



Our School Vision

In our school:

we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge;
we serve God and our community, following the example of Jesus, to create a better world.

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.” Ephesians 5:2 (NLT)

Our School Values: Love, Aspiration, Service

Trinity Resource Base Handbook

2026-2027

At Latymer All Saints C of E Primary School, we believe that every child is uniquely created in the image of God and deserves to be valued, respected and supported to flourish. Guided by our Christian values of **Love, Aspiration and Service**, we are committed to creating an inclusive community where all children feel safe, understood and able to achieve their full potential.

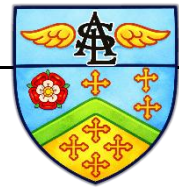
Inclusion Vision

At Latymer All Saints C of E, inclusion is not a place; it is a culture.

We believe that every child belongs and every child can succeed. The Trinity Resource Base is an integral part of our school community and not a separate provision. Pupils are valued members of their year groups and are supported to access mainstream experiences wherever appropriate.

Our inclusive practice is underpinned by:

- High expectations for every child.
- A strengths-based approach to SEND.
- Adaptive teaching and personalised support.
- Nurture and emotional wellbeing.
- Communication-friendly classrooms.



- Meaningful participation in school life.
- Strong partnerships with families and professionals.
- Preparation for independence and adulthood.

Through Love, Aspiration and Service, we are committed to ensuring that every pupil in the Trinity Resource Base is known, valued, included and empowered to thrive both within school and beyond.

Entry and Exit Criteria

Purpose of the Trinity Resource Base

The Trinity Resource Base provides specialist provision for pupils with significant Special Educational Needs and Disabilities (SEND) whose needs cannot be fully met through ordinarily available mainstream provision alone. Trinity offers a highly structured, nurturing and individualised environment whilst maintaining meaningful links with mainstream education wherever appropriate.

The aim of Trinity is not to replace mainstream provision but to enhance it, ensuring pupils receive the specialist support necessary to access learning, develop independence and participate fully in school life.

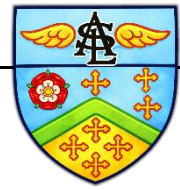
Admission Criteria

Pupils may access the Trinity Resource Base when:

- They have an Education, Health and Care Plan (EHCP) naming special provision.
- Their needs are significantly greater than those of peers and require provision beyond universal or targeted support.
- A graduated response has been implemented and reviewed, demonstrating limited progress despite targeted interventions.
- Assessment evidence from external professionals indicates the need for specialist provision.
- Placement has been agreed through consultation between, parents/carers and the school.

The Resource Base primarily supports pupils with:

- Autism Spectrum Condition (ASC).
- Speech, Language and Communication Needs (SLCN).
- Social, Emotional and Mental Health (SEMH) needs.
- Moderate Learning Difficulties (MLD).
- Complex developmental needs.



Referral Process

A referral may be considered following:

- At least two cycles of Assess, Plan, Do, Review.
- Review of attainment and progress data.
- Consultation with parents/carers.
- Involvement of relevant professionals.
- Discussion at SEND review meetings and pupil progress meetings.

All decisions are made collaboratively, whilst ensuring the child's needs remain central to the process.

Flexible Provision

The Trinity Resource Base operates a flexible model of support which may include:

- Full-time specialist provision.
- Part-time specialist provision.
- Short-term targeted intervention placements.
- Guesting arrangements.
- Transition support programmes.
- Bespoke timetables where appropriate.

The level of support is determined by the individual needs of the child and reviewed regularly.

Reviews of Placement

Each pupil's provision is reviewed at least termly through:

- Assess, Plan, Do, Review cycles.
- Annual Reviews.
- Pupil progress meetings.
- Professional consultations.
- Parent meetings.

The purpose of reviews is to ensure provision continues to meet the child's needs and to identify opportunities for increased independence and inclusion.

Exit Criteria

The ultimate goal of Trinity is to develop independence and maximise participation within the wider school community.



A pupil may transition from Trinity when:

- They can successfully access mainstream learning with appropriate support.
- Specialist provision is no longer required at the current level.
- Outcomes identified through the EHCP have been achieved.
- Parents, professionals and school agree that a different provision is more appropriate.

Transitions will be carefully planned, graduated and supported to ensure successful outcomes for the child.

Organisation of the School Day

Structured and Predictable Routines

At Latymer All Saints we recognise that consistency, predictability and emotional safety are essential for successful learning.

The Trinity Resource Base provides:

- Consistent daily routines.
- Visual timetables.
- Structured transitions.
- Individual schedules where required.
- Calm and nurturing learning environments.
- Sensory regulation opportunities throughout the day.

Daily Structure

The school day combines:

- Specialist teaching.
- Small-group learning.
- Individual intervention.
- Mainstream inclusion opportunities.
- Social communication activities.
- Sensory regulation breaks.
- Outdoor learning opportunities.

The balance of specialist and mainstream provision is personalised according to need.

Inclusion Opportunities

Pupils are encouraged to participate in:



- Whole-school worship.
- Educational visits.
- Enrichment activities.
- Playtimes and lunchtimes.
- School productions and performances.
- Sports events.
- Curriculum lessons where appropriate.

We believe every child should experience a sense of belonging within the wider school community.

Transitions

Recognising that transitions can be significant for many pupils with SEND, additional support may include:

- Visual supports.
- Social stories.
- Transition books.
- Familiarisation visits.
- Enhanced adult support.
- Individual transition plans.

Particular attention is given to transitions between classes, key stages and schools.

Staffing

Specialist Team

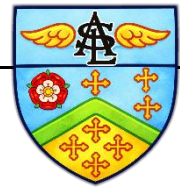
The Trinity Resource Base is led by experienced staff who share a commitment to inclusive practice and high expectations for all pupils.

The team includes:

- Assistant Headteacher and SENDCo.
- Higher Level Teaching Assistants.
- Specialist Support Staff.
- External Professionals.

Staff Expertise

Staff receive ongoing training in:



- Autism.
- Speech and Language Development.
- Trauma-Informed Practice.
- Emotional Regulation.
- Positive Behaviour Support.
- Sensory Processing.
- Adaptive Teaching.
- Safeguarding.

Professional development ensures provision remains evidence-informed and responsive to pupil need.

Multi-Agency Working

The Trinity team works closely with:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- CAMHS.
- Early Help Services.
- Social Care.
- Health Professionals.
- Family Support Services.
- EASA
- ECASS
- BVP

Curriculum and Teaching

Russet House Curriculum

At Latymer All Saints C of E, we believe that every child has the right to an ambitious, meaningful and engaging curriculum that prepares them for lifelong learning, independence and successful participation within their community.

The Trinity Resource Base provides a personalised and ambitious curriculum, adapted from the Russet House School specialist curriculum and tailored to meet the individual needs of our pupils. The curriculum is underpinned by the following aims:

1. To provide a broad and balanced education that is coherently planned and progressively sequenced in order to build knowledge and skills for future learning
2. To promote engagement and a love learning



3. To provide a flexible framework in order to meet individual pupil's strengths and differences
4. To combine subject teaching with functional application through a topic-based approach • To be able to develop foundational knowledge and acquire core skills to apply in relevant situations for increased independence
5. To provide opportunities for pupils to repeat and generalise knowledge and skills, to support the retention of new learning
6. To ensure equal access to learning with high expectations for

Extended Curriculum

We recognise that success extends beyond academic achievement.

The Trinity extended curriculum includes:

- Zones of Regulation.
- Emotional literacy.
- Social communication groups.
- Attention Autism.
- Speech and Language programmes.
- Word Aware.
- Lego Therapy.
- Sensory circuits.
- Community visits.
- Trips
- Independence skills.
- Preparation for adulthood.
- Play and friendship development.
- Collective Worship.
- Educational visits.
- Clubs and enrichment opportunities.

Teaching Approaches

Teaching within Trinity is underpinned by evidence-informed practice including:

- Adaptive Teaching (EEF 5-a-Day Principles).
- Explicit Instruction.
- Scaffolding.
- Metacognition.
- Communication-friendly classrooms.
- Visual supports and Widgit symbols.
- Total Communication approaches.
- Multi-sensory learning.
- Trauma-informed practice.
- Nurture principles.
- Structured teaching approaches.
- Continuous assessment and responsive planning.



Our aim is to ensure every pupil experiences success, develops confidence and is equipped with the skills needed to thrive in school and beyond.

"Inclusion at Latymer All Saints CofE means belonging, participation and achievement. Trinity pupils are first and foremost Latymer pupils. Trinity is not a separate provision but an integral part of our school community, where specialist support and mainstream opportunities work together to enable every child to flourish."