



Trident Alternative Provision Special Educational Needs and Disabilities (SEND) Policy

Date policy last reviewed: September 2026

Signed by:

<u>P. Kaur</u>	Headteacher	Date: <u>September 2026</u>
<u>S. Bond</u>	SENDSCO	Date: <u>September 2026</u>
<u>G. Singh</u>	Proprietor	Date: <u>September 2026</u>

Policy Statement

At Trident Alternative Provision, our mission is to build firm foundations for the future. We will: nurture the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; build on their existing knowledge, skills, and state of personal development; release them into the world ready for their next stage of education and for adult life.

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO

Our SENDCO is **Steve Bond**

He will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Develop termly IEP targets for each student who has an EHC plan in consultation with class teachers
- Ensure that all teachers have access to the information they need in order to be able to develop a person-centred approach in planning and delivering learning activities including organizing relevant training
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Co-ordinate the process of reviewing pupil progress termly in consultation with teachers and annually with all stakeholders during EHC plan reviews
- Liaise with the LA and Educational Psychologist for support and development with EHC Plans and EHC Plan reviews
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Provide a termly report for the Head Teacher on SEND pupil progress.

The Headteacher

The headteacher will:

- Work with the SENDCO and proprietor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Trident Alternative Provision: SEND information report July 2026

SENDCo: Steve Bond

Headteacher: Parvinder Kaur

What kinds of Special Educational Needs and Disabilities (SEND) does the school provide for?

Trident Alternative Provision is an Independent School, which provides for children with a range of Special Educational Needs spanning the universally recognised four areas of need (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (SEMH); Sensory and/or Physical Needs), including:

- Cognitive and Learning Need;
- Specific Learning Difficulties (SpLD);
- Moderate Learning Difficulties (MLD);
- Behavioural, Emotional and Social Development Needs;
- Behavioural, Emotional and Social Difficulties (BESD).

In addition to these Special Educational Needs, many of our pupils:

- have social, emotional, and mental health needs (SEMH)
- present challenging behaviour
- have had significant gaps in their education
- have had multiple exclusions from mainstream education
- have suffered various traumas

How does the school identify and assess pupils with SEND?

Most of the pupils who arrive at the school are subject to an Education, Health Care Plan (EHCP). The school scrutinises and utilises this plan to gather information on each pupil's needs. Attention is given to pupils' EHCP targets and the provision required to support pupils in reaching these goals.

In addition, all pupils undertake baseline testing and screening, to provide benchmark data across a the spectrum of academic, social and emotional and attitudinal areas. These include:

- **Cognitive Ability Tests (CATs):** these assess pupils' underlying reasoning ability, rather than learned curriculum. They cover four categories: verbal, non-verbal, spatial, and quantitative reasoning to predict potential.
- **NGRT (New Group Reading Test):** A diagnostic reading test that measures both decoding and comprehension skills to track progress and flag reading difficulties.
- **NGST (New Group Spelling Test):** An adaptive test that monitors spelling skills and progress over time, benchmarking them against national averages.
- **NGMT (New Group Maths Test):** Measures a student's mathematical attainment and problem-solving skills, providing clear insights into math-specific capabilities.
- **PTE (Progress Test in English):** An attainment test measuring curriculum knowledge, focusing on reading comprehension, technical English, grammar, and punctuation.
- **PTM (Progress Test in Mathematics):** Assesses a student's knowledge and application of mathematical concepts (number, shape, data, and algebra), plus reasoning and problem solving.

- **PTS (Progress Test in Science):** Measures a student's understanding of core scientific concepts and their ability to apply scientific skills.
- **Dyslexia Screening:** Designed to quickly identify indicators of dyslexia by testing foundational skills like phonics, processing speed, memory, and literacy against established profiles.
- **PASS (Pupil Attitudes to Self and School):** A wellbeing survey that gauges students' attitudes toward learning, school, and themselves to identify any hidden psychological or emotional barriers to achievement.
- **Boxall Profile:** Used to identify and understand a child's social, emotional and behavioural development. It helps staff recognise barriers to learning that may arise from unmet social and emotional needs and informs targeted support and intervention.

Teacher and LSA observations and assessments add further opportunity to identify and assess need, as does input from external professionals and outside agencies, when appropriate.

How are parents involved?

The school holds an initial consultation with pupils and their parents to discuss individual needs during the referral process. Through these conversations, the intention is to ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- The school considers any parental concerns;
- Everyone understands the agreed outcomes sought for the pupil;
- Everyone is clear on the plan of action moving forward.

Notes of these early discussions will be added to the student's record and provided to parents. Parents will also be notified in advance and will be involved in annual EHC plan reviews.

How are pupils involved in their education?

Pupils are able to feed back on the lessons they receive regularly and there are opportunities to reflect on their learning. They complete the PASS survey each term. There is a Student Council, through which issues can be raised and problems addressed. Pupils are also invited to contribute to and attend EHCP annual reviews, and they have input into their Individual Learning Plans.

How does the school assess and review pupils' progress towards outcomes?

The school follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher and support staff, particularly those working 1:1 with pupils, will work with the SENDCo to carry out a clear analysis of each pupil's needs and compile a termly ILP. This is reviewed and adapted termly. This document draws on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

- The pupils EHC plan

The ILP is reviewed every term and contributes to pupils' overarching provision maps.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This is done via a Pupil Passport, which is also revised regularly, based on incoming information or pupil developments.

GL progress tests, PASS surveys and Boxall analytical tests are conducted termly.

Subject Key Task Assessments are carried out in classes each half term, to provide progress indicators in real time. This enables the school to regularly review the effectiveness of support and interventions and their impact on pupils' progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils which information will be shared as part of this. We will:

- Organize visits (including virtual visits when it is not possible to do a physical visit) to the schools, colleges or other settings that pupils will be moving to
- Organise taster sessions for example in practical vocational subjects that interest pupils
- Organise work experience; work shadowing; Supported Internships, Traineeships to gradually prepare pupils for work
- Prepare pupils for adulthood through the following curriculum subjects – Career Guidance; Character Education; PSHE; Relationship & Sex Education; Living Independently
- Work closely with the local authority and accept any support they provide to prepare SEN pupils for progression and adulthood

What support is available for pupils with SEND?

The school provides 'waves' of support according to need. These include Universal Support (which all pupils receive), Targeted Support (provided to some pupils, usually short-term or time-bound) and Specialist Support (often involving external professionals, agencies or placements) across the four defined areas of SEND need:

COMMUNICATION & INTERACTION		
WAVE 1: UNIVERSAL PROVISION (QUALITY FIRST TEACHING & IN-CLASS SUPPORT)	WAVE 2: TARGETED & TIME-BOUND INTERVENTIONS	WAVE 3: EXTERNAL AGENCY/PROFESSIONAL SUPPORT
Visual timetables, talk partners, simplified language, modelling pronunciation, scaffolding, structured routines,	LSA mentoring Social Stories Social Skills Intervention ASD specialist support	Speech & Language Therapist Educational Psychologist Assessment & Report EHCP

circle times, outdoor learning opportunities	Speech & Language Therapist referrals Anxiety Support groups Visual timetables, talk partners, simplified language, modelling pronunciation, scaffolding, structured routines, circle times, outdoor learning opportunities	ASC Specialist intervention and support CASS referral 1:1 Speech & Language Therapy (SALT), specialist advice from Autism Outreach Teams, individual social skills programmes, Makaton, Talk Boost, personalised language sessions, use of AAC if recommended 1:1 provision 2:1 provision
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COGNITION & LEARNING

WAVE 1: UNIVERSAL PROVISION (QUALITY FIRST TEACHING & IN-CLASS SUPPORT)	WAVE 2: TARGETED & TIME-BOUND INTERVENTIONS	WAVE 3: EXTERNAL AGENCY/PROFESSIONAL SUPPORT
Differentiated curriculum planning; visual timetables; word mats; writing frames; reading & guided reading	Check in/out; Literacy/reading interventions; Numeracy interventions; Handwriting intervention; Lego therapy;	EHCP; SALT intervention; Educational Psychologist assessment and support; 1:1 TA support

opportunities; IT support for alternative ways of recording information; scaffolding of tasks; flexible grouping; overlearning/pre-teaching; feedback/marking; bespoke timetable	Food therapy; Anger management Vocational placement: construction; Games Design; Digital Skills; Hairdressing; Barbering; Beauty; Music Production; Occupational Studies Bespoke timetabling; Remote & online learning sessions; Outreach learning at home	Personalised curriculum, 1:1 or small group intensive support Football Community Coventry The GAP (off-site provision)
SOCIAL, EMOTIONAL & MENTAL HEALTH		
WAVE 1: UNIVERSAL PROVISION (QUALITY FIRST TEACHING & IN-CLASS SUPPORT)	WAVE 2: TARGETED & TIME-BOUND INTERVENTIONS	WAVE 3: EXTERNAL AGENCY/PROFESSIONAL SUPPORT
Whole-school behaviour policy; timetabled Regulation time; PSHE curriculum; structured routines; positive reinforcement; Rewards system; assemblies; pupil-led group activities; small-group classes	Transition support; Nurture-base classroom structure; Art Therapy; Counselling; Breakfast Club; LSA lunchtime support; structured transition programmes; enhanced learning breaks; emotional literacy work Flourish on the Farm (off-site provision) Trauma-informed therapeutic approach The Land (off-site provision) Lego Therapy Emotional Coaching	Educational Psychologist Assessment & Report; EHCP; Boxall Profile; Mentor support & check-ins; Educational Psychologist assessment and intervention; Counselling; Art Therapy; Behaviour support interventions; individual behaviour plans; referral to CAMHS; 1:1 ELSA support; personalised school day or timetables, transition support, trauma-informed relational approaches; online learning interventions when on-site provision is challenging CBT Counselling 1:1 provision 2:1 provision
PHYSICAL & SENSORY		
WAVE 1: UNIVERSAL PROVISION (QUALITY FIRST TEACHING & IN-CLASS SUPPORT)	WAVE 2: TARGETED & TIME-BOUND INTERVENTIONS	WAVE 3: EXTERNAL AGENCY/PROFESSIONAL SUPPORT
Active PE; movement breaks, adapted resources (pencil grips, slanted boards, weighted cushions); seating adaptations, ada	Wobble cushion; Movement breaks; Quiet Lunch programme; Food Therapy; Talkabout – emotional regulation; LSA support	EHCP; ASC Specialist intervention and support; Movement breaks; Food Therapy; Individualised support from OT; structured movement breaks, modified timetables, adaptive equipment, risk assessment

pted IT screens, sensory breaks Physical Enrichment Activities (PE; Skiing; Golf)	OT-led activities (handies, vizzies), additional movement or sensory breaks, handwriting support, risk assessments for physical tasks, class support from LSAs	s for activities, individualised access arrangements; Sensory Profiling
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How does the school adapt the curriculum and learning environment?

The school makes the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring access arrangements are in place for all examinations and ensuring that pupils receive sufficient preparation for examinations by gradually exposing pupils to exam conditions
- Delivering learning outside the classroom when it is beneficial for the pupils

What expertise and training do staff have?

Our SENDCO is suitably qualified and experienced in this role.

He is allocated 3 days a week to manage SEND provision.

There is a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff receive training in the interventions relevant to the pupil cohort.

The school utilises specialist staff for interventions such as Speech and Language Therapy, or Occupational Therapy when needed.

What is the school's approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted or differentiated for individual pupils.

The school ensures that all staff complete specialised training to equip them to support pupils with SEND – enabling them to access the curriculum. Training will be determined by the needs of the pupils in each cohort and will include some of the following:

- Cognitive and Learning Needs
- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Behavioural, Emotional and Social Development Needs
- Behavioural, Emotional and Social Difficulties (BESD)

The school works closely with external organisations and professionals who deliver various interventions according to the requirements of their EHC plan and where it is determined by the SENDCo that it is needed. Professionals such as:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- CAMHS

Due to the needs of our pupils, various teaching approaches will be used to promote engagement and learning. The school also provides interventions required for specific needs during lessons and 1 to 1 tutorial sessions. The SENDCo will compile documents outlining recommended interventions for the specific needs present in each cohort and offer guidance for implementation by teachers. These will be embedded across the curriculum.

What additional support is there for learning?

The school ensures that Learning Support Assistants (LSAs) are trained to deliver interventions.

LSAs support pupils on a 1:1 basis when their specific needs make this necessary or when they are not progressing as expected. LSAs support pupils in small groups when teachers find that they are struggling to grasp a specific topic.

How does the school evaluate the effectiveness of SEND provision?

The school evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IEP targets each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

What specialist services and expertise are available?

The school has regular access to an Educational Psychologist, Speech and Language Therapist, School Counsellor, Occupational Therapist and Careers Guidance Officer.

How are transitions supported?

For at least part of the timetable, pupils remain in classes and specialist teachers visit each classroom. Movement between classrooms is managed with 1:1 LSA support as required.

For transitions to the school, familiarisation visits are encouraged, followed by a phased entry to the school, with pupils attending full-time by week three of their transition. Similar familiarisation visits are arranged for those transitioning to placements from Trident, or to post-16 destinations.

How are equipment and facilities secured?

Specialist equipment is procured or arranged for pupils on a need's basis. This may include assistive technology, physical adaptations or accessibility arrangements for examinations

How can complaints be made?

Informal complaints should always be directed to the SENDCo or the Headteacher, who are always happy to respond and forge a way forward with pupils' best interests and outcomes in mind.

For formal complaints, please refer to the school's Complaints Policy.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo, the proprietor and the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.