



Trust-Education Group Ltd

SEND (Special Educational Needs and Disabilities) Policy

Policy Statement

Trust-Education Group Ltd is committed to providing an inclusive, therapeutic, trauma-informed, and relational learning environment in which every child and young person can thrive. We recognise that many of our pupils arrive with complex learning profiles, disrupted educational histories, unmet special educational needs, trauma experiences, and vulnerabilities that affect social, emotional, and academic development. Our SEND Policy sets out how we identify, assess, plan for, support, review, and champion the individual needs of all pupils so they can make meaningful progress and experience success.

Our approach is built on the belief that all pupils can learn when provided with safety, trust, belonging, and appropriately personalised support. The provision is designed to ensure that barriers to learning are reduced through high-quality differentiated teaching, relational practice, therapeutic support, and access to specialist intervention when required. This policy aligns fully with the SEND Code of Practice (2015), the Children and Families Act (2014), the Equality Act (2010), statutory safeguarding guidance, and the ethos and core values of our organisation.

Definition and Understanding of SEND

A child or young person is recognised as having SEND when they require additional or significantly different support from what is ordinarily available within the classroom and wider provision. Needs may relate to learning, communication, physical development, mental health, social functioning, trauma impact, sensory differences, or a combination of these areas. Our understanding of need is holistic, acknowledging that categories often overlap and that pupils' daily functioning can fluctuate depending on emotional state, background, life experience, and relational security.

We recognise four broad areas of need described in statutory guidance, while also understanding that these categories are not exclusive and often intersect:

- Cognition and learning
- Communication and interaction

- Social, emotional, and mental health
- Sensory and physical needs

In addition, Trust-Education Group Ltd extends this framework to acknowledge trauma-related needs, attachment-related barriers, mental-health-linked learning difficulties, and the effects of persistent educational disruption.

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Principles Underpinning SEND Provision

SEND provision across Trust-Education Group Ltd is shaped by a set of core principles.

These principles guide every decision, interaction, adaptation, and intervention within the organisation:

The belief that every pupil is unique, valuable, and capable of progress when provided with emotional security, relational safety, and authentic opportunities to learn.

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The conviction that SEND provision is a whole-school responsibility and not limited to specialist staff. Every adult contributes to creating an environment in which pupils can regulate, access learning, and feel a sense of belonging.

The understanding that behaviour is always a communication of need. Pupils who present with dysregulation, withdrawal, avoidance, or distress are met with curiosity rather than punitive responses.

The recognition that trauma, disrupted attachment, and adverse childhood experiences often underpin many presenting behaviours and difficulties. Our responses must therefore be compassionate, predictable, and grounded in therapeutic and relational practice.

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The expectation that provision is adapted, responsive, flexible, and continually reviewed. We do not rely on static labels or fixed strategies; we respond to the pupil in front of us.

The requirement for strong communication with parents, carers, professionals, and external agencies to ensure consistency and clarity of support.

The commitment to high aspiration, meaningful achievement, and preparing pupils for adulthood regardless of their starting point.

Roles and Responsibilities

The SENDCo, Joanne Day, oversees SEND provision, coordinates support, and liaises with external agencies.

The Directors Katie Everson and Melissa Wainman, ensure compliance and strategic oversight.

Teachers and support staff deliver high-quality teaching and tailored interventions.

Identification and Early Recognition of Needs

Trust-Education Group Ltd prioritises early identification of needs, both before and after a pupil joins the provision. We gather information from multiple sources, including previous schools, local authorities, social care, educational psychologists, clinicians, therapists, parents, carers and most importantly the pupil.

On entry, every pupil undergoes a holistic profiling process. This may include literacy and numeracy assessments, communication screening, sensory-processing exploration, social and emotional assessment, trauma-impact discussion, functional skills evaluation, and baseline curriculum assessment. Staff also observe pupils' regulation patterns, play, interactions, and responses to the environment.

Where needs are identified, targeted interventions, adjustments, or referrals are implemented without delay. We avoid a "wait-to-fail" model and instead adopt a proactive, relational, and responsive approach.

Assessment of SEND

SEND assessment at Trust-Education Group Ltd is ongoing, multi-disciplinary, and centred around understanding the whole child. Assessment does not rely solely on academic scores but incorporates emotional functioning, cognitive style, sensory profile, communication pattern, social development, and trauma history.

Specialist assessments may involve:

- Educational psychology input
- Clinical or counselling assessments
- Speech, language and communication evaluation
- Occupational therapy or sensory profiling
- Mental-health assessments
- Functional behavioural analysis (in therapeutic framework)
- EHCP-related statutory assessments or reviews

Assessment information is used to build a continually updated understanding of each pupil's strengths, needs, motivators, triggers, learning style, and regulatory profile.

Individual Learning Plans (ILPs) and Personalised Planning

Every pupil with identified needs has an Individual Learning Plan or an equivalent personalised plan that clearly outlines their learning profile. These plans are created collaboratively with teachers, therapeutic staff, the SENCO, the pupil, their family, and any relevant external professionals.

Plans typically include:

- A summary of key needs
- Strengths, interests, and motivators
- Barriers to learning
- The pupil's voice
- SMART outcome targets
- Adaptations, strategies, and structured supports
- Emotional regulation approaches
- Therapeutic intervention pathways
- Multi-agency involvement
- Clear review timelines

ILPs are living documents, adjusted regularly in response to pupil progress, new insights, or changing needs.

Provision Mapping and Interventions

SEND provision is mapped across the setting to ensure a coherent, equitable, and effective system of support. Provision may include:

- High-quality, differentiated classroom teaching
- Targeted small-group learning
- One-to-one support
- Therapeutic mentoring
- Counselling or clinical support
- Communication and interaction programmes
- Sensory regulation support
- Social skills development
- Trauma-informed interventions
- Behaviour and emotional regulation coaching
- Academic catch-up and functional skills interventions

Support may be delivered by teachers, specialist staff, therapists, or external professionals depending on the nature of the need.

Quality of Teaching and Learning for SEND

Teachers remain responsible for the progress of all pupils, including those receiving additional support. High-quality teaching adapted, scaffolded, relational, and responsive is the most effective form of SEND provision. Teachers are expected to:

- Create predictable, safe learning environments.
- Use relational and trauma-informed strategies consistently.
- Break down learning into accessible steps.
- Provide visual support, modelling, and chunked instructions.
- Reduce sensory overload and environmental triggers.
- Offer choice, structure, and regulation opportunities.
- Use multi-sensory approaches to learning.
- Check in regularly with pupils to assess understanding.
- Celebrate progress in meaningful, relevant ways.

The SENCO supports staff in improving teaching practice and ensures adaptations align with best practice and legislative expectations.

Trauma-Informed and Therapeutic Practice

Trust-Education Group Ltd is strongly grounded in trauma-informed principles. Many pupils have experienced relational disruption, fear, instability, abuse, bereavement, neglect, or other adversities. This impacts how they engage, regulate, trust, and learn.

Our trauma-informed approach includes:

- Emotionally safe environments
- Predictability, routine, and co-regulation
- Consistent adult responses
- A low-arousal, non-punitive approach
- Relational connection as the foundation of learning
- Therapeutic modelling of calm behaviour
- Reflective and restorative conversations
- Personalised regulation strategies
- Staff supervision, coaching, and reflective practice

We recognise that trauma and SEND often intersect, and therefore therapeutic practice forms part of everyday provision rather than a separate intervention.

Working with Families

Partnership with families is central to effective SEND practice. We strive to build trusting relationships where communication is open, respectful, and honest. Families are encouraged to attend reviews, meetings, planning sessions, and multi-agency

discussions. Their insights into the pupil's needs, history, strengths, and challenges are essential to building effective support plans.

We communicate regularly through meetings, phone calls, emails, and informal check-ins to ensure families are fully informed and involved.

Multi-Agency Collaboration

SEND provision works best when services work together. We collaborate with a wide range of professionals, including educational psychologists, speech and language therapists, occupational therapists, mental-health practitioners, social workers, youth offending teams, family support workers, virtual schools, and other agencies involved in each child's life.

Information-sharing follows data protection legislation and safeguarding protocols. Decisions about support are made collaboratively to ensure the pupil receives holistic and coherent provision.

Monitoring, Reviewing, and Evaluating SEND Provision

All SEND support is monitored through a continuous review cycle. This includes:

- Regular reviews of ILPs
- Termly assessment updates
- Review of interventions and progress evidence
- Reflection meetings among teachers, SENCO, and therapeutic staff
- Annual reviews for pupils with EHCPs
- Feedback from pupils and families
- Observations of classroom practice

Evaluation is used to refine teaching, adjust provision maps, redirect resources, and strengthen multi-agency working. The SENCO oversees this framework and reports to leadership to ensure accountability and continued development.

Transitions

Transitions can be emotionally challenging for pupils with SEND, especially those who have experienced trauma or multiple placement changes. We ensure transitions are carefully managed, gradual, and supported. This includes transitions:

- Into the school
- Between classes or key stages
- To external provisions
- Into college, employment, or adulthood

Transition planning involves the pupil, family, SENCO, teaching staff, and relevant agencies. Information is shared professionally and sensitively to ensure continuity of support.

Staff Training and Professional Development

Staff are provided with ongoing training to ensure high-quality SEND provision.

Training may include:

- Trauma-informed practice
- Attachment difficulties and relational approaches
- Mental health awareness
- Speech and language strategies
- Autism and sensory processing
- De-escalation and regulation techniques
- Adaptive teaching and SEND pedagogy
- Legislative frameworks and statutory responsibilities

Professional development is viewed as essential to maintaining excellent practice across the organisation.

Accessibility and Reasonable Adjustments

Trust-Education Group Ltd is committed to removing barriers to participation and learning. We ensure that:

- Environments are safe and accessible
- Materials and tasks are adapted
- Communication is clear and supportive
- Assistive technology is used when appropriate
- Emotional, sensory, and physical needs are considered in planning
- Trips and activities are inclusive and well-supported

Adjustments are personalised and regularly reviewed.

Safeguarding and SEND

Pupils with SEND are more vulnerable to harm, exploitation, and abuse. Staff remain alert to safeguarding concerns, recognising that communication difficulties, dysregulation, emotional distress, or sudden behaviour shifts may indicate underlying harm.

Safeguarding and SEND teams work jointly to ensure that pupils are safe, supported, and protected.

Related Policies

This SEND Policy should be read alongside the following Trust-Education Group Ltd policies, which work together to ensure a consistent, safe, and inclusive approach to supporting all learners.

- The Safeguarding and Child Protection Policy
- The Behaviour Policy
- The Equality and Diversity Policy
- The Curriculum Policy
- Pupil Assessment Policy
- The Admissions Policy
- The Complaints Policy
- The Data Protection and GDPR Policy
- The Attendance Policy
- The Health and Safety Policy

Conclusion

Trust-Education Group Ltd is committed to providing a safe, inclusive, therapeutic, and aspirational learning environment for all pupils with special educational needs and disabilities. Our approach is rooted in relational connection, trauma-informed understanding, personalised planning, high-quality teaching, and strong collaboration with families and professionals. We believe that every pupil can achieve when provided with the right support, respect, and opportunities, and we work tirelessly to ensure that their needs are met with compassion, skill, and dedication.

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 Review

This policy is reviewed annually to reflect legislative updates, changes in best practice, and the evolving needs of our learners.

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