

TRINITY SCHOOL



Admissions Policy

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Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

Our Vision

Our vision is to create a joyful, inclusive learning environment where every pupil is supported to thrive. We hold high aspirations for all and celebrate individual progress at every stage. We are committed to empowering our children and young adults to achieve beyond expectations, enabling them to build bright, fulfilling and meaningful futures. Grounded in our core values of Inclusion, Curiosity and Engagement, we ensure that:

- Inclusion – Every child and young person is valued as an individual, feels safe and respected, and is fully included in all aspects of school life.
- Curiosity – Pupils are encouraged to explore, question and make sense of the world in ways that are meaningful, accessible and motivating for them.
- Engagement – Learning is purposeful and personalised, capturing interest, building confidence and supporting sustained progress and independence.

All Trinity policies reflect these principles and are designed to ensure that our provision is inclusive, aspirational, safeguarding-centred and responsive to the diverse needs of our pupils and families.

Trinity School Admissions Policy

This Policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

A community special school for pupils aged 4–19 with severe, profound and complex learning needs

1. Introduction

Trinity Special School is an all-age community special school providing education for pupils aged 4 to 19 with severe, profound, and complex learning disabilities, many with additional sensory, physical, communication or medical needs.

This policy ensures admissions are carried out fairly, lawfully and consistently with the SEND Code of Practice (2014), Equality Act 2010, Ofsted Education Inspection Framework 2025, and SEND Reforms 2026.

2. Admissions Authority

The London Borough of Barking and Dagenham SEN Provision and Placement Team is the admissions authority. Admissions follow statutory EHCP procedures.

3. Legal Framework

This policy aligns with:

- SEND Code of Practice (2014)
- Children and Families Act 2014
- Equality Act 2010

4. Criteria for Admission

Pupils will have an EHCP identifying severe, profound or complex learning difficulties, possibly alongside sensory impairment, physical disability, autism, communication needs, or complex medical needs.

5. Naming Trinity in an EHCP Trinity will usually agree unless:

- The school cannot meet the child's SEN;
- Placement is incompatible with the efficient education of others;
- Placement is an inefficient use of public resources.

6. Required Documentation

The Local Authority must provide all relevant documents before admission.

7. Assessment Placements

Where necessary, a temporary assessment placement may be agreed to identify needs and inform the EHCP.

8. Admissions Procedures

Referrals may come from multiple agencies but admission only occurs when the Local Authority names the school in the EHCP. Parents may visit the school but the Local Authority makes the final decision.

9. Pre-Admission Transition

A home visit will be conducted by school staff. Medical needs will be reviewed by the school nurse.

10. Start of Placement

Pupils will start once all arrangements, including risk assessments and medical plans, are in place.

11. Commitment to Inclusion

Trinity is committed to removing barriers to learning and ensuring all pupils access an inclusive, personalised curriculum.