



Trust-Education Group Ltd

SEND (Special Educational Needs and Disabilities) Policy

Policy Statement

Trust-Education Group Ltd is committed to providing an inclusive, therapeutic and aspirational learning environment where every pupil is understood, valued and supported to achieve their full potential.

As a specialist SEMH provision for pupils aged 11–16, we recognise that many young people joining our school may have experienced barriers to education, including interrupted learning, unmet special educational needs, trauma, adverse childhood experiences, emotional difficulties and challenges with relationships, communication or self-regulation.

Our SEND approach is based on the belief that every pupil can make meaningful progress when provided with the right combination of safety, trust, high-quality teaching, personalised support and appropriate specialist intervention.

We recognise that SEND is not defined solely by a diagnosis or label. Effective support begins with understanding each individual pupil's strengths, aspirations, experiences, barriers and preferred ways of learning. Our provision therefore focuses on removing barriers, increasing independence and ensuring pupils develop academically, socially and emotionally.

This policy sets out how Trust Education Group Ltd. identifies, assesses, plans for and reviews the needs of pupils with Special Educational Needs and Disabilities. It outlines our commitment to inclusive practice, partnership working and ensuring that all pupils receive appropriate support to prepare them successfully for adulthood.

This policy has been developed in accordance with the **SEND Code of Practice: 0 to 25 years (2015)**, the **Children and Families Act 2014**, the **Equality Act 2010**, the **Independent School Standards Regulations 2014**, **Keeping Children Safe in Education 2026** and other relevant statutory guidance.

Vision for SEND Provision

At Trust-Education Group Ltd we believe that successful SEND provision is built upon relationships, understanding and ambition.

Our vision is that every pupil:

- Feels safe, respected and understood
- Receives support that reflects their individual needs
- Develops confidence and independence
- Experiences success and achievement
- Has their voice heard and valued
- Is prepared for their next stage of education, employment or adult life

We recognise that pupils with SEND may require additional support to access learning, regulate emotions, communicate effectively or develop independence. Our responsibility is to identify those barriers and provide effective strategies that enable pupils to participate fully in school life.

SEND provision is not separate from teaching and learning; it is embedded throughout the school day and is the responsibility of every member of staff.

Definition and Understanding of SEND

A pupil is identified as having Special Educational Needs and/or Disabilities where they require additional or different provision from that normally available within mainstream classroom practice.

SEND may affect:

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

Trust-Education Group Ltd recognises that these areas frequently overlap and that pupils may experience a combination of needs that cannot be understood through a single category.

As an SEMH specialist provision, we also recognise the impact that trauma, attachment experiences, adverse childhood experiences, disrupted education and mental health difficulties can have on learning and development.

We understand that a pupil's presentation may change depending on their emotional state, environment, relationships and sense of safety. Therefore, our assessment and support approaches remain flexible, personalised and responsive.

Principles Underpinning SEND Practice

SEND provision at Trust-Education Group Ltd is guided by the following principles:

Every pupil is unique and has the capacity to learn, progress and achieve when provided with appropriate support.

SEND is a whole-school responsibility. All staff contribute towards creating an inclusive environment where pupils can regulate, engage and succeed.

Behaviour is recognised as communication. When pupils experience distress, anxiety, avoidance or dysregulation, staff seek to understand the underlying need and respond therapeutically.

Trauma, attachment difficulties and adverse experiences may influence how pupils experience learning and relationships. Staff therefore provide predictable, compassionate and consistent support.

High expectations are maintained for all pupils. Support is designed to remove barriers rather than reduce ambition.

Pupils, families and professionals are active partners in planning and reviewing provision.

SEND support is continually evaluated to ensure that interventions remain effective and improve outcomes.

Roles and Responsibilities

SENCO

Joanne Day is the Special Educational Needs Coordinator (SENCO) for Trust-Education Group Ltd

The SENCO is responsible for:

Coordinating SEND provision across the school

Maintaining oversight of pupils with SEND

Ensuring SEND records are accurate and up to date

Supporting staff to adapt teaching and learning

Coordinating assessments and specialist advice

Liaising with parents, carers and external professionals

Contributing to EHCP applications, amendments and annual reviews

Monitoring the effectiveness of SEND interventions

Ensuring compliance with statutory SEND responsibilities

The SENCO works closely with teaching staff, key workers, therapists and senior leaders to ensure that pupils receive a coordinated approach to support.

Co-Headteachers

Melissa Wainman and Katie Everson provide strategic leadership and oversight of SEND provision across Trust Education Group Ltd.

They ensure that:

- SEND remains central to school improvement planning
- Appropriate resources and staffing are available
- Statutory responsibilities are fulfilled
- Staff receive appropriate training
- SEND provision is monitored and evaluated effectively

Teachers and Support Staff

All teachers remain responsible for the progress and outcomes of pupils they teach.

Staff are expected to:

- Understand individual pupil needs
- Deliver adaptive and inclusive teaching
- Implement agreed strategies
- Monitor progress
- Contribute to reviews
- Build positive relationships with pupils

Identification and Early Recognition of SEND

Trust-Education Group Ltd is committed to identifying SEND as early as possible to ensure pupils receive appropriate support without unnecessary delay. We recognise that many pupils joining our provision may have experienced previous barriers to education, and therefore we adopt a proactive approach that focuses on understanding need rather than waiting for difficulties to escalate.

Information is gathered from a range of sources before and during a pupil's admission, including:

- Previous schools and educational settings
- Local Authority information
- Education, Health and Care Plans (EHCPs)
- Parents and carers

The pupil themselves
Social care professionals
Educational psychologists
Therapists and health professionals
Other agencies involved in the pupil's life

The pupil's voice is central to this process. We seek to understand each young person's strengths, interests, aspirations, experiences and what helps them to feel safe and ready to learn.

Following admission, pupils complete a comprehensive baseline and assessment process. This enables staff to develop a holistic understanding of the pupil's academic ability, communication style, emotional needs, sensory profile, learning preferences and areas requiring additional support.

Assessment information may include:

Literacy and numeracy assessments
Reading and comprehension assessments
Cognitive profiling
SEMH assessments
Sensory observations
Communication assessments
Observations of learning behaviours and regulation
Curriculum-based assessments
Information gathered through key worker relationships

The purpose of assessment is not simply to identify difficulties but to understand the whole child and ensure that appropriate strategies are implemented from the beginning of their placement.

Assessment of SEND Needs

SEND assessment at Trust-Education Group Ltd is an ongoing, person-centred process. We recognise that a pupil's needs may change over time and that assessment must reflect progress, development and changing circumstances.

Assessment considers:

Academic progress
Communication and interaction
Emotional wellbeing
Social development
Independence skills

- Sensory needs
- Behaviour as communication
- Strengths, interests and aspirations
- Preparation for adulthood outcomes

Where appropriate, advice may be sought from specialist professionals, including:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Mental health professionals
- Specialist teachers
- Social care teams
- Other relevant agencies

All assessment information is used to inform personalised teaching approaches, intervention planning and wider support strategies.

Education, Health and Care Plans (EHCPs)

Trust-Education Group Ltd supports pupils with Education, Health and Care Plans and works closely with Local Authorities to ensure that statutory outcomes are appropriately supported.

The school recognises that an EHCP provides important information about a pupil's strengths, needs, aspirations and required provision. However, effective support relies on understanding the individual pupil behind the plan.

Staff use EHCP information alongside ongoing assessment, pupil voice and professional advice to ensure provision remains personalised and effective.

For pupils with EHCPs, the school:

- Delivers the provision outlined within the plan
- Monitors progress towards EHCP outcomes
- Contributes to annual reviews
- Works collaboratively with families and professionals
- Provides evidence of progress and impact
- Adapts support where needs change

Annual reviews provide an opportunity to celebrate progress, review outcomes and ensure provision continues to meet the pupil's needs.

Individualised Planning and Support

Every pupil at Trust-Education Group Ltd receives personalised support based on their individual profile.

Where additional SEND needs are identified, personalised plans are developed collaboratively between the SENCO, teaching staff, key workers, pupils, families and relevant professionals.

Personalised plans may include:

- Identified strengths and interests;
- Areas of need
- EHCP outcomes
- Individual targets
- Successful strategies
- Communication approaches
- Sensory considerations
- Emotional regulation strategies
- Support required within lessons
- Intervention plans
- Preparation for adulthood goals

Plans are reviewed regularly to ensure they remain relevant and reflect the pupil's progress and changing needs.

Provision Mapping and Interventions

Trust-Education Group Ltd maintains an overview of SEND provision to ensure that support is planned, consistent and evaluated effectively.

Provision is designed around the individual needs of pupils and may include:

- Adaptive classroom teaching
- Targeted small-group interventions
- Individual support
- Literacy and numeracy intervention
- Communication support
- Sensory regulation strategies
- Therapeutic mentoring
- Emotional regulation programmes
- Social skills development
- Independence and life skills work
- Vocational learning opportunities

Interventions are carefully selected, monitored and reviewed to ensure they have a positive impact on pupil outcomes.

The SENCO works with staff to evaluate whether interventions remain appropriate and whether adjustments are required.

Quality First Teaching and Adaptive Teaching for SEND

At Trust-Education Group Ltd high-quality teaching is the foundation of effective SEND provision.

Teachers are responsible for ensuring that lessons are accessible, engaging and appropriately adapted to meet the needs of all learners.

Teachers support pupils through:

- Clear explanations and modelling
- Breaking learning into manageable steps
- Checking understanding regularly
- Using visual supports and practical resources
- Providing structured routines
- Adapting pace and challenge
- Offering appropriate scaffolding
- Using multi-sensory approaches
- Providing opportunities for repetition and consolidation
- Recognising and celebrating individual progress

Teaching approaches are informed by pupil profiles, EHCP outcomes and professional guidance.

Staff understand that pupils with SEMH needs may require additional support with regulation before they are able to access learning. Emotional safety and relationships are therefore considered essential foundations for progress.

Trauma-Informed SEND Practice

Trust-Education Group Ltd recognises that many pupils with SEND may have experienced trauma, disrupted relationships, neglect, adversity or significant challenges that influence their emotional development and ability to engage with education.

Our trauma-informed approach ensures that pupils are supported through understanding, consistency and relational security.

Staff recognise that behaviour may communicate:

- Anxiety
- Unmet needs
- Sensory overload
- Emotional distress
- Difficulty with communication
- Previous experiences of harm.

Our approach includes:

- Predictable routines
- Emotionally safe environments
- Consistent adult responses
- Co-regulation
- Low-arousal approaches
- Restorative conversations
- Personalised regulation strategies
- Trusted adult relationships
- Reflective practice

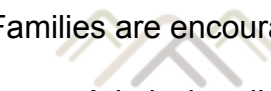
Therapeutic approaches are embedded throughout daily school life rather than being viewed as separate from education.

Working with Families

Trust-Education Group Ltd believes that families are essential partners in understanding and supporting pupils with SEND.

We recognise that parents and carers have valuable knowledge about their child's history, strengths, needs and aspirations. We work collaboratively to develop trusting relationships and ensure families feel listened to and involved.

Families are encouraged to contribute to:



- Admission discussions
- Personalised planning
- EHCP reviews
- Progress meetings
- Transition planning
- Multi-agency discussions



Communication takes place through meetings, telephone conversations, emails and regular updates to ensure families remain informed and involved.

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Monitoring, Quality Assurance and Evaluation of SEND Provision

Trust-Education Group Ltd is committed to ensuring that SEND provision is effective, impactful and continually improving.

The SENCO oversees the monitoring and evaluation of SEND support through a planned cycle of review.

This includes:

- Reviewing individual plans
- Monitoring EHCP outcomes
- Analysing pupil progress data
- Evaluating intervention impact
- Gathering pupil and family feedback
- Reviewing classroom practice
- Observing provision
- Evaluating accessibility
- Reviewing multi-agency involvement

SEND information contributes to wider school improvement processes, including:

- Self-Evaluation Form (SEF)
- School Development Plan (SDP)
- Curriculum reviews
- Quality assurance activities
- Governor monitoring

Leaders use evidence from monitoring to identify strengths, address areas for development and ensure that resources are directed effectively.

Complaints Regarding SEND Provision

Trust-Education Group Ltd aims to work collaboratively with pupils and families to resolve concerns quickly and positively.

Parents and carers are encouraged to discuss concerns initially with the SENCO or relevant member of staff.

Where concerns cannot be resolved informally, families may follow the school's Complaints Policy.

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

SEND Information and Contact

For further information regarding SEND provision please contact:

SENCO: Joanne Day

Email: senco@trustededucation.group

The SENCO can provide information regarding:

- SEND support
- EHCP processes;
- Personalised provision
- Transition arrangements
- Partnership working

Policy Lead	Melissa Wainman Proprietor
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