, with appropriate scaffolding, differentiation and reasonable adjustments to enable all learners to access the curriculum alongside their peers wherever possible.

We are committed to early identification of need and work closely with pupils, parents and external agencies to ensure that provision is tailored, responsive and effective. We recognise that some pupils may require additional or different provision to support their learning, communication, social, emotional or physical development, and we ensure these needs are met through targeted, evidence-informed interventions.

We celebrate diversity and actively promote a culture of respect, belonging and inclusion, where all pupils feel valued, safe and understood. We recognise that behaviour can be a form of communication and ensure that pupils with SEND are supported through relational, restorative approaches, with adjustments made in line with their individual needs.

Our focus on outcomes and progress ensures that all pupils, including those with SEND, are supported to achieve well from their starting points. We are committed to developing confident, independent learners who are well prepared for the next stage of their education and for life beyond school.

### **3. Legislation and guidance**

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (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 guide for [maintained schools](#) which sets out governors 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

### **4. Inclusion and equal opportunities**

At Trinity Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them, in accordance with the SEND Code of Practice.

A pupil has a learning difficulty or disability if they:

- Have a 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 facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is defined as:

- Educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools

This provision is designed to meet the individual needs of the pupil and to support them in accessing the curriculum, making progress and achieving positive outcomes.

### 5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is Kim Goddard ([kgoddard@trinity.hereford.sch.uk](mailto:kgoddard@trinity.hereford.sch.uk) Tel: 01432 266268)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The Governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **6.3 The SEND link governor**

The SEND link governor is Becky Bowen.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **6.4 The headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## **6.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child and detailed in the child's Pupil Passport
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress in the Summer term.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support and contribute in the creation of their Pupil Passport. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school (appendix A)

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

At Trinity Primary School, we recognise the importance of early identification of special educational needs and disabilities (SEND) to ensure that appropriate support is put in place as soon as possible. Early identification allows us to remove barriers to learning, support pupil wellbeing and secure the best possible outcomes.

In line with the SEND Code of Practice, we identify pupils' needs across the four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Class teachers play a key role in the early identification of SEND through ongoing assessment, observation and high-quality teaching. Where a pupil is not making expected progress, despite the provision of adaptive, high-quality teaching, teachers will consider whether additional support is required.

Pupils may be placed on a **monitoring stage** where:

- There are concerns about academic progress
- The pupil requires support that is additional to or different from that ordinarily available through universal provision
- There are emerging needs across any of the four areas of SEND

During this stage, teachers will implement targeted strategies and adaptations within the classroom, supported by the SENCo where appropriate. The impact of these strategies will be carefully reviewed through the graduated approach (Assess–Plan–Do–Review).

If, following at least two cycles of this graduated approach, a pupil continues to require provision that is additional to or different from that normally available, a decision may be made to place the pupil on the **SEND register**. This decision will always be made in consultation with parents/carers and, where appropriate, the pupil, ensuring a shared understanding of need and next steps.

We also take into account information from:

- Previous settings or schools (if their previous setting has already identified that they have SEN the child will automatically be placed onto the SEND register).
- If a child has an education, health and care plan (EHCP)
- External professionals and agencies
- Parental concerns and insights
- The pupil's own views and experiences

This comprehensive approach ensures that identification is accurate, timely and responsive, enabling us to provide effective, personalised support for every pupil.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

## **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

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

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff and parents in a pupil passport.

Parents/carers will be fully aware of the planned support and interventions, shared termly in parent meetings and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves interventions within a group or 1-to-1 support away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

#### **8.4 Levels of support**

##### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. Where pupil's needs exceed the notional SEND budget the school may apply to the Local Authority for Top Up Funding (TUF) to further support the interventions and provision that the child requires to support their needs.

On the census these pupils will be marked with the code K.

##### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. An EHCP (Education, Health and Care Plan) is a legally binding document in the UK for children and young people (aged 0–25) with significant special educational needs. It details a child's specific needs, required support, and learning goals, providing tailored provision across education, health, and social care that mainstream SEN support cannot cover. The Local Offer provides further information about EHCPs <https://www.herefordshire.gov.uk/social-care-and-support/local-offer-special-educational-needs-and-disabilities-send/what-is-special-educational-needs-and-disabilities-send/request-an-education-health-and-care-ehc-assessment-for-your-child-with-send/>

The provision for pupils with an EHCP will be funded from the school's notional SEND budget alongside LA funding through a tariff linked to their EHC plan.

On the census these pupils will be marked with the code E.

#### **8.5 Evaluating the effectiveness of SEN provision**

At Trinity Primary School, we are committed to ensuring that provision for pupils with special educational needs and disabilities (SEND) is effective, responsive and continually improving.

Evaluation of SEND provision is an ongoing, collaborative process involving class teachers, the SENCo and senior leaders.

We place SEND and inclusion as a whole-school priority, ensuring that all staff share responsibility for pupil outcomes. There is a strong culture of collaboration, with regular communication between teachers and the SENCo to review pupil progress, adapt provision and respond to emerging needs.

**The effectiveness of provision is monitored through:**

- Ongoing collaboration between class teachers and the SENCo to review support strategies and pupil outcomes
- Termly data collection and analysis, including structured pupil progress meetings where the progress of pupils with SEND is carefully reviewed
- Regular SEND-focused staff meetings, which provide opportunities to discuss provision, share good practice and ensure consistency across the school
- Weekly meetings to identify and discuss pupils causing concern, enabling early intervention and timely adjustments to support
- The use of the graduated approach (Assess–Plan–Do–Review) to evaluate the impact of interventions and refine provision accordingly

We also consider a range of evidence when evaluating effectiveness, including:

- Progress towards individual targets and outcomes
- Engagement in learning and access to the curriculum
- Attendance and wellbeing
- Feedback from pupils and parents/carers

The school ensures that appropriate equipment, resources and facilities are in place to support pupils with SEND. This may include:

- Adapted teaching resources and assistive technology
- Sensory resources and regulation tools
- Sensory room
- Access to quiet or low-stimulation spaces
- Environmental adaptations to improve accessibility
- Provision is regularly reviewed to ensure that it remains appropriate, effective and aligned with pupils' needs. Where provision is not having the intended impact, adjustments are made promptly.
- Through this robust and reflective approach, we ensure that all pupils with SEND are supported to make strong progress from their starting points and are able to fully access school life.

## **9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## **10. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## **11. Expertise and training of staff**

Training will be regularly provided to all teaching and support staff to ensure they are equipped with the knowledge and skills required to meet the diverse needs of pupils with SEND. The Headteacher and SENCO continually monitor staff training needs through ongoing review processes and incorporate identified needs into the school's continuous professional development (CPD) programme.

The Headteacher and Senior Leadership Team regularly review ongoing training provision to ensure it is appropriately prioritised, relevant, and valued across the school. SEND is a standing agenda item within relevant meetings, supporting consistent focus on professional development linked to inclusive practice and pupil outcomes.

In addition, external professionals and specialist services are regularly invited to deliver training and provide updates to staff, ensuring that practice is informed by current research, guidance, and multi-agency expertise.

## **12. Links with external professional agencies**

The school values working with external agencies and professionals. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists – we have a link therapist who attends Trinity regularly
- Specialist teachers such as teachers from the Hearing Impairment Team
- The Inclusion Outreach Service
- Occupational therapists or physiotherapists
- School nursing service
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

### **13. Admission and accessibility arrangements**

The school follows the usual admissions arrangements for all pupils in line with the local authority's published admissions criteria. Pupils with Special Educational Needs (SEN) or disabilities are considered within this process without disadvantage, and no pupil will be refused admission on the basis of their SEND.

For pupils with an Education, Health and Care Plan (EHCP), admissions are managed through the local authority consultation process. Placement requests are considered following statutory consultation, which may include discussion at an Annual Review or emergency review where appropriate. The school carefully considers whether it can meet the pupil's needs in line with the provision outlined in the EHCP and in partnership with the local authority and parents/carers.

The school is committed to ensuring equal access for all pupils. Accessibility arrangements are reviewed regularly and aim to support inclusion across the school environment, curriculum, and wider school activities. Where required, reasonable adjustments are made to support pupils with disabilities, which may include adaptations to the learning environment, use of specialist equipment, personalised timetables, and support with physical access to facilities.

#### **13.1 Admission arrangements**

All pupils, including those with Special Educational Needs (SEN) or a disability, are warmly welcomed to the school. Prospective pupils and their families are encouraged to visit the school prior to making an application. School tours are led by the Headteacher, and the SENCO is always available to meet with parents/carers and pupils to discuss individual needs, answer questions, and support informed decision-making prior to selecting Trinity School.

Where a pupil has an Education, Health and Care Plan (EHCP), admissions are managed in accordance with statutory requirements. Pupils whose EHCP names the school are admitted in line with local authority procedures before any other places are allocated, subject to consultation and agreement that the school can meet the pupil's needs.

EHCP placements are considered throughout the year. In some cases, the school may agree to exceed published class sizes in order to admit a pupil with an EHCP, where this does not adversely affect the efficient education of other pupils and where the child's needs can be appropriately met in line with their EHCP provision.

The school's oversubscription criteria are applied fairly and do not disadvantage pupils with SEN or a disability. Admission arrangements are designed to ensure that pupils are not treated less favourably on the basis of need, and that equality of access is maintained in line with the Equality Act 2010. All applications are considered in a transparent and consistent manner, ensuring that appropriate regard is given to individual circumstances where relevant.

## 13.2 Accessibility arrangements

The school is committed to ensuring that disabled pupils are not treated less favourably than their peers and that all pupils are able to access education, opportunities, and school life fully and fairly. This commitment is underpinned by the Equality Act 2010 and is embedded in whole-school practice.

### Preventing less favourable treatment

A range of measures are in place to ensure disabled pupils are not disadvantaged. These include early identification of need, collaborative planning with parents/carers and external professionals, and the implementation of reasonable adjustments where required. Staff are trained to promote inclusive practice and to adapt teaching approaches to meet individual needs. Trinity school takes a proactive approach to inclusion, ensuring barriers to participation are identified and removed wherever possible.

### Facilities and support for access

The school provides a range of facilities and support to enable disabled pupils to access learning and the wider school environment. This may include, where appropriate, accessible classroom layouts, adapted resources, assistive technology, specialist equipment, and targeted adult support. Auxiliary aids and services are provided in line with individual need and may be informed by EHCP provision, professional recommendations, and ongoing review.

### Accessibility plan

The school has an Accessibility Plan which is reviewed regularly and is available on request from the school office or via the school website.

The plan sets out how the school will:

- Increase access to the curriculum by ensuring teaching is inclusive, differentiated, and responsive to individual needs, alongside the provision of specialist support where required.
- Improve the physical environment by maintaining and developing accessible facilities so that disabled pupils can take full advantage of all educational opportunities, school services, and wider activities.
- Improve access to information by providing communication in accessible formats where needed, including visual supports, simplified documents, enlarged print, and the use of assistive technology where appropriate.

The Accessibility Plan is reviewed as part of the school's ongoing commitment to equality and inclusion, ensuring continuous improvement in access and participation for all pupils.

## 14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If you would like to discuss this further then please request to speak to the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints policy which is available on our website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Herefordshire and Worcestershire SENDIASS provides free, confidential, and impartial information, advice, and support on special educational needs and disabilities (SEND) for parents, carers, and young people up to age 25. Located in Hereford, it offers guidance on SEND support in education, EHC plans, and mediation – find out more information here <https://www.worcestershire.gov.uk/sendiaass>

## **15. Monitoring and evaluation arrangements**

### **15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term following Summer transition meetings
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### **15.2 Monitoring the policy**

This policy will be reviewed by the SENCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **16. Links with other policies and documents**

This policy links to the following documents

- SEN information report (Appendix 1)
- The local offer
- Accessibility plan
- Positive Behaviour and Relationships policy
- Equality information and objectives
- Positive Handling Policy
- Attendance policy
- Safeguarding policy
- Complaints policy