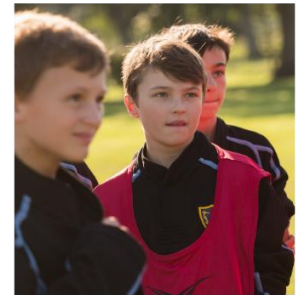




# The Trafalgar School

at Downton



Equality of opportunity – SEND Strategy  
A whole school approach 2021-22

## School overview

Students in school	772
Proportion of SEND students	17.7%
No. of students with SEN Status	137
No. of students with an EHCP <sup>1</sup>	32
SEND allocation this academic year	£tbc
Publish date	September 2021
Review date	September 2022
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 <sup>2</sup>	National
No. of students SEN Status	16	-	-
No. of students with EHCP <sup>3</sup>	4	-	-
Progress 8 –SEND Support	-0.59	-0.43	0.08
Progress 8 –EHCP	-0.89	-1.17	-
Attainment 8 – SEND Support	32.02	32.6	49.9
Attainment 8 - EHCP	18.13	13.7	-
% Grade 4+ in English and maths – All SEND	25%	26.7%	71%
% Grade 5+ in English and maths – All SEND	11%	13.8%	48.2%

The progress and attainment of SEND students is broadly in line with the national average.

<sup>1</sup> Education, Health and Care Plan

<sup>2</sup> 2019 National Averages – England State funded Secondary Schools

<sup>3</sup> 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	2	1	0	1
Proportion of EHCP outcomes achieved	100%	100%	-	100%

## Literacy Intervention Groups Progress Review

	2020/2021	2019/2020	2018/2019
Number of Students Year 7	12	3	6
Number of Students Year 8	3	4	8
Number of Students Year 9	0	0	0
Proportion of students making *expected or greater than expected progress Year 7	58%		83%
Proportion of students making expected or greater than expected progress Year 8	100%		75%
Proportion of students making expected or greater than expected progress Year 9	-	-	-

## Numeracy Intervention Groups Progress Review

	2020/2021	2019/2020	2018/2019
Number of Students Year 7	13	15	18
Number of Students Year 8	15	10	4
Number of Students Year 9	0	0	0
Proportion of students making expected or greater than expected progress Year 7	39%		89%
Proportion of students making expected or greater than expected progress Year 8	73%		75%
Proportion of students making expected or greater than expected progress Year 9	-	-	-

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## 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 <sup>4</sup>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	Sept 22
Attainment 8	Achieve national average for attainment for all students (49.9)	Sept 22

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

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## 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	38	10	28	16	12	8	2
Year 8	43	10	33	27	5	8	3
Year 9	23	6	17	7	9	5	2
Year 10	21	5	16	5	5	7	4
Year 11	12	1	11	5	2	4	1
Totals	137	32	105	60	33	32	12

## 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:

	Type of Special Educational Need			
	Cognition and Learning need	Physical or Sensory Impairment need	Communication and Interaction need	Social, Emotional and Mental Health need
EHCP (funding band 3 or 4)	Provision as per EHCP			
EHCP (funding band L2, U2)	<ul style="list-style-type: none"> <li>Teaching assistant support in 15-20 lessons per week</li> <li>Access to enhanced literacy programme overseen by specialist teacher</li> <li>Targeted numeracy intervention programme</li> <li>Reading programme</li> <li>Spelling programme</li> <li>Typing course</li> <li>Access to assistive technology to support independence</li> <li>Access arrangements testing and exam support where eligible</li> </ul>	<p>Each student with an EHCP for sensory and physical impairment will access support tailored to their individual needs. Meetings between parents and other professionals involved in their care will take place regularly to ensure support is appropriate and enables the student to make progress across the board.</p> <p>Provision may include:</p> <ul style="list-style-type: none"> <li>Teaching assistant support in up to 25 lessons per week to support physical access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teaching assistant support in 15-20 lessons per week</li> <li>Access to behaviour/social and emotional skills programme as needed</li> <li>Mentoring support</li> <li>1:1 social skills support</li> <li>Access to assistive technology to support independence</li> <li>Access arrangements testing and exam support where eligible</li> <li>Place available in LS break and lunchtime clubs</li> <li>Discreet support at social times as needed</li> </ul>	<ul style="list-style-type: none"> <li>Teaching assistant support in up to 25 lessons per week</li> <li>Planned behavioural/social and emotional skills intervention programme as needed</li> <li>1:1 social skills support</li> <li>Mentoring support</li> <li>Alternative arrangements for tutor time as needed</li> <li>Place available in LS break and lunchtime clubs</li> <li>Discreet support at social times as needed</li> <li>Top and tail day- meet and greet in LS</li> </ul>

	<ul style="list-style-type: none"> <li>Alternative method of recording where appropriate</li> <li>Place available in LS break and lunchtime clubs</li> <li>At least 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>Physiotherapy sessions with trained TA as agreed with Physiotherapy team</li> <li>Supported access to lift and accessible toilet</li> <li>Support with aspects of personal care needs as agreed with Physical impairment team</li> <li>Access arrangements testing and exam support where eligible</li> <li>Place available in LS break and lunch clubs</li> <li>Consideration of an adapted KS4 curriculum</li> <li>Access to assistive technology to support independence dependent on individual needs</li> <li>At least 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>Top and tail day- meet and greet in LS</li> <li>At least 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>Access arrangements testing and exam support where eligible</li> <li>Alternative timetable arrangements at KS4</li> <li>At least 3 review meetings per year*</li> </ul>
EHCP (funding band 0, L1, U1)	<ul style="list-style-type: none"> <li>Teaching assistant support in 10-15 lessons per week</li> <li>Access to enhanced literacy programme overseen by specialist teacher</li> <li>Targeted numeracy intervention programme</li> <li>Reading programme</li> <li>Spelling programme</li> <li>Typing course</li> <li>Access to assistive technology to support independence</li> <li>Access arrangements testing and exam support where eligible</li> <li>Place available in LS break and lunchtime clubs</li> <li>At least 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>Physiotherapy sessions with trained TA as agreed with Physiotherapy team</li> <li>Supported access to lift and accessible toilet</li> <li>Support with aspects of personal care needs as agreed with Physical impairment team</li> <li>Access arrangements testing and exam support where eligible</li> <li>Place available in LS break and lunch clubs</li> <li>Consideration of an adapted KS4 curriculum</li> <li>Access to assistive technology to support independence dependent on individual needs</li> <li>At least 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>Teaching assistant support in 10-15 lessons per week</li> <li>Access to behaviour/social and emotional skills programme as needed</li> <li>Mentoring support</li> <li>1:1 social skills support</li> <li>Access to assistive technology to support independence</li> <li>Access arrangements testing and exam support where eligible</li> <li>Place available in LS break and lunchtime clubs</li> <li>Discreet support at social times as needed</li> <li>Top and tail day- meet and greet in LS</li> <li>At least 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>Teaching assistant support in up to 10-15 lessons per week</li> <li>Planned behavioural/social and emotional skills intervention programme as needed</li> <li>1:1 social skills support</li> <li>Mentoring support</li> <li>Alternative arrangements for tutor time as needed</li> <li>Place available in LS break and lunchtime clubs</li> <li>Discreet support at social times as needed</li> <li>Top and tail day- meet and greet in LS</li> <li>Access arrangements testing and exam support where eligible</li> <li>Alternative timetable arrangements at KS4</li> </ul>

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

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

				<ul style="list-style-type: none"> <li>• At least 3 review meetings per year*</li> </ul>
SEND Support	<ul style="list-style-type: none"> <li>• Teaching assistant support in up to 5 lessons per week</li> <li>• Access to enhanced literacy programme overseen by specialist teacher</li> <li>• Targeted numeracy intervention programme</li> <li>• Reading programme</li> <li>• Spelling programme</li> <li>• Typing course</li> <li>• Access arrangements testing and exam support where eligible</li> <li>• Place available in LS break and lunchtime clubs</li> <li>• 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistant support in up to 5 lessons per week</li> <li>• Physiotherapy sessions with trained TA as agreed with Physiotherapy team</li> <li>• Supported access to lift and accessible toilet</li> <li>• Access arrangements testing and exam support where eligible</li> <li>• Place available in LS break and lunch clubs</li> <li>• 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistant support in up to 5 lessons per week</li> <li>• Access to social and emotional skills/anger management programme as needed</li> <li>• Access arrangements testing and exam support where eligible</li> <li>• Place available in LS break and lunchtime clubs</li> <li>• 3 review meetings per year*</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistant support in up to 5 lessons per week</li> <li>• Planned behavioural/Social and emotional skills intervention programme as needed</li> <li>• Mentoring support</li> <li>• Access arrangements testing and exam support where eligible</li> <li>• Place available in LS break and lunchtime clubs</li> <li>• Discreet support at social times as needed</li> <li>• 3 review meetings per year*</li> </ul>

\*Due to the Covid 19 pandemic, reviews may be conducted via telephone, email or video meeting.

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## SEND Development Plan 2021-22

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. Develop bespoke systems of monitoring progress for students with EHCPs and who receive intervention support, outside of the GCSE structure	SBu Term 1 and 2-proformas created for all students with EHCPs	All students with EHCPs have progress documents relating to outcomes  All students in intervention groups to be assessed using NGRT, Vernon and 15 Minute Maths Test. Small steps progress measures available to all staff.
b. Focussed learning walks with Deputy Head/MLP Director of Education looking at QFT in lessons in relation to scaffolding for SEND. Targets set with subject leads/departments and reviewed after one long term	SBu/JC/NBu	All teachers can identify individual student needs in their groups, and strategies to support.  Students make better progress.  External review in term 3 shows this (see d)
c. Feedback from departments at each data point as to progress of Year 11 SEND.	SBu/GJ Data collection points	Students with SEND are on target to meet projected GCSE grades. Where they aren't, a clear support plan is in place within departments.
d. SEND External review (K.Milford). Using the Demonstrating Inclusion Toolkit	SBu Jan/Feb 2021	SEND Self-evaluation and review of the development plan.
2. Students significantly below average on entry in Numeracy make accelerated progress		
ACTIONS (How)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Numeracy intervention program and baseline assessments further refined including use of specialist Dyscalculia intervention programs. Aligned to Maths curriculum but with a clear focus on specific dyscalculia strategies to ensure the most challenged learners can make progress in maths.	SBu/TG/MG	Baseline testing Term 1  Numeracy nurture groups in place for Term 2.

		Programs and assessments revised and refined.
b. TG to undertake Level 5 dyscalculia training	TG, July 2022	TG qualified as dyscalculia tutor and strategies embedded into intervention lessons
<b>3. 'Great Teaching'. Ongoing CPD for all. Minimise in school variation. Standards in teaching rise impacting on student performance.</b>		
<b>ACTIONS (How)</b>	<b>MONITORING &amp; WHEN</b>	<b>HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)</b>
a. Subject teams to undertake specific CPD in relation to SEND to improve practice within departmental teams.	Term 2	Online CPD options covering areas of Neuro-diversity sent to subject teams. Subject teams to allocate one course per teacher where possible and feedback learning.  Teaching & Learning Briefings. Impact evaluation through lesson scrutiny and self-assessment. (SBu/JC)
b. Recap training for all staff on effective differentiation for SEND students	Term 2/3	
<b>4. Increased use of assistive technology in lessons, assessments and in examinations leading to greater learner independence.</b>		
<b>ACTIONS (How)</b>	<b>MONITORING &amp; WHEN</b>	<b>HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)</b>
a. Additional laptops for SEND use. Set of 30 dedicated laptops.	JCu to include in ICT 3 Year Strategic Plan.	Needs assessment to identify number required and costs. Increased access to ICT for SEND during lessons.
b. Training for students and staff in the use of assistive technology. To include touch typing for students.	SBu	Integrated in whole school training plan. SBu to liaise to PS. Teaching & Learning Loom – Using Assistive Technology.
c. Research most cost effective voice to text software for exams with a view to implementing from January 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.

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

5. Students with complex behavioral difficulties fully supported in school through the development of SEMH provision within the mainstream school		
ACTIONS (How)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. TA to undertake ELSA training.	CS April 2022	Accreditation achieved
b. Increase dedicated ELSA support hours to respond to increased SEMH and Communication and Interaction needs.	SBu/CS/SK	Increased support hours given to targeted groups as well as reactive support in times of acute emotional need
c. Development of dedicated nurture/therapy space within the Learning Support block, to provide an attractive and nurturing space for planned ELSA interventions and reactive support in times of acute emotional need.	SBu/CS	Room developed and in use by Christmas 2021. Students will attend small group and 1:1 support sessions, as well as for crisis support
5. Increase stakeholder engagement in SEND. Parents of students with SEN have greater confidence in supporting students at home. Students with SEND are involved in developing provision that is responsive to their needs. Neurodiversity is promoted across the school.		
ACTIONS (How)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
a. Student focus groups to be developed in Dyslexia (see 7), Autism and SEND. TAs to lead focus groups once per term.	SBu/TG +2 TAs	Students feed ideas into development of whole school provision. Student focus groups lead on marking Neuro-diversity week in March 2022
b. Development of parent workshops looking at a range of SEND. Informal workshops to run one per long term initially, with a view to increasing this to one per short term next academic year. Consider working alongside other MLP schools and LA Advisory team to develop this offer.	SBu/CS/E.Pearce (Pembroke Park)/K.Milford (Sarum Academy)	Term 1- Year 7 Parents of Students with SEND- Welcome to Trafalgar  Term 3- Specific Learning Difficulties- strategies we use in school and how I can support my child at home  Term 4- Autism- strategies we use in school and how I can support my child at home

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		Feedback from parents using google forms
7.. British Dyslexia Association (BDA) – Dyslexia Friendly School Status achieved. Students with SpLD make good progress in functional literacy accelerated over time.		
ACTIONS (How)	MONITORING & WHEN	HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)
c. BDA Audit and action plan completed and evidence collated on Google Drive for monitoring visit.	SBu/NB Term 2	BDA Audit and action plan, Google Drive evidence folder
d. Embed strategies for Dyslexia from whole school literacy strategy into classroom practice.	SBu/NB/SLT Term 2	Drop-in observations show all teachers using appropriate and varied strategies for SpLD (Dyslexia)

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