

SEN Information Report

Introduction

Special educational provision is educational support that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has a Special Educational Needs Co-ordinator (SENCo), Mrs Seal, who is responsible for the management of provision and or support for identified pupils with SEND. She will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND. If you would like to contact Mrs Seal, please use the following details: cseal@trafalgarschool.org.uk or 02392 693521.

Please see below if you would like to know more about the four main areas which cover Special Educational Needs.

Our approach to teaching pupils with Special Educational Needs

Centres, which focus on specific areas of SEN, run a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided takes a 3-tiered approach to supporting learning:

Wave One Universal – this is the teaching your child will receive from his/her class teacher which may include some adaptations to match learning needs. The Inclusion team ensure that all teachers are aware of how to match these learning needs, through good communication and training systems.

Wave Two Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of

- a) **assessing** your child's needs;
- b) **planning** the most effective and appropriate intervention;
- c) **providing** this intervention;
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes. See below for the full list of interventions we offer at Trafalgar School.

Wave Three Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Such specialists may include Speech Therapists or Educational Psychologists. Sometimes the school will enlist the services of external professionals, such as occupational therapists, sensory advisory teachers or services provided by the Local Authority.

The school may need to prioritise referrals to these services; however, for a very small number of pupils, access to these specialists may be through an Education Health and Care Plan.

Information on the School's graduated approach

High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. Teachers are offered regular training sessions which focus on developing understanding and strategies to support young people who may have SEND.

Increased levels of provision and support

In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.

A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.

All teachers and support staff, who work with the student, are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required are put in place. This is recorded on the student's individual Passport which is coproduced with parents and young people, reviewed termly and recorded on the School's information system.

Where it is decided that a student has a special educational need, this decision is recorded in the school records, and the parents are informed.

Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo, Mrs Seal, will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

If a student consistently requires increased level of provision as part of their normal way of working, it may be appropriate to consider the use of support during exams. To support the application for access arrangements, it may be appropriate for the student to complete additional assessments and for the SENCo to evidence the support that they currently receive. Parents will be kept informed throughout this process if this applies to their child.

Review

The effectiveness of the support and interventions, and their impact on the student's progress, are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.

The SENCo, working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.

The school will provide reports for parents on their child's progress at 2 or 3 points throughout the school year, as part of the normal reporting process.

Transition

The Inclusion Team will liaise closely with our primary partners to ensure that provision for young people, who may have SEND, is appropriately placed ready for your child's first day of school. If necessary, additional transition visits will be arranged to ensure that your child is prepared for their transition to Trafalgar. For a small number of students, this may include regular visits over a four month period, but for most, a couple of extra visits are appropriate.

All parents of children, who have SEND, are invited to attend a coffee morning prior to your child's start date; during this morning, you will be introduced to the key members of staff within the Inclusion Team and invited to coproduce your child's passport to ensure that teachers benefit from your expert knowledge of your child.

If your child has an Education, Health and Care Plan, their chosen college will be invited to their Annual Review in Year11 to ensure that the appropriate provision is put in place ready for further education and that the student is supported to make appropriate decisions. With permission from parents, our SENCo, Mrs Seal, will share all appropriate SEND information with colleges, including the use of access arrangements which may be required during further education. It may be appropriate to meet with the college to ensure they have a detailed understanding of the student's learning needs.

The Inclusion Team at Trafalgar

The Inclusion Team is led by our Assistant Head Teacher, Mrs Pearse. In addition to the four Heads of House and the SENCo, there are four Heads of Centre who lead provision for: 1) Learning, Cognition and Physical Impairment; 2) Autism, Social Communication and Sensory Impairment; 3) Literacy and Language and 4) Social, Emotional and Mental Health. The Heads of Centre work closely with the SENCo to coordinate provision and to ensure that each individual's needs are met.

At Trafalgar, Social, Emotional and Mental Health is a priority as it is imperative that all students feel safe and secure. Bullying will not be tolerated and we ensure that our more vulnerable students, such as those looked after by the local authority or those who have SEND are monitored closely. The range of interventions and additional support available can be found below.

Regularly Asked Questions and Answers

How does The Trafalgar School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:-

- Liaison with previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held between the Teachers / Inclusion Team and Head teacher
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies EG: physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National progress expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 6 through to Year 11, using a variety of different methods including National Curriculum levels and reading and spelling levels.

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Inclusion Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Please talk to us. Firstly contact your child's tutor or, if you require more information, contact our SENCo (Mrs Seal) or Head Teacher (Mrs Copeland). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will the school staff support my child?

Our SENCo will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be an Inclusion Assistant (IA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

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

All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

In school we regularly set targets and review progress. We can use these targets to monitor pupils' progress academically against their individual progress flight path.

Children may move off of the SEN register when they have 'caught up', no longer need additional provision or made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening or Academic Mentoring) to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail.

We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have targets set that are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children discuss their learning targets with their class teacher. If your child has an Education, Health and Care Plan or they receive additional support then their views will be obtained during a review of their support.

What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. We commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The tutor has overall responsibility for the care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school's medical team to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

Tutors will encourage all students to take part in extra-curricular activities, particularly those who have SEND.

What specialist services and expertise are available at or accessed by The Trafalgar School?

Our SENCo, Mrs Seal, is fully qualified.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

As a team, we have regular training and updates of SEND conditions, medication use and resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

How will my child be included in activities outside the classroom such as school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The Trafalgar School cannot be accessed by wheelchair as there are many stairs. We have

a disabled toilet. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

What are four main areas which cover Special Educational Needs?

The 'SEN explained' section of the school website explains the four main areas of need. If you have any further questions, please contact a member of our Inclusion team. All contact details can be found on the website by clicking the tab 'Meet the Trafalgar Intervention Team'.

What interventions do we offer at Trafalgar School?

At Trafalgar, we offer a wide range of interventions to match individual learning needs. In addition to the interventions stated on our website, we may offer additional, personalised interventions where appropriate. Please see the tabs on our website for more information.

What should I do if I am not happy about the support that my child is receiving at Trafalgar?

Stage 1: Informal Stage

Concerns can normally be dealt with on an informal basis. If parents have a concern, they should:

- a. Raise the concern with the member of staff or, if more appropriate, their Subject Leader or Line Manager as soon as possible.
- b. Allow the school sufficient time to investigate and respond. A verbal or email acknowledgement will be made, usually within 24 hours of receipt and a response to the concern within 5 working days by telephone, email, letter or in person. A record will be made in school on the appropriate systems.

Complaints:

When does a concern become a complaint?

- a. When there is a serious concern that cannot be resolved in an informal way.
- b. When a concern is strong enough to require the use of the formal procedure, e.g .the Health and Safety of students are thought to be at risk.

Stage 2: Formal Stage

If there is dissatisfaction with the outcome of the informal stage, or the concern is of a very serious nature which affects the Health and Safety of the students, then a letter should be sent to the Salterns Academy Trust's Director of Human Resources. The Director of Human Resources will then pass the complaint to the relevant line manager to resolve.

- A verbal or written acknowledgement to the complainant will be made, usually within 24 hours of receipt by the Director of Human Resources.
- The complainant may be invited into the school to discuss the issues or called to discuss the matter over the telephone.
- The school will respond in writing by letter as soon as possible and within 5 working days of receiving the complaint.

Stage 3: Formal Stage – Complaint to the Head of School

If the complainant wishes to take the matter further, they should write formally to the Headteacher of the school, setting out the complaint and the reasons why the actions taken at Stages 1 and 2 are regarded as unsatisfactory.

- A verbal or written acknowledgement will be made, usually within 24 hours of receipt by the Headteacher.
- The Headteacher will usually invite the complainant into the school to discuss the issues, or call to discuss the matter over the telephone.
- The Headteacher will respond in writing by letter, within 10 working days of discussing the matter with the complainant, stating the outcome of any investigation and reporting any action taken.

If the complaint is about the Headteacher the complainant should write to the Chair of the Local Governing Body.

Stage 4: Formal Stage – Complaint to the Chair of the Local Governing Body

If the complainant remains dissatisfied with the process, they can write to the Chair of the Local Governing Body.

The Chair of the Local Governing Body will convene a panel to consider the complaint within 15 working days of receipt of the complaint. The panel will consist of 3 members, all of whom have not been involved with the complaint previously. No panel member will be an employee of the school.

The complainant will be invited to meet the panel in person to put forward their case. The complainant may choose to be accompanied but must advise the Chair of the Local Governing Body of whom they wish to invite in advance.

The panel may also invite members of the school staff to attend the meeting to provide background or further information, including details of actions taken or resolutions offered under the earlier stages of the procedure.

This meeting will be minuted.

Once the panel has concluded its review, a letter will be sent to the complainant stating the outcome and any recommendations, within 5 working days.

Copies of the letter and any recommendations will also be given to:

- a. The person complained about.
- b. The Director of Human Resources (to ensure an accurate record and to update the Complaints Register for monitoring purposes).

Stage 5: Formal Stage – Complaint to the Chair of the Board of Directors

If the complainant still remains dissatisfied with the process, they can write to the Chair of the Board of Directors.

The Chair of the Board of Directors will convene a panel to consider the complaint within 15 working days of receipt of the complaint. The panel will consist of 3 members, all of whom

have not been involved with the complaint previously. At least one of the panel members will be independent of the management or running of the relevant School.

The complainant will be invited to meet the panel in person to put forward their case. The complainant may choose to be accompanied but must advise the Chair of the Board of Directors of whom they wish to invite in advance.

The panel may also invite members of the school staff to attend the meeting to provide background or further information, including details of actions taken or resolutions offered under the earlier stages of the procedure.

This meeting will be minuted.

Once the panel has concluded its review, a letter will be sent to the complainant stating the outcome and any recommendations, within 5 working days. The Directors decision is final.

Copies of the letter and any recommendations will also be given to:

- a. The person complained about.
- b. The Director of Human Resources (to ensure an accurate record and to update the Complaints Register for monitoring purposes).