



**The Trafalgar
School** AT DOWNTON

Special Educational Needs and Disabilities Policy

Date of Last Review:	01/09/2022	Review Period:	Annually
Date of Next Review:	01/09/2023	Owner:	SENDCo
Ratified by AGC:	29 th September 2022		

Policy Statement

All children should experience a framework or environment that meets individual requirements. All students will have access and entitlement to the National Curriculum. Children with Special Educational Needs & Disabilities - SEND (sometimes referred to as 'additional needs') are identified at the earliest opportunity. The relationship with parents/carers is critically important: they should feel that problems are treated sensitively, confidentially and efficiently. We actively encourage and support the climate of partnership with parents within the general ethos of The Trafalgar School at Downton.

In accordance with The Education (Special Educational Needs) (Information) (England) Regulations 1999.

We aim to provide access to the curriculum for all students, including those with a difficulty caused by an additional need. This provision must also allow every student to become independent, so every individual is indeed empowered to be the source of their own success.

The Core Purpose of this policy is:

- To recognise any additional need a child may have and ensure all staff members are aware of how they can best educate that child.
- To ensure that the provisions of The Special Needs Code of Practice 2015, The Children & Families Act 2014 and the Equality Act 2010, are put into place at The Trafalgar School at Downton. It will ensure that any revision to the Code of Practice for SEND is implemented.
- To employ a special needs and disabilities co-ordinator (SENDCo) who is experienced in the care and assessment of children with special needs.
- To assess each child's specific needs and adapt our provision as appropriate.
- To liaise with other agencies, including the health and education authorities and seek advice, support and training.
- To develop and maintain a core team of staff who are experienced in the care of children with special needs.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of their school experience.
- To promote positive image of those with an additional need wherever possible.

Objectives of the SEND Policy

The Governors recognise that the individual needs of all students must be addressed and that all students may require additional support for learning at some stage in their education. Students with special educational needs and disabilities may, from time to time, require a more specialised programme than that which is provided for the majority of students. Whether or not a student has an Education Health Care Plan - EHCP (SEND Code of Practice 2015) under the 1981 Education Act, the Governors will use their best endeavours to ensure reasonable adjustments are made to provide for this.

All teachers at The Trafalgar School at Downton have responsibility for students with special education needs and the school, as a whole, will create a climate of

support and encouragement that will allow for the growth of self-motivation, self-confidence, self-esteem and a feeling of being valued amongst all students. The school will endeavour to enable students to develop as independent young people, able to become full members of their communities and, by publicising their achievements and encouraging friends of the school to share in the celebration of this success, promoting the school's place in the community.

Responsible Person

The Governors are responsible for special educational needs and nominate a Governor who will have SEND as their specific area of concern. Within school, the Headteacher has overall responsibility for SEND. Coordination of SEND provision day-to-day is over seen by the Deputy Headteacher (Pastoral) and SENDCo. Our SENDCo is Sarah Burley and our Deputy Headteacher (Pastoral) is Rachael Faulkner.

Arrangements for the Coordination of Provision for Students with Additional Needs

The arrangements for coordinating provision for special needs relate to the roles of different staff within the school:

Subject Teachers are responsible for managing the SEND of students they teach in their classrooms and monitoring individual progress in their subject area. They identify, detail and report concerns about students with SEND to Form Tutors and SENDCo. They help monitor and review student progress through the reports process, and, through the normal school procedures, communicate with parents. Their role is monitored by the **Subject Leader**, who is also responsible for differentiation in the overall schemes of work in that area.

The **SENDCo** is responsible for coordinating provision for students with special educational needs; devising and providing appropriate interventions; liaising with and advising teaching colleagues on individual learning needs, appropriate strategies and differentiation; analysing data; liaising with parents and external agencies; overseeing SEND records and reporting to Governors.

The **Learning Support Interventions Coordinator (HLTA)** is responsible for coordination and main delivery of small group work for students in literacy and numeracy, under the guidance of the SENDCo.

The **ELSA (Emotional Learning Support Assistant)** is responsible for supporting identified students with aspects of social and emotional development. The ELSA will deliver small group and individual programmes under the guidance of the SENDCo.

Teaching Assistants are responsible for the delivery of a variety of social skills, literacy and numeracy support and for supporting students with in class support, or leading a small group where appropriate and personal care needs. They are also expected to effect change in their practice to help each student to achieve their maximum potential. TAs support individual and groups of students in a variety of lessons or small-group scenarios.

The **Senior Leadership Team** is responsible for monitoring differentiation in schemes of work and classroom practice; line management and monitoring the

work of the SEND department and monitoring, reviewing and evaluating the policy.

The **Governors** will ensure that SEND provision is made as necessary and that the success of the policy is reported on annually.

Admission Arrangements

The school policy on admissions is as stated in the Wiltshire Information Booklet No 10 on Admissions to Secondary Schools, relating to Local Authority (LA) schools.

The Trafalgar School seeks to cater for the full range of educational needs. Students will not be barred from admission to the school on the grounds of race, gender, colour, first language, national or ethnic origin, and level of ability, disability and background or for any other reason that cannot be shown to be justifiable.

The Trafalgar School supports students with a wide range of special educational needs as defined in the Code of Practice 2015, for example:

- Cognition and learning
- Communication and interaction
- Sensory and physical impairment
- Social, emotional and mental health

Some of these students have EHCPs under the SEND Code of Practice 2015.

SEND Specialisms and Facilities

The Trafalgar School is an accessible school. Three classrooms are provided for SEND small group work, there is provision for a small number of students with SEMH needs to work outside of the usual classrooms. There is an office for the SEND team.

Facilities for Students with SEND (including those which give access for the disabled)

All rooms are accessible to wheelchairs either by ramps, or a lift. All Science laboratories are equipped with adjustable height benches, some with built-in utilities. The Technology-Food room is fitted with an adjustable height unit comprising of a work-surface, sink and hob. The Technology-Textiles room has a modified sewing machine to allow full participation. There are three accessible toilets – one with shower room. Adjustable height tables are used in classrooms and in the examination hall to allow for full integration. SEND support staff are trained in manual handling of people and the basic personal needs of students with PI in school. All future changes will conform to the Special Needs Code of Practice 2015, The Children and Families Act 2014 and the Equality Act 2010.

Information about the School's Policy for Identification, Assessment and Provision for all Students with Special Educational Needs & Disabilities

Allocation of Resources

Resources, including staffing, are allocated to SEND according to the Wiltshire Special Educational Needs funding formula, plus an element of delegated funding from the AWPUs.

It is the policy of the Governors to seek an appropriate level of funding from the LA to support SEND and to monitor, carefully, the allocation of resources to the school. It is also their policy, through the Headteacher and the Finance Committee, to discuss fully and openly the spending of these funds throughout the school, having regard to EHCP's and the provision of support to students without EHCPs. The SENDCo is involved in discussions over the allocation of resources. The deployment of resources – especially staffing – is arranged by the SENDCo, having due regard for the individual needs of the students.

Identification, Assessment Arrangements and Review Procedures

At The Trafalgar School, students who have experienced, or are likely to experience, SEND are identified through a number of established procedures. For in-coming students, these procedures include: liaison with primary schools and visits to and from students where appropriate; liaison with the area support team over details of students who have received their support; liaison with the educational psychologist and other involved professionals and the transfer of records. Information on in-coming students is then passed on to the teaching and where appropriate, non-teaching staff. This information is supplemented by literacy and numeracy standardised assessments on entry to The Trafalgar School.

For any students, at any point in their education at The Trafalgar School, identification may also occur through referral by teachers or by parents, who are encouraged to maintain a close liaison with the school. Further and more detailed identification of the nature of difficulties and the resultant special education needs takes place through observations, diagnostic testing by the SENDCo and qualitative data collected by subject teachers. For those students whose needs seem to be beyond the normal resources of the school, statutory assessment will be sought in accordance with the guidelines of the 2015 Code of Practice on the Identification and Assessment of Special Educational Needs. For students who already have an EHCP but require extra support, additional resources will be sought through the annual review process.

Whenever new documentation is received about a student, e.g.: an Educational Psychologist Report, it is shared with all classroom staff via the student's electronic file and they are required to read and take action in their provision for that students. Students with EHCPs are monitored by the Annual Review process, termly progress reports and transition plans. The Pastoral Team work closely with the Learning Support Department to identify students who may be demonstrating a learning issue through poor behaviour in and out of class. The

SENDCo and Pastoral Team informally liaise daily to ensure that no student issue is allowed to 'slip through the net'. The SENDCo and the Deputy Head Pastoral liaise formally on a fortnightly basis.

Monitoring and assessment take place through the use of standardised assessments and, on a broader base, across the curriculum in accordance with the school's assessment policy. The SEND department hold regular discussions about individual progress of students in receipt of direct support. The SENDCo liaises with the Deputy Headteacher, Heads of Houses, Tutors, Subject Leaders and Class Teachers over the identification, monitoring and assessment of students with SEND. In KS4 the SENDCo will assess students identified by their subject teachers or support staff, for exam access arrangements in accordance with JCQ regulations. The SENDCo also advises on and assists in the organisation of special arrangements for KS3 assessment, that will enable students to demonstrate their abilities more effectively in internal assessments. These needs are identified in advance of the relevant examination periods so that students are used to their specific arrangements.

The identification, monitoring and assessment of special educational needs is an area undergoing regular review and development.

Access to the Curriculum

The curriculum policy of The Trafalgar School identifies the curriculum to which all students are entitled, including those with special educational needs. Only in rare and exceptional circumstances will the National Curriculum be dis-applied. It is accepted, however, that modification of the National Curriculum will be necessary in some circumstances.

It is the responsibility of all staff to familiarise themselves with the special needs of their students and to ensure that access to their own areas of the curriculum is maximised for all students through the use of a variety of teaching and learning strategies which will cater for the needs of all students. Such differentiation strategies – of tasks, resources and outcomes – and a variety of approaches to learning will engage students as active participants in the learning process rather than passive bystander and will empower them to be the source of their own success. The SENDCo is responsible for monitoring and advising on these strategies. The Governors are mindful of the maxim that what constitutes good practice for students with special educational needs constitutes good practice for all students.

In working to enhance access to the curriculum for students with special educational needs, the Special Educational Needs team provides both direct support for students on an in-class or withdrawal basis, if this is necessary. Students are offered a wide variety of support. The SENDCo also offers indirect support through advising and assisting staff in the development of appropriate teaching strategies and resources.

Integration Arrangements

At The Trafalgar School integration and support for students with special educational needs in the mainstream curriculum is considered a priority. It is believed desirable for social, emotional and educational reasons that all students should be included in mainstream schools as far as possible.

Whilst the provision made for students with SEND will be based on the principle of maximum integration and inclusion, it is the intention of the governors, in line with the LA policy for SEND, that a continuum of provision will operate, ranging from withdrawal for basic skills work to full integration into mainstream classes, where the needs of students are met by the class teacher, who may have received support through the advice and assistance of the SEND department or through externally provided training. The allocation of Teacher Assistant time is predicated on enabling the fullest integration.

Evaluating the Success of the Policy

The success of the SEN policy will be monitored and evaluated in a variety of ways – some quantifiable but many less so. The key indicators used will include:-

- i) Data on student progress, collected through the school's normal assessment and reporting procedures, through screening and diagnostic assessments and through the results of students in external assessments (GCSEs), and the arrangements made to enable them to demonstrate achievement. A key role will also be played by the academic monitoring process. For students with EHCPs, the Annual Review and Transition Plan procedures will provide a further means of monitoring the success of the policy in relation to provision for those students. The post-school destinations of students will provide further indicators as will the overall settled confident and increasingly independent nature of students reflected in the atmosphere of the school and out in the wider community.
- ii) Evidence of the quality of the teaching and the curriculum, monitored through the school's performance, teaching quality and departmental review procedures and through school evaluation and the School Development Plan process.
- iii) Evidence from inspection by OFSTED
- iv) Monitoring the attendance of children with SEND statements or SEND support is in line with the school average
- v) Children on SEND Support should make the same or greater progress developing their basic skills than their classmates
- vi) Consultation and evaluation with students, parents/carers, Teachers, Teaching Assistants, other staff and outside agencies

Arrangements for the Treatment of Complaints

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with special educational needs concerning the provision made by the school, consistent with our Communications Policy:

In the first instance, complaints will be directed to the SENDCo. If the complaint is not resolved to the satisfaction of the parent or the SENDCo, it will be directed to the Deputy Headteacher (Pastoral). It is expected that most issues will be resolved by this process. However, it may be necessary for – and indeed it is the right of a parent to ask for – an examination of the complaint by the Governing Body.

Parents, if still unsatisfied, can appeal to the LEA and may use the Parent Partnership Scheme (see below). The Special Educational Needs Tribunal considers appeals against the decisions of the LA about a student's educational needs:

Special Educational Needs Tribunal
7th Floor
Windsor House
50 Victoria Street
London
SW1H 0NW
Tel: 0207 925 6925

Information about the School's Staffing Policies and Partnership with Bodies Beyond the School

In-Service Training for Staff

The Governors recognise the importance of in-service training for both teaching and non-teaching staff involved with students with additional needs and will use their best endeavours to allow resources to enable this to occur.

The SENDCo and Professional Development Coordinator will liaise over the planning and provision of training – both within school and externally organised.

Staff training needs will be identified through the performance management process which is rooted in the departmental review process and the School Development Plan.

External Support Services

In seeking to provide appropriately for students with SEND, liaison takes place, both formally and informally, with a range of external support services. Advisory teachers for students with SEND are consulted through SSENS (Schools Special Educational Needs Service) together with the Educational Psychology Service (EPS), the Education Welfare Service (EWS), the Virtual School (Looked After Children).

The local NHS Trust assesses the verbal communication skills of identified students at school through the Department of Speech and Language Therapy. The Deputy Headteacher (Pastoral) meets termly with the school nurse to liaise over individuals' health needs. The school nurse has a bi-weekly drop-in session for students to self-refer.

Our Careers Advisor is Amanda Sluman. We have counselling support. Referral for counselling is through the Deputy Headteacher (Pastoral). Difficulties with disaffection in Years 10 and 11 are met through an adjusted curriculum where a mixture of extended work experience, vocational courses at local further education providers and days in school are individually tailored to meet students' needs.

Partnership with Parents/Carers

The Trafalgar School believes working in partnership with parents (including all those with parental responsibility, i.e. corporate parents and carers) plays a key role in promoting a culture of co-operation between parents, school, Wilts LA and others. This is important in enabling children and young people with SEND to achieve their potential. The Trafalgar School recognises that parents hold key information and have a critical role to play in their children's education.

In line with the school's commitment to a partnership with parents in all aspects of education, the following apply:

- Early notification as per our Communications Policy of any concerns about work, progress and behaviour;
- Consultation directly with parents whenever minor concerns begin to develop into a pattern and/or if it is felt to be beneficial to the needs of the student, as part of the pattern of Learning Review Evenings or at other times as necessary;
- Advice on how parents may help their child to work towards specific targets;
- Liaison and support over the use of external agencies and support services;
- Involvement of parents and their contributions in the Annual Review and transition plan procedures for students with statements of special educational needs;
- If a parent is concerned about the progress of their child, they should contact their child's Form Tutor in the first instance as per our Communications Policy. The Tutor may involve the Head of House or Deputy Headteacher if appropriate.

Links with Other Schools: Transition Arrangements

Primary liaison is vital for the early identification of special needs, the smooth transition of students to The Trafalgar School and the continuity and progression of the curriculum. The SENDCo liaises with the Transition Co-ordinator over visiting students in Year 6. Year 6 students also take part in an induction programme and those students that are considered particularly vulnerable, take part in an extended induction programme. Both students and parents are encouraged to visit the school.

At the upper end of the school, the Careers Coordinator, Deputy Headteacher (Pastoral) and the SENDCo liaise with our Careers Advisor Amanda Sluman, which provides additional careers guidance and counselling for students with SEND, to

facilitate the smooth transition to the world of work or transfer to further education.

Records of students' progress are recorded on SIMs and are hence accessible to all Trafalgar professionals who need them. These records are forwarded to a receiving institution on a student's transfer from The Trafalgar School, as appropriate.

Links with Health and Social Services

In seeking to meet the needs of students with special educational needs, liaison with personnel from the health and social services is considered of vital importance. Professionals who may be consulted include social workers, where they are involved with individual students; the school nurse; the speech therapist; the physiotherapist; the occupational therapist; GPs; paediatricians and consultants where they are actively involved with students; the Child and Family Service; CAMHS and other professionals as appropriate.

Liaison with these agencies takes place through the pastoral organisation of the school, the Deputy Headteacher (Pastoral), SENDCo, the Designated Teacher for Looked After Children, or the Designated Senior Person for Child Protection– as appropriate.

Policy Review

This policy will be due for review in 12 months unless significant changes are necessary prior to this date.

This document should be read in conjunction with the following school policies and any associated codes of practice:-

- Admissions
- Teaching, Learning & Assessment
- Attendance
- Behaviour
- Curriculum
- Equal Opportunities
- Intimate Care
- Staff Development

Further information on provision for students with additional needs may be sought from the Deputy Headteacher (Pastoral) or the SENDCo.