



The Trafalgar School

AT DOWNTON



Equality of opportunity – SEND Strategy
A whole school approach 2022-2023

School overview

Students in school	769
Proportion of SEND students	17%
No. of students with SEN Status	130
No. of students with an EHCP ¹	44
SEND allocation this academic year	£tbc
Publish date	September 2022
Review date	September 2023
SENDCo	Sarah Burley
Contact details	s.burley@trafalgar.wilts.sch.uk
Governor lead	Peter Collingwood-Trewin

Year 11 SEND student performance overview for last academic year

	SEND students		Other students
	School	National ²	National
No. of students SEN Status		-	-
No. of students with EHCP ³	1	-	-
Progress 8 –SEND Support	+0.19	-	-
Progress 8 –EHCP	+0.33	-	-
Attainment 8 – SEND Support	42.77		
Attainment 8 - EHCP	29.25		
% Grade 4+ in English and maths – All SEND	50		
% Grade 5+ in English and maths – All SEND	25		

The progress and attainment of SEND students is above the national average.

¹ Education, Health and Care Plan

² 2019 National Averages – England State funded Secondary Schools

³ Education, Health and Care Plan

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month that the length of intervention

Year 11 EHCP Outcomes for last academic year

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory, Physical impairment and Medical
Number of students	1			
Proportion of EHCP outcomes achieved	100%			

Key Stage 3 Literacy Intervention Groups Progress Review

	2021/2022	2020/2021	2019/2020
Number of Students Year 7	15	12	3
Number of Students Year 8	10	3	4
Number of Students Year 9	0	0	0
Proportion of students making *expected or greater than expected progress Year 7	60%	58%	
Proportion of students making expected or greater than expected progress Year 8	70%	100%	
Proportion of students making expected or greater than expected progress Year 9	-	-	-

Key Stage 3 Numeracy Intervention Groups Progress Review

	2021/2022	2020/2021	2019/2020
Number of Students Year 7	15	13	15
Number of Students Year 8	9	15	10
Number of Students Year 9	5	0	0
Proportion of students making expected or greater than expected progress Year 7	100%	39%	
Proportion of students making expected or greater than expected progress Year 8	50%	73%	
Proportion of students making expected or greater than expected progress Year 9	100%	-	-

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month that the length of intervention

The Trafalgar School SEND Inclusion Statement

At the Trafalgar School at Downton we are determined that a student's Special Education Needs are met through:

- A framework or environment that meets individual requirements
- Equal access to the National Curriculum
- Early identification and support planning
- The involvement of parents and carers
- Partnership working
- Great teaching

More information can be found in our [SEND Information Report](#) which is published annually. This includes information on:

How we identify young people with SEND and their needs
Monitoring and assessing progress
How do teachers help students with SEND
Curriculum inclusion
Disability access
Who to contact

Further information can be found in our [SEND Policy](#) which is published annually.

SEND Strategic Aims

1. Ensuring students with SEND's academic outcomes are on a par with 'other students nationally.
2. Ensuring students with SEND have equality of opportunity in accessing all aspects of the curriculum.
3. Ensuring that students with SEND progress on to an ambitious Post 16 provision of their choosing.
4. Ensuring students with SEND have the necessary skills and personal qualities for sustaining themselves in education and training Post 16 and beyond.

Targets for SEND students

Progress 8	Achieve top quartile for progress made by students with SEND. A score greater than 0.0	Achieved Sept 22
Attainment 8	Achieve national average for attainment for all students (49.9)	Sept 23

⁴ 'Other students' is the Department of Education term for students who are not SEND/disadvantaged.

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month than the length of intervention

The Special Educational Needs of learners within the school's care this year

The Trafalgar School at Downton is an inclusive school which supports and challenges all its students. We have students across all four types of need:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, Emotional and Mental Health needs
- Physical or Sensory Impairment needs

	Total	EHCP	SEND Support	Cognition and Learning needs	Communication and Interaction needs	Social, Emotional and Mental Health needs	Physical or Sensory Impairment needs
Year 7	36	11	25	18	6	12	2
Year 8	30	9	21	12	10	6	2
Year 9	16	10	6	8	5	2	1
Year 10	19	6	13	6	6	5	1
Year 11	24	6	18	8	5	7	4
Totals	130	42	88	52	32	32	10

What support is available for students with SEND? How the school spends its SEND Funding - Trafalgar School Learning Support (LS) Provision Map

Support needs are assessed by the SENDCo in conjunction with the student, parent and other agencies and may include the following:

KS3	Cognition and Learning	Communication and Interaction	Sensory or Physical Impairment/Medical	Social, Emotional and Mental Health
Individualised (EHCP Bands U1-4)	Alternative English curriculum. Alternative Maths curriculum. TA support in lessons. Assistive Technology.	Personalised/Alternative Timetable arrangements ELSA 1:1. Lego Therapy. Safe space provision. TA support in lessons.	Adapted PE curriculum. Adapted/personalised equipment for practical subjects. TA support in lessons. Assistive Technology. Access to lift.	Personalised/Alternative Timetable arrangements. Safe space provision. TA support in lessons. ELSA 1:1 Drawing and Talking Therapy Lego Therapy
Targeted (EHCP Band 0 and L1, SEND Support)	Literacy Intervention (short term). Numeracy intervention (short term). Assistive technology.	ELSA (small group social and emotional skills). ELSA 1:1. Lego Therapy. Lunch/Breaktime clubs in LS.	TA support in lessons. Adapted equipment in practical subjects such as DT. Assistive Technology. Access to lift.	ELSA (small group social and emotional skills). ELSA 1:1. Drawing and Talking Therapy. Lego Therapy. Break and lunch time clubs in LS
Universal (available to all)	Quality first teaching methods, including: <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser • Multi-sensory teaching approaches 	Quality first teaching methods, including: <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser • Multi-sensory teaching approaches 	Quality first teaching methods, including: <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser • Multi-sensory teaching approaches 	Quality first teaching methods, including: <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser • Multi-sensory teaching approaches

	<ul style="list-style-type: none"> • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise 	<ul style="list-style-type: none"> • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Pastoral Supports as deemed appropriate by tutor/HoH such as mentoring or school counsellor 	<ul style="list-style-type: none"> • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Access to lift • Individual Health Care Plans as deemed appropriate by Health. • School nurse drop in 	<ul style="list-style-type: none"> • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Pastoral supports as deemed appropriate by Tutor/HoH such as mentoring or school counsellor • Tutor/HoH report
--	--	---	---	---

KS4	Cognition and Learning	Communication and Interaction	Sensory or Physical Impairment/Medical	Social, Emotional and Mental Health
Individualised (EHCP Bands U1-4)	Personalised Learning Option Pre-teaching English/Maths TA support in lessons Assistive Technology Exam Access Arrangements	Personalised Learning Option Safe space provision ELSA 1:1 TA support in lessons Exam Access Arrangements	Adapted PE curriculum Adapted/personalised equipment for practical subjects TA support in lessons Assistive technology Access to lift Exam Access Arrangements	Personalised Learning Option Alternative to GCSE Provision Safe space provision TA support in lessons Exam Access Arrangements
Targeted (EHCP Band 0 and L1, SEND Support)	Pre-Teaching English/Maths Assistive technology Exam Access Arrangements	ELSA 1:1 Lunch/Breaktime clubs in LS Exam Access Arrangements	TA support in lessons Adapted equipment in practical subjects such as DT Assistive Technology	ELSA (small group social and emotional skills) ELSA 1:1 Drawing and Talking Therapy Lego Therapy

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month that the length of intervention

<p>Universal (available to all)</p>	<p>Quality first teaching methods, including:</p> <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser) • Multi-sensory teaching approaches • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Access to high quality careers guidance 	<p>Quality first teaching methods, including:</p> <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser) • Multi-sensory teaching approaches • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Pastoral Supports such as mentoring or school counselor • Access to high quality careers guidance 	<p>Quality first teaching methods, including:</p> <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser) • Multi-sensory teaching approaches • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Access to lift as required • Individual Health Care Plans in conjunction with Health team • School nurse drop in • Access to high quality careers guidance 	<p>Quality first teaching methods, including:</p> <ul style="list-style-type: none"> • Small steps planning for individuals • Sharp learning objectives • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser) • Multi-sensory teaching approaches • Opportunities for repetition • Targeted questioning • Metacognition and modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and authentic praise • Pastoral supports such as mentoring or school counsellor • Tutor/Head of House Report • Access to high quality careers guidance
--	--	---	--	--

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month that the length of intervention

SEND Development Plan 2022-2023

1. Educational scrutiny. Students with SEND to make positive progress at GCSE. 0.00 or better.		
ACTIONS (HOW)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Continue to develop bespoke support arrangements for KS4 students, in particular in English and Maths	HLTA and senior TA timetabled in lower Eng/Maths sets in year 11 – Sept 2022	PPE results show positive progress for targeted students GCSE exam results show positive progress for all SEND
b. Year 11 Group for Dyslexia and Study Skills in place	HLTA to meet once a term with dyslexic student in year 11 to discuss study skills and revision techniques	
2. Students significantly below average on entry in L Numeracy make accelerated progress		
ACTIONS (HOW)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Two levels of provision to be in place for those below average in literacy and numeracy on entry (see Literacy and Numeracy protocols 2022/2023)	SBu/MG/NBo Oct 2022- baseline assessments complete and Set 6 and 7 in place for both English and Maths	Standardised assessment and curriculum test results show progress for all SEND.

	July 2023- review of assessment data	
b. Targetted training for TAs supporting English and Maths	July 2023	TG qualified as Level 3 dyscalculia tutor and strategies embedded into intervention lessons SH to complete Open University teaching maths module
3. 'Great Teaching'. Ongoing CPD for all. Minimise in school variation. Standards in teaching rise impacting on student performance.		
ACTIONS (HOW)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Targetted training for TAs supporting English and Maths	July 2023	TG qualified as Level 3 dyscalculia tutor and strategies embedded into intervention lessons SH to complete Open University teaching maths module
b. Recap training for all staff on effective differentiation for SEND students and planning for current school need via T and L Briefings	Oct 2022 Dec 2022 Feb 2023 T and L Briefings	STAFF FEEL BETTER ABLE TO MANAGE COMPLEX COMMUNICAITON AND INTERACTION, AND SEMH NEEDS IN THEIR CLASSROOMS. AS A RESULT, ATTENDANCE IN LESSONS IS IMPROVED AND SANCTION POINTS REDUCED FOR TARGET GROUPS
c. 4 members of ECT staff to undertake SEND training webinars with Swindon and Wiltshire Teaching Schools Hub	Nov 22-Feb 23	TEACHERS ARE ABLE TO SHARE KNOWLEDGE WITH OTHER STAFF AND CLASSROOM PRACTICE IS IMPROVED, WHICH IS EVIDENT IN PROGRESS DATA
4. Embed use of assistive technology in lessons, assessments and in examinations leading to greater learner independence.		

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month that the length of intervention

ACTIONS (HOW)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Increase number of reader pens on long term loan to selected students .	Sept 2022- TG	Students actively and independently use reader pens in subject lessons.
b. Research most cost effective voice to text software for exams with a view to implementing from Sept 2023, potentially across all secondary and post 16 schools within the MLP.	SBu	Needs assessment to identify number of students who would potentially benefit. Research and trial 2 or more programs.
5. Improve attendance for EHCPs and SEND Support, leading to improved outcomes		
ACTIONS (HOW)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Termly monitoring via Classcharts analytics.	JW/SBu termly	Attendance of all SEND groups improves and is in line with rest of school.
b. Phone calls home to anyone below 95%	CS/SK termly	
c. Meeting offered with HoH for anyone below 90%		
d. ELSAs to meet with selected student and discuss improving attendance each term		
5. Obtain BDA Dyslexia Friendly School status .		
ACTIONS (HOW)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Collate all evidence and upload to sharepoint	Term 1 JW/SBu	Evidence uploaded and reviewed by BDA Monitoring visit successful Status achieved
b. Monitoring visit 2/11/2022	Term 2 SBu/JCu/SEND Governor	

*expected progress = progress equal in months to the length of intervention

*greater than expected progress = progress greater in month that the length of intervention