



Trust Education Group Ltd

SEND (Special Educational Needs and Disabilities) Policy

Introduction

At Trust Education Group Ltd, we are committed to providing an inclusive, nurturing, and therapeutic educational environment where all learners are supported to achieve their full potential. This SEND Policy outlines our approach to supporting students with special educational needs and disabilities in line with the Children and Families Act 2014 and the SEND Code of Practice 2015.

We believe that every learner deserves access to high-quality education tailored to their unique needs. Guided by our core values

Teaching, Resilience, Understanding, Skills, and Tenacity (TRUST) we support learners through a therapeutic, person-centred approach that enables growth, builds confidence, and equips students with lifelong tools to thrive.

Aims and Objectives

We aim to:

- Identify and meet the individual needs of learners with SEND as early as possible.
- Provide personalised, high-quality support and inclusive teaching.
- Foster a nurturing environment where students are encouraged to build resilience and independence.
- Promote emotional well-being and therapeutic support as a foundation for learning.
- Involve students, families, and professionals in the planning and reviewing of support.
- Embed our values of **Teaching Resilience, Understanding, Skills, and Tenacity (TRUST)** in every aspect of our SEND provision.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made. This may include:

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

Our Core Values in Practice

Resilience: We empower learners to overcome challenges through consistent encouragement, therapeutic support, and guided reflection.

Understanding: We cultivate empathy and celebrate neurodiversity, ensuring learners feel seen, heard, and understood.

Skills: We equip learners with academic, social, emotional, and life skills to prepare them for further education and employment.

Tenacity: We foster perseverance and ambition, helping learners stay engaged and motivated even when facing setbacks

Principles Underpinning Our SEND Provision

At Trust Education Group Ltd, our SEND provision is fully aligned with the **0–25 SEND Code of Practice** and the **Children and Families Act 2014**. These legal frameworks underpin our approach to working with children and young people with special educational needs and disabilities (SEND), and they guide our commitment to person-centred, high-quality, and inclusive education.

We are committed to the following core principles:

- **Listening to the voice of the learner:** We actively seek and value the views, wishes, and experiences of children and young people with SEND, ensuring they are central to all planning and decision-making processes.
- **Partnership with families:** We recognise the vital role that parents and carers play and work in close collaboration with them to support the best possible outcomes for their children.
- **Collaborative working:** We build strong partnerships with health, education, and social care professionals to provide coordinated and holistic support for each learner.

- Early identification and intervention: We identify needs promptly through robust assessment and tracking procedures, ensuring timely, tailored intervention to support progress and wellbeing.
- High-quality, personalised provision: We deliver differentiated and accessible teaching alongside therapeutic interventions that meet individual needs and promote meaningful engagement in learning.
- Removing barriers to learning: We are committed to inclusive practice by adapting our curriculum, environment, and support strategies to remove any obstacles that prevent learners from achieving and participating fully.
- Preparing for adulthood: Our provision supports learners in building confidence, independence, resilience, and life skills all vital for successful transitions into further education, employment, or independent living. These principles are not only legislative expectations they are embedded into the heart of our nurturing, therapeutic, and inclusive model, ensuring every learner is respected, empowered, and given the best possible chance to succeed

Identification and Assessment of SEND

We use a graduated approach aligned with the Assess – Plan – Do – Review cycle:

Assess: Initial assessments upon entry to Trust Education, we will complete an initial assessment on site, with parent/carer/professional involved. Ongoing monitoring helps us identify learners who may have further additional needs.

Plan: In collaboration with learners, parents/carers, and professionals, we develop Individual Learning Plans (ILPs) tailored to the learner's needs.

Do: We deliver targeted interventions with a therapeutic approach to education, specialist teaching strategies, and additional support when needed.

Review: Regular reviews track progress, adapt strategies, and ensure student voice and wellbeing remain central.

We also work in close partnership with local authorities and external professionals to ensure accurate and timely assessments are completed. This may include EHCP reviews, and PEP meetings. When a pupil does not have an EHCP Trust Education will support the child/family/carer in the application for an EHCP where necessary.

Therapeutic and Nurturing Approach

Our approach is rooted in trauma-informed and attachment-aware practice.

Trust Education Group offer:

- Therapeutic mentoring - this is offered in their half termly 1:1 session. Pupils also have access to many members of staff trained and specialised in pastoral support, trauma informed approach and attachment awareness.
- Bespoke safe, sensory-informed learning environments.
- Provide mental health support through partnerships with CAMHS and other services that Trust Education source, tailored to the specific needs of the pupil.
- A personalised time table to best meet the pupils needs and development.
- A safe space to access for 'sensory breaks' throughout the day, ensuring regulation. Helping to reduce heightened behaviour, reducing anxiety and possible challenging behaviour.
- A key worker to all pupils is provided on admission. This person puts time aside in their timetable to ensure the pupil has access to meaningful 1:1 discussions.
- Embed restorative practices to build **TRUST**, repair relationships, and enhance emotional regulation.

Staff Training and Development

Trust Education Group ensures all staff have extensive knowledge and training on how best to meet Trust Education pupil needs.

All staff receive regular training in:

- SEND Code of Practice
- Trauma-informed practice
- Autism, ADHD, SEMH, and other specific learning needs
- De-escalation and positive behaviour support
- Inclusive and differentiated teaching
- Key staff, including the SENDCo, maintain up-to-date knowledge of legislation, best practice, and multi-agency working.

All new staff participate in structured induction training, which includes:

- SEND awareness and inclusive practices
- Prevent Duty
- Safeguarding and child protection training and protocols
- Positive behaviour management strategies

On their first day, staff also complete a **two-day on-site training programme** with the Head of School, ensuring that:

- Everyone adopts a consistent therapeutic and nurturing approach.

- Staff clearly understand and model the regulation strategies and behavioural expectations set for pupils.
- All staff contribute to a shared ethos of emotional safety, structure, and high support. This uniform approach ensures that all pupils experience consistency across staff members and Trust Education, helping them to feel safe, understood, and emotionally regulated.

Ongoing Professional Development

Staff are expected to engage in continuous professional development (CPD) through regular updates, refresher sessions, and specialist training opportunities. The SENDCo, safeguarding leads, and Head of School work together to evaluate training needs and tailor CPD to emerging learner needs or national policy updates. By embedding this training culture into our staffing model, we ensure that every child receives support from informed, skilled, and empathetic adults who understand their needs and the principles of a trauma-informed approach and a therapeutic teaching and learning environment.

Curriculum and Inclusion

Trust Education provides an ambitious, and flexible curriculum that:

- Is accessible to all learners
 - Is differentiated to support varying abilities and learning styles
 - Includes social and emotional learning (SEL)
 - Promotes real-life skills and vocational pathways where appropriate
- Our therapeutic interventions are embedded into pupils' day at Trust Education, and do not isolate learners from mainstream learning unnecessarily.

Partnership with Families and Carers

Trust Education believes that effective SEND provision is rooted in strong partnerships with families. We:

- Involve parents/carers in all aspects of planning, reviewing, and decision-making, this is done by the use of ClassCharts, fortnightly key worker calls home, and inviting parents/carers into Trust Education for face2face meeting, helping build positive relationships.

- Offer regular contact and opportunities for feedback. Trust Education sends home 'POST CARDS OF ACHIEVEMENT' to the parent/carer, and weekly awards when the pupil has completed something to be proud of.
- Provide resources and support to help families understand their child's needs and rights

Learner Voice

At Trust Education we actively seek the views of learners in, Trust Education holds a strong belief that EVERY pupil should have a voice by

- Supporting pupils in their personal timetable, when this is planned the pupil has the opportunity to discuss this with their key worker, to ensure they feel Trust Education has reflected on their specific need and development.
- Reflecting on pupil progress. This is done by inviting parents/carers into Trust Education to showcase their work and achievements.
- Setting achievable targets and goals with the pupil, tailored to the pupils age and stage of development
- Contributing to reviews and transition planning. Pupils always have a choice when meetings are taking place about their learning. Ensuring they have a voice, enabling us to shape our provision, fostering a sense of ownership and motivation.

Transitions and Preparation for Adulthood

Trust Education provide structured support during key transitions:

- Entry to the setting - pupils/parents/carers are invited into an initial meeting upon admission to ensure all information is shared about the pupil, the pupils voice is heard and parents and carers have the opportunity to share their wishes and feelings.
- When a pupil accesses a further key stage, they are prepared for this transition by viewing their new timetable, visiting new classrooms, have access to PECS, social stories where appropriate, and they are invited to transition meetings where necessary.
- Transition to further education, apprenticeships, or employment. Pupils at Trust have access to a careers advisors, Trust sources local apprenticeship programs, invites training providers in, for careers meetings, specifically tailored to the pupils need.

At Trust Education we focus on building **Resilience**, **Life skills**, and **Independence**, ensuring each learner is prepared for life beyond education.

Safeguarding for SEND pupils

Children and young people with SEND are statistically more at risk of abuse, neglect, and exploitation due to a range of factors including communication difficulties, social isolation, dependency on others for care, and challenges in understanding social cues or recognising inappropriate behaviour. At Trust Education Group Ltd, we take a proactive and protective stance by teaching all learners, particularly those with SEND, how to keep themselves safe. Through our nurturing and therapeutic approach, we deliver regular, accessible sessions on personal safety, trusted adults, consent, boundaries, online safety, and emotional literacy, adapted to each learner's needs and understanding. We use visuals, role-play, real-world scenarios, and consistent messaging to ensure understanding and retention. Our most vulnerable students, including those with communication impairments, those with SEMH (social, emotional, and mental health needs), and those with previous trauma histories are identified early and closely monitored by our safeguarding and pastoral teams. If a child is believed to be at risk of harm, our Designated Safeguarding Lead (DSL) acts immediately, following robust safeguarding procedures in line with statutory guidance. This includes recording concerns, informing external agencies when appropriate, and ensuring the child is supported and safe at every stage. Our whole-school commitment to safeguarding is embedded in everyday practice, ensuring that all staff are alert, consistent, and trained to respond swiftly, sensitively, and effectively.



Monitoring and Evaluation

Trust Education evaluates our SEND provision through:

- Regular data analysis
- Progress tracking of SEND learners
- Pupil and parent feedback
- Staff performance and development reviews
- Local Authority engagement and training



Complaints Procedure



Concerns regarding SEND provision should be raised with the SENDCo or Head of School. If unresolved, the formal complaints procedure is available on our website or upon request.

Roles and Responsibilities

SENDCo: Oversees SEND provision, coordinates support, liaises with external professionals ensuring a multi-agency approach.

Directors & Leadership Team: Ensure statutory compliance and strategic oversight.

Teachers & Support Staff: Deliver quality-first teaching and individualised interventions.

Policy Review

This policy will be reviewed annually to reflect updates in legislation, evolving best practice, and the needs of our learners.

Useful resources and websites

- SEND Code of Practice (0–25 years)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
Official statutory guidance on SEND for all professionals working with children and young people.
- NASEN (National Association for Special Educational Needs)
<https://www.nasen.org.uk> Training, research, and resources to support educators working with SEND learners.
- Council for Disabled Children (CDC)
<https://councilfordisabledchildren.org.uk>
National umbrella body offering guidance and resources on rights, legislation, and inclusive practice.
- Whole School SEND (WSS)
<https://www.wholeschoolsend.org.uk>
DfE-funded support for schools to review and improve their SEND provision.
- Autism Education Trust (AET)
<https://www.autismeducationtrust.org.uk>
Resources and training for professionals supporting autistic children and young people.
- The Communication Trust
<https://www.thecommunicationtrust.org.uk>
Resources for supporting children with speech, language, and communication needs (SLCN).

- NSPCC Learning – SEND Safeguarding
<https://learning.nspcc.org.uk>
Specialist safeguarding training and advice tailored to children with SEND.
- Childline
<https://www.childline.org.uk>
Free, confidential helpline and online support for children and young people.
- YoungMinds
<https://www.youngminds.org.uk> Mental health support and advice for children and young people.
- Ambitious about Autism – Youth Hub
<https://www.ambitiousaboutautism.org.uk> A space for young autistic people to connect, share, and find information.
- Mencap – Easy Read Resources
<https://www.mencap.org.uk>
Information for people with learning disabilities, including rights and how to stay safe.
- IPSEA (Independent Provider of Special Education Advice)
<https://www.ipsea.org.uk>
Legal advice and support on EHCPs, tribunals, and parental rights.
- Contact
<https://contact.org.uk>
Charity supporting families of children with SEND – benefits advice, education, and rights.
- Local Offer (Lancashire County Council)
Each local authority must publish information about local SEND services.
www.lancashire.gov.uk/localoffer
- Special Needs Jungle
<https://www.specialneedsjungle.com>
Parent-led blog offering practical advice, guides, and SEND news.

- Scope – Navigating Everyday Life

<https://www.scope.org.uk>

Disability charity offering guidance for families, including education and health services.

- National Autistic Society – Parent Support

<https://www.autism.org.uk>

Resources for understanding autism, accessing services, and advocacy.

Policy Lead	Melissa Wainman Director of Education
Date:	15th September 2025
Policy Review Date:	September 2026
Version:	1
Approval:	Trust-Education Group Board of Governors