



**The Trafalgar
School** AT DOWNTON



**Equality of opportunity – Special Educational
Needs & Disability Information Report 2023-24**

Core Purpose

'Towards a Life Fulfilled- Empowering young people to the source of their own success.'

All children should experience a framework or environment that meets individual requirements. All students have access and entitlement to the National Curriculum. Children with Special Educational Needs and Disabilities (sometimes referred to as "additional needs") are identified at the earliest opportunity by knowledgeable, empathetic and experienced staff. 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. This ethos is founded on our School Values – **strong and spirited, giving, determined, compassionate, enthusiastic, trustworthy, respectful and open -minded.**

We aim to provide equal 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 student is indeed empowered to be the source of their own success.

From September 2014 all schools and academies were required to publish information about their Special Educational Needs and Disability (SEND) provision. In Wiltshire, this forms part of a Local Offer and details about our SEND provision, and that of other schools and agencies provision, can be found under a dedicated Local Offer website. This is in line with the Code of Practice, which can be found in its entirety here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Code of Practice focuses on providing the right support for children and young people from 0 to 25 years who have a special educational need and/or a disability. It also gives parents and carers a greater say in what appropriate provision is for their child.

The Code of Practice also sees the phased ending of School Action, School Action Plus and Statements as a means to categorizing SEND – instead, where there is a need requiring support which is 'additional and different' to that which is usually provided by the school, children will be identified as requiring extra support (SEND Support) and for those where there will be a high level of support, the child will be subject to an Education, Health and Care Plan (EHCP). This replaces the 'Statement of Special Educational need'. In Wiltshire, the Education, Health and Care Plan is referred to as a 'My Plan'; meaning that it is owned by the child. A child receiving SEND Support will have a school based support plan which is reviewed three times a year. In addition, in Wiltshire we have My Support Plans; the school may also decide to open a My Support Plan, should they feel the child needs a more detailed plan of support than a usual school based plan.

What kinds of SEND do students have in our school?

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

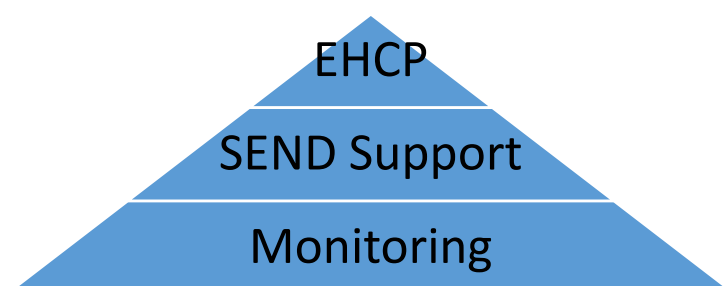
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical impairment

How do we identify children and young people with SEND and their needs?

When a child joins The Trafalgar School at Downton we use a range of information from different sources to help identify SEND and other needs. These include information from parents and carers, primary school teachers, end of Key stage 2 assessments, external agency reports and specialist colleagues. We have a strong transition process for all students which is also effective at passing on vital information about SEND students. During the first term of Year 7, all students undertake baseline assessments in literacy and numeracy; from the results of these, we plan intervention support and advise teachers as to appropriate strategies in the classroom.

All our teachers, Subject Leaders and Heads of House closely monitor the progress and attainment of all our students, including those who have SEND. This continuous monitoring will further identify students who have SEND. The subject teacher is responsible for the progress of all students in their classes, including those with SEND. We follow a graduated response to SEND and Quality First Teaching (QFT) is the first level of support that is provided. If a student isn't making progress following the provision of QFT strategies, the subject teacher, tutor or other member of staff may refer to the Special Educational Needs Coordinator (SENDCo) for further support. Once a referral has been raised, the SENDCo will use a range of assessments and observations depending on the area of need. If we feel that an external agency would be the most supportive, then we will make a referral to them.

The school holds a SEND register with three levels of support, which is accessible to all staff:



All students with SEND accessing support that is 'additional and different' to that which the school usually provides, are placed on the SEND Register at SEND Support level. Students for whom there is a known SEND need, or for whom concerns have been raised will be placed at Monitoring level this is a non-statutory level of support that allows us to continually monitor all students who have at some

point in their school career been identified as having SEND needs. Where a student is placed at SEND support level, parents will be informed in writing.

Students at SEND Support level and with an EHCP receive a Pupil Passport which is reviewed three times over the year. The Pupil Passport is an A4 document detailing their needs, the classroom strategies in place to support them and the students own views about the support they need. Students receiving out of class interventions, such as ELSA, also work with the intervention staff to identify short term targets which are detailed on the Passport. Passports are reviewed three times a year with students and parents are invited to contribute using our online portal.

How will I know if my child is making progress?

All students are assessed as per the whole school assessment policy. Subject teachers complete reports four times a year in and this is communicated to parents and carers. Learning Review Evenings (LREs) are held once a year for each year group. This offers the opportunity to discuss progress, attainment and next steps with subject teachers. In addition, parents of all students on the SEND register with an EHCP or receiving SEND support are invited to meet or speak with the SENDCo following this should they have any concerns. There are also Information Evenings for years 7, 8 and 11 on the school calendar. Pupil Passports are reviewed in school with students three times a year (January, April and July), parents are invited to contribute to these reviews either virtually or by attending a support review meeting. All students with an Education Health and Care Plan (EHCP) also have a statutory Annual Review as per statutory guidelines.

How do you evaluate provision?

The school has a quality assurance system which assesses the effectiveness of teaching and learning for all students including those with SEND. The outcomes of this quality review process are used to create and implement aspects of the school development plan which is reviewed regularly. Intervention provision is reviewed each year, and progress is checked against baseline assessment results.

How do you check and review the progress of my child and how will I be involved?

The school sends home four reports a year which will show your child's target grade range as well as their progress and attitudinal grading. The SENDCo, Subject Leaders and Heads of House will monitor and review your child's levels and highlight with your child any subjects where they are not making the required progress. Where progress is not as expected, an intervention will be put into place at subject level. We will then check whether the right progress has been made during the next reporting period. Students who attend any additional interventions in literacy and numeracy will be assessed to gauge progress using standardised assessments three times a year. Students attending other intervention groups such as social skills or emotional resilience will have their progress monitored via student voice questionnaires and behaviour and

achievement points. The work of all departments including Learning Support is monitored by the governors of the school. We are very keen to work with all our parents and carers and want to keep you up to date and involved with your child's progress. We do this through Learning Review Evenings (LREs), SchoolComms and ClassCharts, telephone calls, appointments with individual teachers, Pupil Passport reviews and Annual Reviews.

The school also provides information through information on the school website, Learning Review Evenings, ClassCharts and letters home.

How do teachers help students with SEND?

Our teachers have high expectations of all our students, including those with SEND. All teachers are informed of individual needs and will adapt lessons to meet these requirements. Teachers are informed via the whole school SEND Register, Pupil Passports and weekly updates. Teachers have experience of adapting their curriculum to make sure that all students can access the curriculum. Within school there are a variety of staff to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered 'additional and different' help and support outside of the main classroom. There are a range of interventions and additional subject support which is available.

When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations. Please see the Exam Access Arrangements guide for parents and carers on our website: <https://www.trafalgarschool.com/exam-results>

How will the curriculum be matched to my child's needs?

Most of our students follow a traditional curriculum. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include option choices, additional literacy, social skills groups, number of qualifications studied and/or offsite provision.

How accessible is the school environment?

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. We have a range of different facilities to help disabled students throughout our school including a lift, accessible toilets, wheelchair friendly corridors, adapted technology equipment such as sewing machines, adapted cooker, resistant materials tools and perching stools. An accessibility plan is in place.

Is there additional support available to help students with SEND with their learning?

We have a wide range of staff to support and address students' needs, including students with SEND. These include our SENDCo, HLTA, ELSA, Teaching Assistants,

PPD mentor, counsellor and Heads of House. Resources are allocated on need and effectiveness. Students with an EHCP have resources allocated as per their plan to allow for maximum independence. Teaching assistants are allocated, where resources allow, to support students in particular lessons. In addition to support from staff, we have a range of assistive technology available to support students with additional needs. Details of our provision can be found on our SEND strategy document in the SEND section of our website.

What social, before and after school and other activities are available for students with SEND?

There is a variety of academic and interest clubs available which are open to all students, including those with SEND. In addition, small social groups are run in Learning Support at breaks and lunchtimes. Students in Years 8, 9 and 10 are invited to become Learning Support Mentors, and support younger students in the break and lunch time Learning Support Clubs.

How will my child be included in activities outside the classroom, including school trips?

All children are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join a trip.

What support will there be for my child's overall wellbeing?

At The Trafalgar School at Downton we pride ourselves on providing a high level of pastoral care and guidance to our students. On joining, students are assigned to a House and given a form tutor who will stay with them during their time at the school. This provides continuity of care and support and enables the tutor to build up a strong rapport with parents and carers. There are additional members of staff who provide additional pastoral support- Heads of House, school counsellors, SENDCo, Teaching Assistants, Child Protection Designated Senior Person, Behaviour Support Manager and mentors. We also work well with external agencies such as the Education Welfare Service, The Education Psychology Service, the Hearing, Visual and Physical Impairment services and the Child and Adolescent Mental Health Service (CAMHS).

Who should I contact if I want to find out more about how Trafalgar School at Downton supports students with SEND?

The Deputy Headteacher overseeing SEND is Rachael Faulkner.

Contact by email: r.faulkner@trafalgar.wilts.sch.uk

The SENDCo is Sarah Burley.

Contact by email s.burley@trafalgar.wilts.sch.uk

What should I do if I think my child may have a special educational need or a disability?

Speak to your child's teacher in the first instance or contact the SENDCo as above if you need some further advice.

What training have the staff supporting children and young people with SEND had or are having?

We have a Learning Support department which consists of the SENDCo, Interventions Coordinator and Teaching Assistants.

We have a Higher Level Teaching Assistant (HLTA) who works with students needing more focused interventions. We have two qualified Emotional Literacy Support Assistants (ELSA). Our SENDCo has Qualified Teacher Status (QTS) and three additional postgraduate qualifications in SEND.

Training is provided to all staff, including teachers and Teaching Assistants (TAs) as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.

What happens if my child needs specialist equipment or other facilities?

As a school we can access a range of services including the Visual, Hearing and Physical Impairment teams, the Educational Psychology service, SSENS service. These services are contacted when necessary according to your child's needs. If you believe that your child needs specialist equipment, please contact the SENDCo

How will I be involved in discussions about and planning for my child's education?

We need you to support and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them be organised for their day
- Full attendance and good punctuality
- Completion of homework
- Attending learning review meetings
- Attending any meetings specifically arranged for your child

If we have concerns about your child we will invite you in for a meeting to discuss the best way forward. This may be with the SENDCo, Head of House or Tutor.

How will you help me to support my child's learning?

We will support you by having regular communication and, if required, we will work with home to provide strategies to be used out of school.

How will my child be involved in their own learning and decisions made about their education?

Students are encouraged to take part in student voice activities. They regularly evaluate their work in lessons and attend review meetings. They contribute in Individual Support Plan reviews and set their targets with staff. They share their views via the Pupil Passport. Any meetings involving your child's progress will generally include the child as well, unless this may be counter-productive as discussed with parents and carers.

Who can I contact if I have a complaint?

In the first instance please contact your child's subject teacher or tutor who will refer your concerns to a more senior member of staff if required. The school complaints procedure can be found on the website.

What specialist services and expertise are available at or are accessed by the school?

As a school we can access a range of services including Educational Psychologist, outreach Services such as Wiltshire Families First, Speech and Language therapy, Occupational Therapy, Hearing , Visual and Physical Impairment Services, Specialist SEN service, Education Welfare Officer, Social Services and Child and Mental Health Services (CAMHS).

How will the school prepare and support my child when joining the school or transferring to a new school or post 16 provision?

We have an outstanding primary transition programme for all our students. Students with EHCP plans will generally meet our school staff in their Year 5 review to enable that link to build. We have a vulnerable student programme where students who find transition difficult attend additional sessions in Term 6 to enable them to orientate themselves around the school and to become familiar with key staff. In addition, we invite particularly vulnerable students in on a 1:1 basis to become more familiar with our setting.

We liaise with departments in other schools if one of our students transfers to another school during an academic year. SEND information and current data form part of this, as well as a conversation between the SENDCo and staff from the other school as appropriate.

Students receive careers advice through our careers advisor. Students are also encouraged to visit all the local post 16 providers. We work closely with the Children's and Young Peoples' Disability team and other outside agencies to ensure that transition plans are completed at both ends of KS3 and KS4. All relevant agencies work with us to ensure that transition at both end of the school is as smooth as possible.

Where can I find out about other services that might be available for our family and my child?

Please look at the following website for the Wiltshire Local Offer

<https://localoffer.wiltshire.gov.uk/>