



Salterns Academy Trust

THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

Policy for Special Educational Needs and Disability (SEND)



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Restorative Principles which underpin SEND at Trafalgar

- See conflict as an opportunity for growth
- Be curious rather than judgemental
- Embrace the school values of community, respect, aspiration, resilience and inclusion in all communication

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to ensure that all students' personalities, talents and abilities are developed to the full (RRSA Article 29).

We believe that a child with a disability had the right to live a full and decent life with dignity and independence and to play an active part in the community (RRSA Article 23)

GOVERNING BODY STATEMENT

The Governing Body believes:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Make a successful transition to adulthood, whether into employment, further education or training
- Become confident individuals living fulfilling lives.

It is the responsibility of all members of staff to provide a curriculum with appropriate challenge, pace and rigour, differentiated to provide for the learning needs of all students and in particular the individual needs of students with special educational needs and Disabilities

We aim to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

To achieve these aims the school will:

- Ensure that all students have access to a broad and balanced curriculum.
- Provide an adapted curriculum which is appropriate to the individual's needs and ability.

- Ensure all students requiring special education needs provision are identified as early as possible in their school career.
- Ensure that students with special educational needs and disabilities take as full a part as possible in all school activities.
- Ensure that parents of students with special educational needs and disabilities are kept fully informed of their child's progress and attainment. We have a clear commitment to working with parents as partners, valuing their views and contribution.
- Ensure that students with special educational needs and disabilities are involved in identifying their own needs, reviewing their provision to meet these needs and contribute to decisions affecting their future special educational needs provision.

For more detailed information and explanations, please see [the SEND at Trafalgar section on our website.](#)

2. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

4. Definitions

4.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Students with special educational needs may be identified by their inclusion in one or more of the following groups as stated in the new "SEND Code of Practice" (January 2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
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AREA OF NEED	
<p>Sensory and/or physical</p>	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

5.1 The SENCO

The SENCo at our school is Rebecca Brownlee rbrownlee.trafalgar@salterns.org

The SENCo is overseen by the Assistant Headteacher for Inclusion, Catherine Seal cseal.trafalgar@salterns.org

The SENCo is supported by:

- Emma Roberts (Head of Centre for Communication and Interaction/ARC Inclusion Centre Manager) eroberts.trafalgar@salterns.org
- Megan Langford (Head of Centre for Cognition and Learning/Sensory and/or Physical Needs) mlangford.trafalgar@salterns.org
- Rea Male (Head of Centre for Social, Emotional and Mental Health) rmaile.trafalgar@salterns.org

The SENCo and The Heads of Centre will:

Inform any parents/guardians that their child may have SEN and then liaise with them about the student's needs and any provision made, as demonstrated through their student Connection Plan.

Work with the Head of School, Assistant Headteacher for Inclusion and SEN governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans

Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching.

Support colleagues across the school with understanding and implementing student passports.

Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students

Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned

When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

Work with the Head of School, Assistant Headteacher for Inclusion and School Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Make sure the school keeps its records of all students with SEND up to date and accurate

With the Head of School and Assistant Headteachers for Inclusion and Teaching & Learning, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

With the Head of School and the Assistant Headteacher for Inclusion, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

In addition, the SENCo will:

Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

With the Assistant Headteacher for Inclusion, the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students are provided with independent careers advice.

5.3 The Head of School

The Head of School will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any Inclusion Support Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO and relevant Heads of Centre to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the student and the school
- Listen to the parents' concerns and agree their aspirations for the student

5.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

Invited to termly meetings to review the provision that is in place for their child

Asked to provide information about the impact of SEN support outside school and any changes in the student's needs

Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student

The school will consider the views of the parent or carer in any decisions made about the student.

5.6 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Attending review meetings

Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Management and Provision for special educational needs and disability Support

The special educational needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the special educational needs and disability policy, supported by the Heads of Centres.

The SENCo works under the direction of the Assistant Headteacher for Inclusion and the Head-teacher to:

- Make arrangements for the co-ordination of educational provision for students with special educational needs and Disabilities.
- Implement the special educational needs and disability Code of Practice 0-25 2014.

- Ensure support follows the individual needs of the student. It includes the following:
 - Intervention Programmes
 - Special arrangements for external examinations.
 - Specialist learning support materials.
 - Modified resources and teaching materials
 - Close liaison with outside agencies
 - Regular reporting
 - Monitoring of access to the building for disabled students and adults.

The SENCo is responsible for the implementation of the special educational needs and disability Code of Practice under the direction of the Assistant Headteacher for Inclusion and the Head-teacher.

The Governing Body is consulted, and communication is maintained through regular reports to the Full Governing Body. Special educational needs and disability provision within the school is funded from sources which include core funding from the Local Authority (LA) and the school budget share. Funding follows the individual needs of students.

The work of the SENCo is monitored by the Assistant Headteacher for Inclusion, The Head-teacher and The Governing Body.

7.2 Referral Procedures

If there is a significant need, any student who would benefit from access to special educational needs resources is referred to the relevant Head of Centre. Referrals can be as a result of cross phase liaison or directly from other professionals, parents, tutors, subject teachers or by the student themselves. When a student is referred, an assessment is made by the SENCo and resources allocated as appropriate.

7.3 Assessment and Reporting

The assessment, recording and reporting procedures for special educational needs and disabilities are integrated within the whole school assessment system under the direction of the Head-teacher. Targets are set in line with the whole school assessment and reporting procedure which incorporates a graduated approach to match interventions to the special educational needs of the student.

Any complaints about special educational needs and disability provision are dealt with through the school's complaints procedure. Our complaints policy can be found on the [policy page of our website](#).

7.4 SEN Support

Teachers will be responsible for meeting the needs of every student in their class. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support and planning for this forms part of the 'Quality First' teaching approach to meeting student needs.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having special educational needs, the school will formally identify the individual student's level of special educational needs at SEN Support level as described below.

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN Support intervention can be triggered through concern, supplemented by evidence that, despite receiving adaptive teaching, students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/social or mental health difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

If the school decides, after consultation with parents and the student, that a student has significant special educational needs and requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will continue to remain responsible for planning and delivering individualised programmes within the mainstream classroom. Parents will be closely informed of the action and results.

7.5 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

7.6 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the relevant Head of Centre will carry out a clear analysis of the student's needs. The views of the student and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher, the Head of Centre, and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a student passport.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any Inclusion Support 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 Head of Centre and SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the Head of Centre will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

7.7 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, Health, and Care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students may be supported by the Local Authority.

On the census these students will be marked with the code E.

7.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the Head of Centre
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

7.9 Request for Statutory Assessment

A Statutory Assessment will be requested from the LA when, despite an individualised programme of sustained intervention within SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

An Education Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools.

A statutory needs assessment will not always lead to an EHC plan. The information gathered during the statutory assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

7.10 Review of Educational Health Care Plans

Education, Health, and Care Plans (EHCPs) must be reviewed annually. The LA will inform the SENCo at the beginning of each school term of the students requiring reviews.

The relevant Head of Centre, with support from the SENCo and with due regard for the time limits set out in the Code of Practice, will write a report of the annual review meeting, and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Neurodiversity (ND) Support Team
- Education welfare officers

- Social services

9. Expertise and training of staff

Training will regularly be provided to all teaching and support staff. The Head of School, alongside the Assistant Headteacher for Teaching & Learning and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

As a routine part of Professional Learning and staff development, training requirements in special educational needs and disability will be assessed. The Governing Body will undertake a similar review of training needs. These needs will be included in the School Improvement Plan.

10. Special educational needs and disability self-review

This policy builds on our Trust Equalities Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our special educational needs and disability policy reinforces the need for teaching that is fully inclusive. The policy also links closely with a range of other school policies including: Accessibility, Anti-Bullying, Children who are Looked After, Equalities, Health & safety, and Safeguarding & Child protection. The Governing Body will ensure that appropriate provision will be made for all students with special educational needs and disabilities.

The school, in conjunction with the Governing Body, undertakes a thorough self-review each year. The outcomes of this review are used to inform the School Improvement Plan and revision of the special educational needs and disability Information Report.