Trinity Academy

Special Educational Needs and/or Disability (SEND) Policy

2026-2027

SENDCo: Miss C Tindale (NaSENCo awarded, 2019)

Assistant SENDCo: Mrs E Glenville

Assistant Vice Principal of Inclusion: Mrs K Potts

SEND Governor: Mrs Helen Wilson

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Last review: September 2026
Governor Approved: October 2026
Next review: September 2027

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Introduction

Trinity Academy believes that each student has the right to meet their true potential and achieve their personal best in all areas of the curriculum. All students, including those identified with additional educational needs, share the right to a broad and balanced curriculum. Therefore, the provision of Special Education at Trinity Academy recognises and embraces the notion emphasised in the SEND Code of Practice (2015). We remain committed to the needs of our pupils and ensure the provisions made are of the highest standard. This policy covers all provision highlighted in the SEND Code of Practice (2015).

Trinity Academy is committed to raising the aspirations of and expectations for all pupils with SEN, we provided a focus on outcomes for children and young people and not just hours of provision and support. The mission of Trinity Academy is to raise standards across the curriculum and forge strong character. We will do this by building a community in which every child is seen as *infinitely precious, gifted for a purpose and morally responsible.*

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs & Disability Co-ordinator [SENDCo] who will work with the SEN Inclusion Strategy.
- To provide support, advice and training for all staff working with special educational needs pupils.

Identifying Special Educational Needs and/or Disability

A student 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 or mainstream post-16 institutions

The SEND code of practice (2015) recognises 4 broad categories of need:

- **Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

- **Social, Emotional and Mental Health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

These four broad areas give an overview of the range of needs that are planned for, some children and young people have needs which fit in to more than one area. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Trinity Academy aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Parents and carers are an important part of the SEND identification process, and their concerns, observations and insights are taken seriously and incorporated into our assessment and decision-making. Where concerns are raised, we investigate these through a range of assessment methods, including observations of the pupil in different contexts, information and communication from previous educational settings, attendance and attainment data over time, and consideration of any previous involvement or consultations with external professionals. This holistic approach helps us to build a comprehensive understanding of the pupil's needs and ensures that parental knowledge and experience contributes meaningfully to the identification and support of SEND.

Trinity Academy welcome students with all of the above SEND who applied for a place via our normal admission process. This includes students who have more than one type of SEND. If a student has an EHCP, we consider admission on a case-by-case basis (through an EHC Plan consultation). Please contact our SENDCo to discuss this.

Limited progress or attainment does is not always an indication that a child has a SEND. Trinity Academy also recognise other areas which are not SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- In receipt of Pupil Premium Grant
- Classified as a Looked After Child
- A child of Serviceman/woman

Regular assessment allows us to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a student over a longer period.

A Graduated Approach to SEND Support

The Graduated Approach is the system of SEND support within mainstream settings in Doncaster. It refers to the different levels of help that are available to meet the needs of children and young people. The graduated response that is applied to the identification, assessment and teaching of students with SEND as follows:

Universal and Universal Plus Support: High-Quality Teaching involves adults delivering inclusive teaching to all learners. It recognises that children and young people learn at different rates and in different ways and it takes into considerations that we are all unique and sometimes other services, such as school nurse or health visitors, may be involved.

Targeted and Targeted Plus Support: In addition to inclusive High-Quality Teaching and provision at Universal and Universal + Level, some children and young people may require support that is 'additional and different' to that offered to most other children. The student may also have an SEND Support Plan. Occasionally, some extra funding is needed to support learners at this level. This funding is usually only required for a limited period of time and is known as having Targeted + Level support.

Specialist Support: In addition to High-Quality Teaching and Targeted support, a very small number of learners may require **high levels** of 'additional and different provision' because they are not making progress and the gap between them and their peers is significant or their needs that are complex and long-term.
At this stage a learner will have a SEND support plan in place, and they will have received support at Universal +, Targeted and Targeted + Level. There will have been numerous cycles of the Assess, Plan, Do, Review process and it will be clear that a Specialist Level of support is required for them to achieve their full potential.

Prior to classifying a student as having a Special Educational Need and adding them to the SEN register, Trinity Academy ensure the following criteria:

- **All students are receiving quality first teaching.**

  High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or are suspected of having a SEND. Trinity Academy strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

  High-quality teaching ensures that barriers to learning are anticipated and addressed through inclusive classroom practice. Teachers adapt instruction, scaffold learning, check understanding and make reasonable adjustments to support pupils to access the curriculum. High expectations and ambition are maintained, with support carefully planned to develop confidence and independence rather than dependence. For children with SEND, this means teaching is responsive to their individual needs while enabling them to participate, make progress and become increasingly independent learners.

  The Code of Practice suggests that pupils are only identified having a SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEND CoP pg. 88 Section 6.37 onwards).

Trinity Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- **The data of the student has been considered from within the school about the pupil's progress, alongside national data and expectations of progress.**

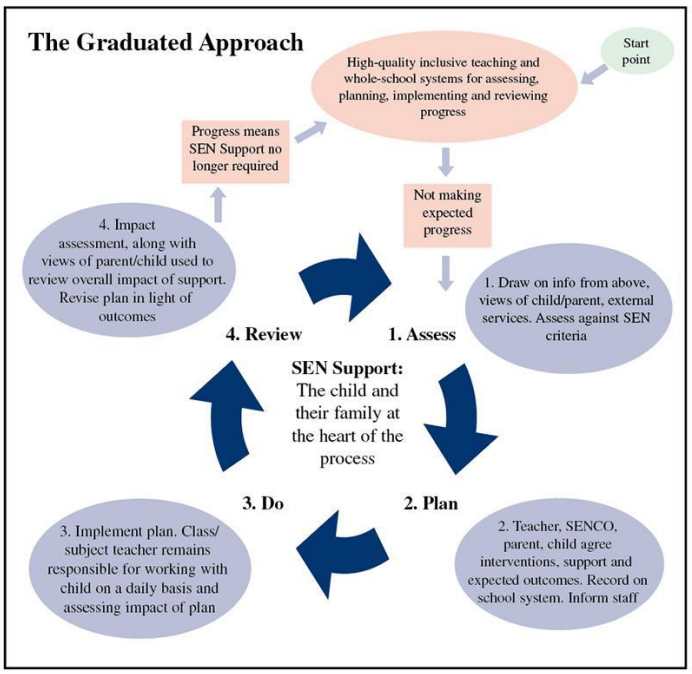
  This includes a triangulation of *progress data*, *reading/spelling ages* and *pastoral data*. For higher levels of need, Trinity Academy are able to draw on more specialised assessments from external agencies and professionals including ASCETS / HI Team / VI Team / CAMHS / Educational Psychologist.

- Prior to identifying a student as having a Special Educational Need and/or Disability, the student will have been referred by either a member of teaching staff, a pastoral team member, a parent or an external agency. Following this referral, data about the student will gathered to create a holistic picture of the student within education. This data includes, parental feedback, teacher feedback, Progress Captures, Pastoral data and Attendance. The student will then be reviewed at the Internal Inclusion Panel held weekly with leaders from the SEND team, the Safeguarding team, Attendance and external Mental Health support (WMIM).

- **If the decision is made to place the student on the SEN register, then we begin a ASSESS – PLAN - DO – REVIEW cycle.**

  This will always be in conjunction with parents and students (and agencies where necessary and possible). As a team, we set robust outcomes for individual students which are shared with teaching staff.

The Graduated Response is illustrated below:



Managing Pupils Needs on the SEND Register

Trinity Academy uses a robust system of managing students' needs whilst they are on the SEN register. We recognise that Support Plan's are only effective if they are live records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame. All students at SEN support level have additional specific, targeted interventions.

These processes included in mapping this provision includes:

- A costed provision map which is updated as needed
- SEND Support Plan which is updated at least 3 times a year in conjunction with parents, students, teaching staff and Key Workers
- The level of provision decided for a student is taken on a case-by-case basis to ensure a thoroughly personalised provision package
- The process for engaging additional support/engaging specialist services is considered on a case-by-case basis linked to the triangulation of supporting data. This is funded through school budgets.
- If Trinity Academy identify we are unable to fully meet the needs of a pupil through Targeted and Targeted Plus provision alone, then an application for additional funding to support children and young people who need Specialist Level support via the Pyramid Panel can be made. Prior to this, evidence must be collated through sound record keeping and costed provision mapping of student expenditure through at least two cycles of Assess-Plan-Do-Review.
- A very small number of learners receiving support at the Specialist Level may have complex and long-term needs which require more intensive individualised support. These learners **may** require an Education, Health and Care Plan (EHCP).

Pupils and parents are central to the whole SEND process and their views, experiences and expertise are valued at every stage through regular Key Worker calls, review calls and review meetings (virtual and/or in person). Parents' knowledge and understanding of their child is an important part of developing and reviewing SEND Support Plans, alongside the pupil's own voice. Pupils are supported to contribute to their targets, identify adjustments and support that help them learn, and share their views about transition planning and what enables them to become more independent. Their views are used to shape and adapt support over time, ensuring that pupils increasingly understand and take ownership of their learning and needs, while staff continue to monitor progress and ensure that appropriate support remains in place to keep them on track to achieve their intended outcomes.

SEND Interventions

At Trinity Academy, additional SEND interventions are selected based on identified individual need and barriers to learning. Provision is not implemented solely on the basis of a pupil's SEND category; instead, consideration is given to the pupil's starting point, identified areas of need, current presentation and intended outcomes. The impact of provision is regularly monitored through appropriate assessment, observation, pupil and parent feedback, and review of progress. Where an intervention is not having the intended impact, the provision is reviewed and adapted, with

alternative approaches or further assessment considered where appropriate.

Examples of Targeted/Targeted + Interventions available at Trinity Academy based upon category of identified need are in the table below:

Communication and Interaction	SEMH	Physical and/or Sensory	Cognition and Learning
Communication Club	SEND Social Club	First-Aid Pass	SEND Homework Club
SEND Social Club	Sensory diet schedule	Braille	McGraw-Hill (7-9)
McGraw-Hill (7-9)	Time-Out Pass	Touch Typing	Key Worker
Time-Out Pass	Key Worker	Accessibility Pass	Visual Timetables
Key Worker	3/5 point scales	Key Worker	Inference Training
Social Stories	Steps to Success (10-11)	Steps to Success (10-11)	Steps to Success (10-11)
Steps to Success (10-11)	Leeds Anger Booklet	Physiotherapy	Precision Teaching
ASCETS Sensory Assessment	Self-Esteem Program	ASCETS Sensory Assessment	Use of ICT

Evaluating the Impact of Intervention

All additional provision is intended to be purposeful and outcome-focused. For each intervention, staff consider the identified barrier or need, the pupil's starting point, the reason the provision has been selected and the intended outcome. Progress is reviewed at appropriate intervals using assessment information, observations, work scrutiny, attendance or engagement data, and feedback from pupils, parents/carers and relevant staff. Where progress is limited or the intended outcome is not being achieved, the intervention is not simply continued by default; the approach, frequency, level of support and suitability of the intervention are reviewed and adapted, with further assessment or alternative provision considered where appropriate. This ensures that SEND provision remains responsive to individual need and supports pupils towards greater independence and their intended outcomes.

Learning Support Assistants

Learning Support Assistants (LSA's) are part of the whole Academy approach to SEND, working in partnership with the subject teacher and the SENDCo/ Assistant SENDCo. LSAs are most effective when the support they give is focused on the achievement of specific outcomes. LSAs may be part of a package of support for the individual student but are never a substitute for the teacher's

involvement with that student. Learning Support Assistants aim to encourage independence and responsibility in the students they support in preparation for adulthood.

Learning Support Assistants at Trinity Academy are all allocated as Key Workers for specific students on the SEND register. A number of the Learning Support Team have/are working towards specialist qualifications in a number of areas of SEND. This has ensured a holistic approach from experienced/knowledgeable individuals is present to create child-centered provision. Some of these areas of advanced knowledge include (but are not limited to):

- Moving and Handling
- Level Two Braille
- Autism
- Tourette's Syndrome
- Specific Learning Difficulties

Criteria for Exiting the SEND Register

The SEN register is not a static document and as such a rigorous triangulation of data is completed when students are removed from the SEN register. The process mirrors the outline (see Page 4) when students are placed on the SEN register. Once removed, students are monitored closely by the Pastoral team, Heads of Department, Subject Teachers and the SEND Team to ensure they continue to make good progress.

Academic interventions at this level are varied and include:

- Reading Support
- Homework Support
- Break time interventions
- Supportive behavioural reports
- Morning tutor interventions with subject teachers
- After school subject interventions
- Peer Mentoring

Supporting Pupils and Families

Trinity Academy aims to work in partnership with parents/carers in the assessment and support of students with special educational needs and or disability. We believe that the only way a child identified as having a Special Educational Need will achieve their full potential is with parents/carers alongside the school. The SEND Code of Practice (2015) describes how this effective participation will lead to a 'better fit between families' needs and the services provided'. Trinity Academy:

- works effectively with other agencies and the Local Authority supporting students and their parents/carers;
- gives parent/carers opportunities to play an active and valued role in their child's education.
- believes it is vital that parents/carers feel able to express their views.
- encourages parents to inform the Academy of any difficulties they perceive their child may be having or other needs their child may have which need addressing.
- focuses on the student's strengths as well as areas of additional need.

- allows parents/carers opportunities to discuss ways in which they and the Academy can help their child. We can provide advice, work together and create individualised packages of support for your child.
- involves parents/carers in the support plan process including creating targets and monitoring progress against these targets.

Trinity Academy SEN Information Report can be located on the school website under the tab **'Key Info; Policies'.**

SENDIAS (Doncaster SEND Information, Advice and Support Service)

SENDIAS is a service that provides independent advice and support for parents. The service is free and they offer:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements

Older students (aged 16+) can also access SENDIASS for help with all of the above issues.

How to access SENDIAS

Individuals who require support from SENDIAS do not need anyone to make a referral for them. Parents (or older students) get in touch themselves.

- Tel: 01302 736 920
- Email: sendias@doncaster.gov.uk
- Web: www.doncaster.gov.uk/services/schools/sendias
- Facebook: www.facebook.com/DoncasterSENDIAS

Doncaster Local Offer

The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our local area. It includes (but is not limited to):

- Support services
- Leisure activities (e.g. SEN sports clubs)
- Health services (e.g. contacts for the NHS speech and language team)
- Contacts for SEN charities

This can be accessed via the following link: Doncaster Special Educational Needs & Disabilities (SEND) Local Offer - City of Doncaster Council

Admissions Arrangements

- All students with an Education Health and Care (EHC) Plans will be accepted into Trinity Academy where it is established that the Academy is the most appropriate school to meet the child's needs. This will be in line with the terms outlined in the SEND Code of Practice (2015) that states 'it would be unsuitable for the age, aptitude or SEN of the child or young person' or, 'the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources' (SEND CoP, pg. 172. Section 9.79). In line with the Equality Act 2010 the Academy will use best endeavors to provide effective educational provision. Admission arrangements can be located here.

Supporting Pupils at School with Medical Conditions

Trinity Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Trinity Academy have appointed a full-time member of staff to support with students in school with Medical Conditions. This includes support with First Aid and the development of Individualised Healthcare Plans alongside parents and experts in the specific healthcare field if necessary.

Monitoring and Evaluation of SEND

Trinity Academy regularly and carefully monitors and evaluates the quality of provision we offer all pupils. This includes formal participation from the SEND team during departmental deep dives, sampling of parent views, pupils' views and staff views.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

At Trinity Academy, we regularly monitor and evaluate the effectiveness of SEND provision by reviewing the identified barriers to learning and adapting teaching and support accordingly. Provision is carefully planned around individual needs, with the impact of interventions, adjustments and classroom strategies regularly reviewed. Where provision is not having the intended impact, it is adapted or refined to ensure pupils receive the right support to make progress towards their intended outcomes.

Trinity Academy are proud to be working with the Doncaster Local Authority School Improvement Advisors. The advisors have been introduced over the last academic year to all schools in Doncaster. The advisors will continue to work with Trinity Academy to ensure high-quality provision to all learners as well as share best practice with other schools within the Doncaster district.

SEND Training and Staff Qualifications for SEND

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Additional Training is often specific to the role that members of staff have in school. This is to ensure the quality of support works alongside staff expertise. Examples of this include, but are not limited to:

Training	**Staff Trained**
Identifying SEND students / Locating and Effective Use of Support Plans / Referral Process	Whole School Training
Creating an Inclusive Learning Environment – Supporting Categories of Need	Teaching Staff
The Graduated Response	Pastoral Teams and SLT
Adaptive Teaching	Teaching Staff
Supporting Students with Medical Needs	Teaching and Support Staff
Scaffolding to meet the needs of SEND within subjects	Department Specific Training
Scaffolding for specific class groups/lessons	One-to-One Teacher Support
Team Teach	SLT and Pastoral Staff
Effective use of an LSA within subjects	Department Specific Training
5-Step Plans/ 3-Step Plans	Learning Support Assistants
Time-Out Restorative Practice	Learning Support Assistants
Emergency Evacuation Chair	Learning Support Assistants
Open Questioning – With Me in Mind	Learning Support Assistants
Referring to the Neurodevelopmental Pathway	SENDCo / Assistant SENDCo
Autism Essentials	SENDCo
SEND at Trinity Academy	Governors

We are committed to developing the ongoing SEND expertise of our staff. We have current qualified expertise in our school:

Staff Qualified	**Area of expertise**	**Level** *(SEND Code of Practice, 2015)*
SENDCo	SEND	Post Graduate Certificate in Special Educational Needs Co-ordination
SENDCo	Access Arrangements	CCET + AAC = CPT3A
Assistant SENDCo	Access Arrangements	APAAC
SENDCo	Autism	Autism Essentials for Leadership

One Learning Support Assistant	Braille	Level 2
Two Learning Support Assistants	Moving and Handling	Level 1

Roles and Responsibilities

The SENDCo, Ms Tindale, has over 17 years of experience in supporting and teaching students identified as SEND. Ms. Tindale gained the Postgraduate NASENCo qualification in 2019. Ms. Tindale has achieved the Certificate of Competence in Educational Testing and the Access Arrangements Course. Ms Tindale is also the allocated Designated LAC Teacher within the Academy and therefore manages funding, tuition, and PEP Review meetings for our Looked After students. Ms Tindale has a degree in Psychology and manages the Psychology department as well as teaches this at A-Level.

The Assistant SENDCo, Mrs. Glenville also has over 17 years' experience supporting students identified as SEND. Mrs. Glenville supports Ms. Tindale with ensuring students identified as requiring Access Arrangements are catered for as well as supporting with SEND provision. Mrs. Glenville also holds an Access Arrangements Course qualification.

The Assistant Vice Principal, Mrs Potts, SLG advocate, has responsibility for Inclusion within the school. As well as this role, Mrs Potts also teaches P.E. and has previous experience managing the P.E. department and as a faculty lead.

The SEND Governor, Mrs Helen Wilson, has worked in the NHS for over 30 years in clinical and management roles. She also has a busy church life, co-leading the music group, Youth band and a bible study group and supporting our oversees church members. She is passionate about reducing inequalities and enabling children to meet their potential. She strongly believes in Trinity's ethos and is driven to support the Academy to achieve excellence

LSA's support a variety of students in and out of lessons. They provide an individualised program of support for students on the SEN register. They are line managed by the SENCO. Many of the Learning Support Assistants have years of experience with supporting students identified as SEND as well as a number of qualifications between them.

One of the most impressive levels of support that is offered at Trinity Academy is support for students recognised as legally blind.

Storing and Managing Information

Documents are stored in line with the school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.)

Reviewing the policy

The policy will be updated annually in line with NASEN guidelines.

Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing. Trinity Academy's Accessibility Plan can be located here.

Dealing with Complaints

The Academy has the best interest of the students at heart and want to work with parents to resolve issues as they arise. If there are any complaints relating to the provision or organisation of SEND, these will be dealt with in the first instance by the class/subject teacher and SENCO. If necessary, further involvement from the Assistant Vice Principal for Junior Academy will take place. If unresolved, then by the Principal. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Academy's complaints procedure (see separate Complaints Policy). Trinity Academy complaints procedure can be located here.

Bullying

Trinity Academy take bullying very seriously. This document should be read in conjunction with our ESF Anti-bullying Strategy which can be located here.