



**The Trafalgar  
School** AT DOWNTON



**Equality of opportunity – SEND Strategy  
A whole school approach 2023-2024**

## School overview

|   |                                 |
|---|---------------------------------|
| Students in school                        | 784                             |
| Proportion of SEND students               | 18%                             |
| No. of students with SEN Status           | 182                             |
| No. of students with an EHCP <sup>1</sup> | 52                              |
| SEND allocation this academic year        | £tbc                            |
| Publish date                              | September 2023                  |
| Review date                               | September 2024                  |
| SENDCo                                    | Sarah Burley                    |
| Contact details                           | s.burley@trafalgar.wilts.sch.uk |
| Governor lead                             | Denis Casey                     |

## 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                 | 17            | -                     | -              |
| No. of students with EHCP <sup>1</sup>     | 6             | -                     | -              |
| Progress 8- All SEND                       | +0.37         | -0.62                 | +0.08          |
| Progress 8 - SEND Support                  | +0.98         | -0.43                 | -              |
| Progress 8 - EHCP                          | -0.65         | -1.17                 | -              |
| Attainment 8 – All SEND                    |               |                       |                |
| Attainment 8 - SEND Support                | 4.86          | -                     | -              |
| Attainment 8 - EHCP                        | 2.9           | -                     | -              |
| % Grade 4+ in English and maths – All SEND | 64.7%         | 26.7%                 | 71%            |
| % Grade 5+ in English and maths – All SEND | 35.3%         | 13.8%                 | 48.2%          |

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

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

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

### 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                      | 2                             | 1                                   | 2  |
| Proportion of EHCP outcomes achieved | 100%                   | 100%                          | 100%                                | 100%                                     |

### Literacy Intervention Groups Progress Review

|  | 2022/2023 | 2021/2022 | 2020/2021 |
|--|-----------|-----------|-----------|
| Number of Students Year 7  | 7         | 15        | 12        |
| Number of Students Year 8  | 8         | 10        | 3         |
| Number of Students Year 9  | 7         | 0         | 0         |
| Proportion of students making *expected or greater than expected progress Year 7 | 100%      | 60%       | 58%       |
| Proportion of students making expected or greater than expected progress Year 8  | 100%      | 70%       | 100%      |
| Proportion of students making expected or greater than expected progress Year 9  |           | -         | -         |

### Numeracy Intervention Groups Progress Review

|   | 2022/2023 | 2021/2022 | 2020/2021 |
|---|-----------|-----------|-----------|
| Number of Students Year 7   | 10        | 15        | 13        |
| Number of Students Year 8   | 6         | 9         | 15        |
| Number of Students Year 9   | 6         | 5         | 0         |
| Proportion of students making expected or greater than expected progress Year 7 | 90%       | 100%      | 39%       |
| Proportion of students making expected or greater than expected progress Year 8 | 66%       | 50%       | 73%       |
| Proportion of students making expected or greater than expected progress Year 9 | 100%      | 100%      | -         |

## 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>3</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 | Achieved Sept 24 |
| Attainment 8 | Achieve national average for attainment for all students (49.9)                        | Sept 24          |

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<sup>3</sup> 'Other students' is the Department of Education term for students who are not SEND/disadvantaged.

## 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

### EHCP

|              | NOR | Cognition and Learning | Communication and Interaction | Physical/Sensory Impairment | Social Emotional and Mental Health | Total     |
|--------------|-----|------------------------|-------------------------------|-----------------------------|------------------------------------|-----------|
| <b>7</b>     | 164 | 3                      | 6                             | 0                           | 3                                  |           |
| <b>8</b>     | 156 | 2                      | 6                             | 1                           | 5                                  | 14 (9.1%) |
| <b>9</b>     | 164 | 3                      | 5                             | 0                           | 1                                  | 9 (5.4%)  |
| <b>10</b>    | 151 | 4                      | 5                             | 0                           | 3                                  | 12 (7.8%) |
| <b>11</b>    | 147 | 1                      | 2                             | 1                           | 2                                  | 6 (4.1%)  |
| <b>Total</b> | 782 | 13                     | 24                            | 2                           | 14                                 | 47 (6%)   |

### SEND Support

|              | NOR | Cognition and Learning | Communication and Interaction | Physical/Sensory Impairment | Social Emotional and Mental Health | Total    |
|--------------|-----|------------------------|-------------------------------|-----------------------------|------------------------------------|----------|
| <b>7</b>     | 164 | 10                     | 10                            | 0                           | 6                                  | 26 (17%) |
| <b>8</b>     | 156 | 12                     | 0                             | 1                           | 6                                  | 19 (12%) |
| <b>9</b>     | 164 | 10                     | 1                             | 3                           | 6                                  | 20 (12%) |
| <b>10</b>    | 151 | 4                      | 1                             | 1                           | 1                                  | 7 (5%)   |
| <b>11</b>    | 147 | 7                      | 3                             | 2                           | 4                                  | 16 (11%) |
| <b>Total</b> | 782 | 43                     | 15                            | 7                           | 23                                 | 89 (11%) |

## 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  |
|--|---|---|--|--|
| <b>Individualised (EHCP Bands U1-4)</b>            | Alternative English curriculum.<br>Alternative Maths curriculum.<br>TA support in lessons.<br>Assistive Technology.                 | Personalised/Alternative Timetable arrangements<br>ELSA 1:1.<br>Lego Therapy.<br>Safe space provision.<br>TA support in lessons.    | Adapted PE curriculum.<br>Adapted/personalised equipment for practical subjects.<br>TA support in lessons.<br>Assistive Technology.<br>Access to lift. | Personalised/Alternative Timetable arrangements.<br>Safe space provision.<br>TA support in lessons.<br>ELSA 1:1<br>Drawing and Talking Therapy<br>Lego Therapy |
| <b>Targeted (EHCP Band 0 and L1, SEND Support)</b> | Literacy Intervention (short term).<br>Numeracy intervention (short term).<br>Assistive technology.                                 | ELSA (small group social and emotional skills).<br>ELSA 1:1.<br>Lego Therapy.<br>Lunch/Breaktime clubs in LS.                       | TA support in lessons.<br>Adapted equipment in practical subjects such as DT.<br>Assistive Technology.<br>Access to lift.                              | ELSA (small group social and emotional skills).<br>ELSA 1:1.<br>Drawing and Talking Therapy.<br>Lego Therapy.<br>Break and lunch time clubs in LS              |
| <b>Universal (available to all)</b>                | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> </ul> | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> </ul> | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> </ul>                    | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> </ul>                            |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> </ul> | <ul style="list-style-type: none"> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral Supports as deemed appropriate by tutor/HoH such as mentoring or school counsellor</li> </ul> | <ul style="list-style-type: none"> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Access to lift</li> <li>• Individual Health Care Plans as deemed appropriate by Health.</li> <li>• School nurse drop in</li> </ul> | <ul style="list-style-type: none"> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral supports as deemed appropriate by Tutor/HoH such as mentoring or school counsellor</li> <li>• Tutor/HoH report</li> </ul> |
|--|---|--|--|--|

| <b>KS4</b>   | <b>Cognition and Learning</b>   | <b>Communication and Interaction</b>  | <b>Sensory or Physical Impairment/Medical</b>   | <b>Social, Emotional and Mental Health</b>  |
|--|---|---|---|---|
| <b>Individualised (EHCP Bands U1-4)</b>            | Personalised Learning Option<br>Pre-teaching English/Maths<br>TA support in lessons<br>Assistive Technology<br>Exam Access Arrangements   | Personalised Learning Option<br>Safe space provision<br>ELSA 1:1<br>TA support in lessons<br>Exam Access Arrangements   | Adapted PE curriculum<br>Adapted/personalised equipment for practical subjects<br>TA support in lessons<br>Assistive technology<br>Access to lift<br>Exam Access Arrangements   | Personalised Learning Option<br>Alternative to GCSE Provision<br>Safe space provision<br>TA support in lessons<br>Exam Access Arrangements  |
| <b>Targeted (EHCP Band 0 and L1, SEND Support)</b> | Pre-Teaching English/Maths<br>Assistive technology<br>Exam Access Arrangements  | ELSA 1:1<br>Lunch/Breaktime clubs in LS<br>Exam Access Arrangements   | TA support in lessons<br>Adapted equipment in practical subjects such as DT<br>Assistive Technology   | ELSA (small group social and emotional skills)<br>ELSA 1:1<br>Drawing and Talking Therapy<br>Lego Therapy   |
| <b>Universal (available to all)</b>                | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> </ul> | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> </ul> | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> </ul> | Quality first teaching methods, including: <ul style="list-style-type: none"> <li>• Small steps planning for individuals</li> <li>• Sharp learning objectives</li> <li>• Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser)</li> </ul> |



|  |  |   |  |  |
|--|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Access to high quality careers guidance</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral Supports such as mentoring or school counselor</li> <li>• Access to high quality careers guidance</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Access to lift as required</li> <li>• Individual Health Care Plans in conjunction with Health team</li> <li>• School nurse drop in</li> <li>• Access to high quality careers guidance</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-sensory teaching approaches</li> <li>• Opportunities for repetition</li> <li>• Targeted questioning</li> <li>• Metacognition and modelling</li> <li>• Use of concrete manipulatives</li> <li>• Explicit vocabulary teaching</li> <li>• Encouragement and authentic praise</li> <li>• Pastoral supports such as mentoring or school counsellor</li> <li>• Tutor/Head of House Report</li> <li>• Access to high quality careers guidance</li> </ul> |
|--|--|---|--|--|

## SEND Development Plan 2022-2024

| 1. Effective teaching and learning, coupled with developed curriculum approaches lead to student outcomes at a minimum of +0.25 Progress 8 score, Attainment 8 Score of 4.8, and Secondary Attainment 4+ En/Ma at 75%. |  |   |
|--|--|---|
| ACTIONS (How)  | MONITORING & WHEN                      | HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)  |
| Robust induction for new TAs, including training on Dyslexia, Autism and Trauma.   | SBu- on going                          | All new TAs to undertake one aspect of training per long term. Certificates shared on Bluesky.  |
| Regular observations of TAs in class, ensuring all TAs are confident and competent in the Principles of In Class support. Whole team appraisal target to be informed by observations in Term 1.                        | SBu- on going                          | Records of observations show all TAs actively following Principles of in class support.<br>Records of observations show student independence is increased in lessons, leading to greater progress overall |
| Revisit MITA project with teachers and TAs to ensure all new staff understand findings and are able to effectively support all students in lessons.  | SBu/PS via T and L briefing            | T and L briefing delivered before Christmas   |
| Key students with SEND in year 11 to attend study skills sessions with TG  | SBu/TG/ subject teachers – from Term 2 | Students with EHCPs or at SEND Support are given personalised support to manage their GCSE revision.  |
| 2. Behaviour trends within the Academy show a 25% reduction in low level disruption when compared to the 2022/2023 year.   |  |   |
| ACTIONS (How)  | MONITORING & WHEN                      | HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)  |
| Regular analysis of behavior/sanction points of students with SEND   | SBu/JW/CS/SK – once per short term     | Classcharts data used to analyse student behavior and then plan ELSA response.  |
| Produce information for T and L website on less prevalent SEND such as PDA/OCD, so that teachers are better  | SBu/PS                                 | SBu to produce information for staff. PS to upload to T and L website.  |

|  |                                     |  |
|--|-------------------------------------|--|
| equipped to manage behaviours that manifest as a result.   |                                     |  |
| Key students with SEND in year 11 to attend study skills sessions with TG  | SBu/TG/ subject teachers            | Students with EHCPs or at SEND Support are given personalised support to manage their GCSE revision.   |
| 3. High attendance of students shows there is a culture of 'missing out' by being absent from school.  |                                     |  |
| ACTIONS (How)  | MONITORING & WHEN                   | HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)   |
| Regular analysis of attendance of students with SEND   | SBu/JW at least once per short term | Classcharts data used to identify students who need intervention and attendance plans in place once identified.<br>Provision is matched to need and attendance improves.                                 |
| All students with persistent levels of absence to have an attendance plan in place, reviewed every 6 weeks with parents/carers.                            | SBu/BG                              | Attendance plans in place and reviewed every 6 weeks.  |
| Close monitoring of EBSA students who do not attend school at all. All to be offered Edclass online provision as a stop-gap back to school based education | SBu/JW/CS                           | All students with EBSA have access to online learning platform and access it regularly.<br>All students with EBSA have a long term, graduated plan in place to support return to school based education. |
| 4. Increase SENDCo capacity given increase in numbers of students with SEND on roll.   |                                     |  |
| ACTIONS (How)  | MONITORING & WHEN                   | HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)   |
| SENDCo job role and person specification produced  | SBu                                 | There is a clear picture of scope of current SENDCo role   |
| 5. To increase opportunities for student led provision   |                                     |  |

| ACTIONS (HOW)  | MONITORING & WHEN       | HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)  |
|--|-------------------------|---|
| Autism social group once every short term. Group to produce display or assembly about their lived experience with Autism for Neuro Diversity Celebration week.   | CS/ACH- by term 3       | Trafalgar's response to neuro diversity celebration week includes information and experiences from the school community.                        |
| Learning Support Prefect roll to be reviewed and a new cohort in place   | SK/TG- by end of term 1 | Prefect on duty every break and lunch time n LS ito provide activities and support to younger students.   |
| <b>6. To increase parental involvement in provision and provide opportunities for parent advice and support forums</b>   |                         |   |
| ACTIONS (HOW)  | MONITORING & WHEN       | HOW WILL I KNOW? (WHAT WILL IT LOOK LIKE?)  |
| Survey parents as to preferred venue and times (e.g in person/remote, during day or out of school hours, recorded or live)   | SBU/JW by end of term 1 | Clear picture of what will be most effective at supporting parental need.   |
| End of term 1- year 7 SEND information session to be delivered online. Session to be recorded via Loom to allow parents to access in own time.<br>End of term 3 and end of term 5- parents able to access further support and advice forums (details to be decided following survey) | SBU                     | All parents of students on SEND register and SEND monitoring list have access to information and advice regarding support for SEND at Trafalgar |
| Provision map logins sent to all parents of students on SEND register to allow them to access online support plans   | JW by end of term 1     | All parents can view their child's Passport online.   |
| SEND newsletter sent to all parents of students with SEND every short term.  | JW                      | Parents are kept up to date with local support, information and advice around SEND.   |