

TRINITY SCHOOL



Teaching and Learning Policy

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

Trinity Learning Vision & Curriculum Framework

Our Vision

Our vision is to create a joyful, inclusive learning environment where every learner 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.

Inclusion, Curiosity & Engagement (ICE)

Our.Shared.Culture.for.Teaching.™ .Learning

These values guide teaching, learning, behaviour, relationships and planning.

ICE Value	Primary	Secondary	FEC / Post-16
Inclusion	Predictable routines, co-active support, sensory access	Adapted environments, communication support, safe community access	Supported participation in community, home-living and work-related learning
Curiosity	Sensory exploration, discovery, early choice-making	Developing interests, exploring environments, vocational awareness	Exploring hobbies, real-world problem-solving, personal projects
Engagement	Attuned interaction, co-regulation, shared attention	Purposeful activities, increasing independence	Confident communication, self-advocacy, sustained participation

Universal Offer: What Every Learner Receives at Trinity

All learners benefit from a consistent Universal Offer forming the foundation of high-quality learning:

- **Total Communication:** Spoken language, signs, symbols, objects and AAC used consistently

- **Emotional Regulation & Readiness to Learn:** Co-regulation, predictable routines, sensory strategies and safe spaces
- **High-Quality Relationships:** Attuned adults who understand communication, regulation and strengths
- **Access, Adaptation & Inclusion:** Personalised supports, inclusive environments and adapted resources
- **Safeguarding & Protective Teaching:** A proactive culture promoting dignity, protection and safe choices
- **Community Engagement:** Supported access tailored to pathway and stage
- **Appropriate Play & Leisure:** Motivating activities fostering enjoyment, curiosity and social interaction
- **Emotional Wellbeing:** Independence and lifelong leisure skills

The Universal Offer underpins the work of the school.

Curriculum Structure

Pathways

Each learner follows a pathway reflecting their developmental profile, communication needs, emotional regulation, physical and sensory access, independence and Preparation for Adulthood (PfA) outcomes.

Pathways ensure learning is:

- Developmentally appropriate and meaningful
- Aspirational, personalised and motivating
- Sequenced to support progress
- Coherent across the whole school
- Connected to long-term goals

Pathway Aims

Primary

- Focus on early learning skills, communication and emotional regulation
- Develop trusting relationships

- Build readiness through exploration, play and interaction

Secondary

- Consolidate and extend functional skills
- Increase independence
- Deepen understanding of self and the wider world

FEC

- Prepare for adult life
- Develop independence in communication, self-care and community access
- Build skills for employment or supported living

Skills Maps

Skills Maps outline what is taught and assessed across pathways, ensuring clear progression and supporting teachers in writing appropriate EHCP outcomes.

Planning

Long-term, medium-term and weekly planning combine to create a curriculum that is:

- Coherent
- Sequenced
- Inclusive
- Personalised

Accredited Qualifications

Learners access appropriate qualifications, including:

- Entry Level Awards
- Functional Skills
- AQA Unit Awards
- Work-related learning portfolios

All qualifications are meaningful, transferable and relevant.

Evidence for Learning (EfL)

EfL is used to document, monitor and celebrate progress towards EHCP outcomes through:

- Observations
- Photographs
- Videos
- Annotated work

Our Ambition for Life Beyond Trinity

Learners develop skills to:

- Communicate confidently
- Maintain health and wellbeing
- Live as independently as possible
- Participate safely in the community
- Access employment or work-related learning
- Build healthy relationships
- Lead lives filled with purpose, dignity and opportunity