



## **SEN Information Report 2025**

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 Brownlee and an Assistant Headteacher for Inclusion, Mrs Seal. The SENCo 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 Brownlee, please use the following details: [rbrownlee@trafalgarschool.org.uk](mailto:rbrownlee@trafalgarschool.org.uk) or 02392 693521.

### **Our approach to teaching pupils with Special Educational Needs**

Three 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:

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

**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 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 through the termly SEN review evening.



**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 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 Inclusion Support Assistants or specialist staff. High quality teaching, adapted 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, adaptive 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 desired outcomes are carefully considered, and the support is provided. In addition, any teaching strategies or approaches that are required are put in place to support learning. This is recorded on the student's individual passport, which is co-produced 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 teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to 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 SENCo, Mrs Brownlee, 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 an 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 and Lead Inclusion Support Assistants to evidence the support that they currently receive. Parents will be kept informed throughout this process if this applies to their child by contact either via phone or email.

## **Review**

The effectiveness of the support and interventions, and their impact on the student's progress, are reviewed at SEN review evenings or through the Annual Review process. The views of the student and their parents are integral to this process. The SENCo, working with Heads of Centre and 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 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 are invited to attend a transition meeting prior to your child's start date. If your child has an Education, Health and Care Plan, their chosen college will be invited to their Annual Review in Year 11 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 Brownlee, 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 Head of School, Mrs Pearse. In addition to the four Heads of House, the Assistant Headteacher for Inclusion and SENCo there are three Heads of Centre who lead provision for: 1) Learning, Cognition, Speech/Language needs and Physical Impairments; 2) Social Communication, interaction and Sensory Impairment; and 3) Social, Emotional and Mental Health. The Heads of Centre work closely with the SENCo and Assistant Headteacher for Inclusion to coordinate provision and to ensure that each individual's needs are met. At Trafalgar School, 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 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 pupil progress meetings
- Concerns raised by teacher
- Liaison with external agencies
- 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 reading and spelling levels.

#### **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 the relevant Head of Centre (Mrs Langford, Mrs Roberts or Mrs Male) or SENCo (Mrs Brownlee). 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 Support Assistant (ISA) working with your child part of a small 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. Teaching Staff receive support to embed adaptative teaching strategies into their lessons. The benefit of adaptive teaching 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 the SEN register when they no longer need additional provision, or they have made sufficient progress.

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

In addition to the reports sent home, the class teacher will meet with parents during Parents' Evening to discuss your child's needs, support and progress. Parents are invited to attend termly SEN Review evenings which provide an opportunity to meet a member of the Inclusion Team and discuss your child's progress during interventions.

You are welcome to make an appointment to meet with either the class teacher, relevant Head of Centre or SENCo and discuss your child's progress. We can offer advice and practical ways for you to support 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) 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 completed during an earlier 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. Every student is eligible to be part of our Student Leadership Team and School Council. Where appropriate, students will be supported to share their views. Children discuss their learning targets with their class teacher. If your child has an Education, Health and Care Plan or they receive additional support, 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 to achieve positive well-being. We commit to our own values and ensure pupils can 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 or relevant Head of Centre 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 management of medicines on the school site. Parents need to contact the school's student services team to discuss this. 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 extracurricular activities.

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

Our Assistant Headteacher for Inclusion, Mrs Seal, and our SENCo, Mrs Brownlee are both 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 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?**

Some areas of Trafalgar School can be accessed by a wheelchair: English, Science, Drama, IT, Technology rooms, the school hall, The Inclusion Centre for those who have Communication and interaction needs, Student Services and the dining room. In addition, we have a disabled toilet located on the ground floor near the lift. In 2019 a lift was installed, and staff are trained in the use of 'Evac' chairs in the event of a fire, to safely provide lift access to those with limited mobility to other learning spaces including Science and English. For any other resources, access may be assessed by OT and Physiotherapy for us to ensure ease of access and safety for all.

### **What are four main areas which cover Special Educational Needs?**

The '[SEND](#)' 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.

### **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:



It is hoped that most concerns can be expressed and resolved on an informal basis. Concerns should be raised with either the SENCo/Class teacher/Head of House /Head of Centre/Head of Department or Head of School.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.

At the conclusion of their investigation, the appropriate person investigating the complaint will provide an informal written response within five (5) school days of the date of receipt of the complaint (by email or letter).

If the issue remains unresolved, the next step is to make a formal complaint.

#### Stage 2: Formal Stage:

Formal complaints must be made to the Head of School (unless they are about the Head of School), via the school office. This may be done in person or in writing (preferably on the Complaint Form).

The Head of School will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within two (2) school days.

Within this response, the Head of School will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Head of School can consider whether a face-to-face meeting is the most appropriate way of doing this.

*Note: The Head of School may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.*

During the investigation, the Head of School (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Head of School will provide a formal written response by letter or email) within five (5) school days of the date of receipt of the complaint.

#### Stage 3: Panel Hearing

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a panel hearing consisting of at least three people who were not directly involved in the matters detailed in the complaint with one panel member who is independent of the management and running of the school.



This is the final stage of the Complaints Procedure.

A request to escalate to Stage 3 must be made to the Clerk, via the school office, within five (5) school days of receipt of the Stage 2 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within five (5) school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within fifteen (15) school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence based on written submissions from both parties.