

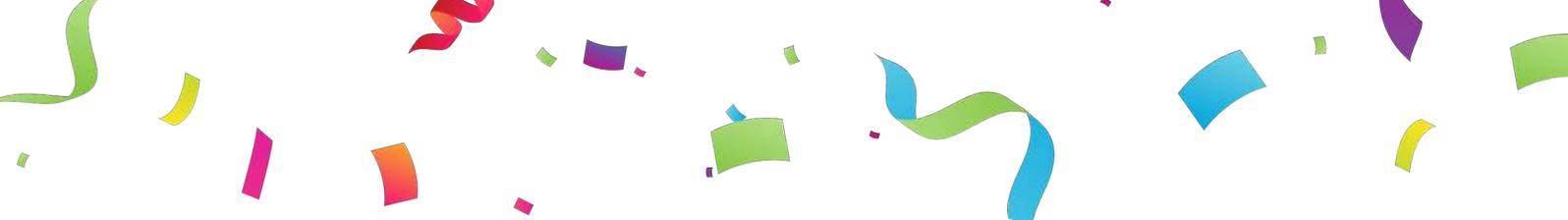


Welcome to

# Trinity College

Young Lives,  
Bright Futures

  
horizon



# Head Teacher's Welcome

Trinity College school is a specialist setting for SEMH pupils (Social, Emotional, Mental Health). SEMH is a unique sector of education and requires dedicated, specialist support.

It is our intention that Trinity College offers the care required for your children to access their education with ease and reach their potential. This is supported by a curriculum that encompasses both on-site and off-site educational opportunities. Assessment features heavily to ensure each pupil is making progress and able to access the curriculum.

Our staff team work hard to ensure our school is a safe, fun place, that pupils look forward to attending and growing each day.

We are committed to supporting our young people to grow, socially, emotionally, and academically to ensure they achieve their future goals and transfer into adult life successfully.

**Julie Saddler-Forman**  
**Headteacher**

# Young Lives, Bright Futures

We understand that choosing the right school for any child is vitally important. Most parents and carers want a high-quality education for their child, but they also want them to be happy and to feel safe and secure. At Horizon, we believe we offer all these things and much more.

Horizon specialist education services are well known for supporting learners to secure sound educational outcomes and have the skills and resilience to succeed in life beyond school. Our personalised, inclusive, and stimulating programmes of learning are delivered by experienced, suitably qualified teams of staff who are passionate about making a difference. At Horizon, we know that education matters. It is crucial to individual development, well-being and improving life chances.

We pride ourselves on the broad, balanced and personalised education we provide across all Key Stages. The high standards of education are a credit to the hard work of both our staff and pupils. We are equally proud of the atmosphere of friendliness and cooperation which is always evident. Visitors to our schools comment on the warm welcome they receive, and we have established positive relationships in the communities where our schools lie.

We value our pupils, and we believe that their time in school should be rewarding and fulfilling. Should you choose to send your child to one of our schools, we are confident that you will have made the right decision. We look forward to meeting you soon and if you have any queries or concerns, please contact the school at any time.

**Emma Sanderson**  
**Managing Director of Education Services**

# Our Mission

**A nurturing environment that aims to educate, motivate, and re-engage pupils in a creative curriculum that meets their needs; our mission at Trinity College is to provide a welcoming, happy, safe and supportive learning environment in which children and young people can develop into confident and responsible individuals.**

Trinity College is committed to developing students as individuals, enabling them to achieve their full potential that is identifiable to their individual goals. We believe that every child has a pathway for success and Trinity college helps them identify their talents to achieve success in their future by using a creative response to the curriculum'

We are proud that Trinity College pupils break through their barriers to enable them to succeed through various intervention strategies . Staff are committed to supporting our young people to move forward towards a successful future, equipping them with the skills they need for their chosen Pathway.

We work with a set of core principles that inform all that we do, valuing integrity, courtesy, trust and care in every aspect of school life. We:

- **Value the individual**
- **Provide a safe environment**
- **Work to pupils' strengths**
- **Encourage confidence and improved self-esteem**
- **Value creativity**
- **Have high expectations of ourselves and others.**

All school policies are available on request from the Headteacher or School Office.

# Curriculum

We aim to put our learners at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation.

At Trinity College we offer a broad and balanced curriculum adapted to the needs of each individual pupil and is designed to meet the needs of learners in Key Stages 2, 3 and 4. Our curriculum gives consideration to the National Curriculum, and the delivery of core curriculum subjects gives our learners the opportunity to improve their skills particularly where they have gaps or difficulty with learning new skills or concepts. Alongside developing new skills, strong emphasis is placed on raising pupil's self-esteem and confidence.

Apart from the compulsory subjects we deliver projects which include horticulture, cookery, community-based education and vocational skills. Trinity College is proud to be able to offer our learners the opportunity to work in a variety of placements tailored to their individual needs, interests and career aspirations.

We deliver a progressive curriculum, with careful reference to both local and national research, development and OFSTED requirements. It not only meets the immediate needs of our learners, but also provides the necessary tools to access further education, training and employment in the future.

We have high expectations for all our learners and are committed to raising attainment and achievement. Multiple accreditation pathways are available for pupils in all subjects offered. Regardless of key stage, pupils are placed on accredited programmes of study based on prior attainment and current level. Pathways are personalised for each individual learner to achieve their full potential.

Trinity College has the capacity to offer GCSEs, or equivalent, according to individual attainment and interest. Accreditation routes are as follows:

Years 7 & 8:	Entry Level
Year 9:	Functional Skills Level 1
Years 10 & 11:	Functional Skills Levels 2&3, GCSE or equivalent.

Learning journeys are personalised for each individual pupil and Pupil Learning Plans are in place for all. These summarise assessments, needs, interventions and targets. These are shared termly at progress afternoons and in an end of year report.

## Individual education and behaviour planning

Individual education and behaviour planning work is carefully differentiated to meet the individual needs of children, and regular assessment ensures continuity and progression. Each young person has individually tailored positive expectations for achievement recorded in a Pupil Learning Plan. All young people will complete a baseline assessment for numeracy and literacy. This ensures they are stretched and challenged appropriately and experience success frequently. Targets for literacy and numeracy skills are set through educational reviews and the Pupil Learning Plan. Progress is assessed carefully and frequently with pupils setting regular goals and targets for social and academic achievements. The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help. Assessments are thorough and highlight the learning and emotional needs of each pupil. Individual behavioural targets are discussed with the young person, and are monitored, reviewed, and recorded daily. All pupils have annual reviews where a detailed report is produced assessing attitude, attainment, and progress.

## Education and Health Care Plans

Our objectives and principles in making provision for children with special educational needs are as follows:

- Each child is given a broad, balanced and relevant curriculum.
- The special needs of each young person, as identified in their EHCP, are addressed, with statutory reviews held regularly and completed in a thorough manner.
- A behaviour management programme is in place and is continually reviewed. We provide continuous professional development and training for staff in the management of young people with SEMH.

The school has a team approach - Teachers, teaching assistants, therapists, social workers, parents, and other professionals are all involved in monitoring pupil progress using individual Education, Health and Care plans supervised by the school SENDCO.

## Children that are looked after

The SENDCO is also the Designated Teacher for looked after children and coordinates the information needed by each local authority to support the PEP process termly. The school is aware of the issues that children that are looked after are particularly vulnerable to. We are committed to 'bridging the gap' to help support these individuals to achieve at a similar level to their peers and continue positive journeys to further education, training or work.



# Trinity College

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## Enquiries & Referrals

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