



Trafalgar Schools' Federation

SEN Information Report

Believe
Inspire
Achieve

This document describes the provision made by Trafalgar Schools' Federation (TSF) in relation to children with Special Educational Needs and/or Disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP) unless otherwise stated.

Policy reviewed: Autumn 2022
Next Review: Autumn 2023

The Federation's Inclusion Lead and Special Educational Needs and Disabilities Coordinator for the Infant School (SENDCo) is **Mrs S Kavanagh**.

The Federation's Inclusion Lead and Special Educational Needs and Disabilities Coordinator for the Junior School (SENDCo) is **Mrs M Brown**

They can be contacted via either school on **020 8894 5729 or 020 8894 1606** or by direct email through skavanagh@trafalgarfederation.org.uk
mbrown@trafalgarfederation.org.uk

Governor with responsibility for SEND and Inclusion: **Ms J Dyson**

About Trafalgar Schools' Federation

Trafalgar Schools' Federation (TSF) consists of Trafalgar Infants School (TIS) and Trafalgar Junior School (TJS), both mainstream schools. We pride ourselves on being inclusive schools that strive to

'Believe, Inspire, Achieve'

We have a strong ethos of inclusion, valuing all children equally and having high expectations for their achievement, whilst meeting their individual needs.

What kinds of SEND does TSF make provision for?

At Trafalgar Schools Federation we make provision for a wide range of frequently occurring special educational needs and disabilities. This is called SEND Support without an Education, Health and Care Plan. Needs include, but are not limited to: specific learning difficulties, dyspraxia, speech and language needs, autistic spectrum conditions, sensory process difficulties, ADHD and other social, emotional and mental health needs. There are special educational needs which occur less frequently and the school can access training and advice to help meet those needs.

The two schools have currently or have recently made provision for children with an Education, Health and Care Plan (EHCP) with the following kinds of special educational need: learning difficulties, physical/medical needs, ADHD, autism spectrum disorder (ASD), speech and language (including social communication) needs, dyspraxia, mental health difficulties, cerebral palsy, epilepsy, hearing impairment and visual impairment.

Identification and Assessment of Special Educational Needs

How does TSF assess children?

The principle of early identification and intervention underpins our approach to identifying those children who need extra help. Class teachers monitor the progress of all children termly. Teachers assess in every lesson using a variety of assessment strategies as well as formal assessments taking place termly. This is all reviewed in year group meetings with senior leaders, including the Inclusion Leader, to ensure that children who are making slower progress are identified and supported as soon as possible. We use a range of assessment methods including, teacher assessment, National Curriculum assessments in the core subjects and spelling tests. Assessment data are further reviewed by senior leaders at least termly. More detailed and individualised testing can be arranged for children who have, or are suspected to have, additional needs in order to explore these further and monitor progression. These tests might be conducted by trained support staff or the Inclusion

	<p>Leader. We also put great importance to listening to the views of pupils via worry boxes, visible learning, and the views of parents too via parent’s consultations or ad hoc meetings.</p>
<p>What are the arrangements for extra support?</p>	<p>Additional support is often put in place for children who are making slower progress, even if special educational need has not been identified. This extra support is known as ‘Wave 2’ and is aimed at enabling the child to catch up with their peers. It might include focussed small group work on a particular area (e.g. spelling, reading comprehension, maths, and social skills), additional adult support in the classroom and provision of additional resources to support participation in class such as sensory toys and distraction tools to help with focus and concentration, therapeutic play sessions. We also look at the whole school day and the wider school environment responding to individual needs and making adaptations when necessary. We provide small group support and quiet zones at playtime and lunchtime.</p>
<p>When is a child identified as having SEND?</p>	<p>A child is only regarded as having special educational needs when he or she needs provision or intervention which is additional to or different from the range of differentiated learning approaches normally used by the school. Despite high quality targeted teaching and support some children may continue to make insufficient progress. For these children, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. At times it may be necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into an ‘Audit of Provision’ (AoP) for the child, along with the assessment information gathered, and reviewed regularly. At this point because the child requires additional, highly personalised provision we will identify that the child has a special educational need. Additional support will be given using the Assess, Plan, Do, Review model. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child’s needs and progress being made. If there are further concerns, then the class teacher will decide upon the appropriate intervention to further target a specific area of need. After one term of wave 2 intervention the child’s progress will be closely monitored and reviewed. If the class teacher and SENDCo are in agreement that all usual strategies have been implemented and the child needs additional or extra support beyond wave 2 then the child’s name is then entered upon the class SEND register. The class teacher will organise a meeting with parents to discuss any action that the school proposes to take. Children needs are addressed in one or more of the four following categories: • Cognitive and Learning Needs • Communication and Interaction Needs • Sensory and/or Physical Needs • Social, emotional and mental health difficulties.</p>
<p>When might a child cease to have SEND?</p>	<p>If the child makes good progress using the individualised (additional to or different from) intervention (but would not be able to maintain this without it) they will continue to be identified as having a special educational need. If the child is now able to maintain good progress without this support he or she will no longer be identified with special educational needs.</p> <p>If a pupil has recently been removed from the SEN&D register we continue to monitor their progress.</p> <p>Parents and carers will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.</p>
<p style="text-align: center;">Impact of Special Educational Provision</p>	

<p>How does the school evaluate the effectiveness of its provision for children with SEND?</p>	<p>All interventions at Trafalgar Schools' Federation (both group and individual) are evaluated regularly (at least termly and usually more frequently) to ensure that provision remains of high quality and is having sufficient impact on children's progress. This is also reviewed informally half-way through each term as part of the Pupil Progress Meetings with senior leaders to ensure that children's interventions remain appropriate to their needs. For children with Special Educational Needs their provision will additionally be reviewed by the class teacher with parents each term. Reviews will focus on the extent to which planned outcomes have been achieved and the views of the child, parents and school staff will be taken into account. Assessment information gathered by teachers will show whether adequate progress is being made.</p> <p><i>The SEND Code of Practice (2015) describes adequate progress as:</i></p> <ul style="list-style-type: none"> • <i>Similar to that of children of the same age who had the same starting point</i> • <i>Matching or improving on the pupil's previous rate of progress</i> • <i>That which allows the attainment gap to close between the pupil and children of the same age</i> <p>For children with an Education, Health and Care Plan (EHCP) there will also be a formal annual review of the provision made for the child and its effectiveness.</p>
<p>What arrangements are in place for assessing and reviewing progress of children with SEND?</p>	<p>Class teachers monitor the progress of all children termly and assessment data are monitored by senior leaders. We use a range of assessment methods including, teacher assessment and written assessments. Termly year group meetings are conducted with senior leaders, including the Inclusion Leader, in order to monitor children's progress, discuss any individuals causing concern and current and prospective provision. As stated above, all interventions at TSF are evaluated regularly and Audits of Provision for children with SEND are reviewed at least termly.</p> <p>Children with an EHCP will have a yearly meeting (Annual Review) with key staff and all involved professionals, where possible. The meeting is to discuss the year and any changes that have occurred. The child's targets and outcomes are discussed and reviewed and if necessary adapted. Parents and children are asked prior to the meeting to think about their progress, what is helping to support this and what else could be done to support them so that they are prepared for the meeting and have a voice. If this is too daunting for a child then we ask them to produce a short video or booklet recording their opinions.</p>

<p>Teaching Children with SEND</p>	
<p>What does inclusion look like at TSF?</p>	<p>Our aim is that the teaching at TSF will be as inclusive as possible and 'Inclusion' therefore forms a regular and significant part of staff training. All children should benefit from high quality teaching provision, which includes differentiation for support and challenge as well as use of a range of classroom strategies. For some children with additional needs this is sufficient to enable them to make appropriate progress. We, of course, ensure that where particular needs or gaps have been identified for individuals or small groups that these are addressed through intervention groups or additional support which may be provided by the teacher or members of the support staff team. This may be fixed-term, with the aim that children catch up with their peers, however intervention for children with SEND is usually longer term and more individualised.</p>

<p>How does the Federation approach teaching children with SEND?</p>	<p>It is expected that the teaching at TSF will not only be of high quality but also fully inclusive. We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of all children. Some children need educational provision that is 'additional to or different from' this. This is special educational provision. For many children with additional needs, good quality (Wave 1) teaching, which includes differentiation, support and challenge, is sufficient to enable them to make appropriate progress. We, of course, ensure that where particular needs or gaps have been identified for individuals or small groups that these are addressed through intervention or additional support, which may be provided by the teacher or members of the support staff team. Intervention is generally for children with the highest level and most complex needs. Intervention at Wave 2 is usually delivered through small groups with the aim that children catch up with their peers in the short term. Intervention at Wave 3 is usually longer term and highly individualised.</p> <p>Any child with SEND provision will have an 'Audit of Provision', outlining their needs, progress, outside agency involvement, recommended strategies, targets and provision. This is written by the class teacher in consultation with parents, the Inclusion Leader and, where appropriate, the child. All regular cover teachers and support staff who work with the child have access to this document in order to provide consistency in the teaching approaches used.</p> <p>In recognition of its importance, 'inclusion' forms a regular and significant part of our teacher training programme. Our support staff team also play a vital role in assisting teaching and learning across the school and therefore also participate in regular training. Despite the highly valuable contribution of support staff in delivering support to those children with SEND, teachers are expected to be actively involved in the education of all children in their class, particularly those with the most complex needs and the deployment of support staff should also be used to enable this. Given the multitude of research evidence that suggests that the greatest gains are to be made for children with SEND through direct contact with their class teacher we make careful consideration before removing a child from class for additional support.</p>
<p>What is the role of the class teacher regarding children with SEND?</p>	<p>Teachers are expected to be responsible for and actively involved in the education of all children in their class, even where the child has an allocated support assistant. This is particularly important for those with complex needs, and teachers should use their support staff to enable them to do this. Your child's class teacher will assess their strengths and needs, set them targets, plan the teaching or additional support needed to meet these targets, and review their progress and the efficacy of provision regularly. They are able to seek support, at any stage of the process, from the SENDCo and other senior leaders. If your child has been identified as having SEND you should expect to meet with their teacher termly to discuss your child's Audit of Provision (AoP).</p>

<p>How does TSF adapt the curriculum and learning environment for children with SEND?</p>	<p>At TSF we continue to follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for children with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. Any adaptations to the curriculum or learning environment required by a child with SEND will be outlined in their Support Profile, described above. Examples of possible adaptations include:</p> <ul style="list-style-type: none"> • Individualised differentiation of learning tasks • Flexible timetabling • Individualised behaviour plans • Use of alternative recording methods • Additional adult support • Access arrangements for assessments • Individualised risk assessments • Making 'reasonable adjustments' to the school site • Use of specialist equipment • Individualised workstations • Use of tailored visuals <p>As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the senior leadership team, in conjunction with Governors have made improvements such as maximising the use of the school building and rooms to enhance provision for children with additional needs, and deploying additional teaching staff. They have identified that the following aspects of the school need to be improved; more effective review and use of the Pupil Premium funding to improve children's outcomes, improve outcomes in mathematics, and improve the consistency of assessment procedures across the school.</p>
<p>What additional learning support is available to children with SEND at TJS?</p>	<p>All schools receive funding for SEND children known as 'notional SEN funding'. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for children requiring special educational provision. In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments. These are often delivered by support staff, under the close direction of teachers. The class teacher remains responsible for working with the child on a daily basis. The support offered is matched to the needs of individual children with SEND as the amount and type required for each child to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will apply for 'top up' from the Local Authority where the child or young person lives. For children with an EHCP the Headteacher has the final say in the use of the personal budget within the school. For more information on personal budgets please see: https://www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-carehttps://www.afclocaloffer.org.uk/pages/home/assessment-and-education-health-and-care-planning/personal-budgets</p> <p>Learning support available at TSF includes: 1:1 or small group tuition</p> <p>Specific intervention programmes in a range of areas:</p> <ul style="list-style-type: none"> • Auditory Processing • Lego Therapy • Socially thinking • Attention Bucket training • Dyslexia Gold • Hornet Reading Scheme • Touch typing • Fine motor skills • Social Stories • Social skills groups • Use of ICT <p>As a Federation we also have good links with a range of outside agencies which offer support and advice to school staff as well as working directly with children on occasion. These</p>

	include: Educational Psychology, Occupational Therapy, Speech and Language Therapy, Emotional Literacy Support, Family Support, Physiotherapy, Emotional Health Service, school nurse, Play Therapy, Social services.
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<p>What is the role of the Inclusion Leader at TSF?</p>	<p>Primarily my role is to coordinate and oversee the provision for children who fall within the umbrella of inclusion because they have special educational needs and/or disabilities (SEND), speak English as an Additional Language (EAL), or may be more vulnerable members of our community for a variety of other reasons. Below are some of the main parts of my role:</p> <ul style="list-style-type: none"> - Working alongside the Federation’s Senior Leadership Team for each school to ensure that ‘inclusion’ remains central to everything we do - Liaising with the local authority and professionals from outside agencies to ensure the provision we deliver is of high quality - Working as an ‘in house’ consultant to support (and challenge!) teaching staff in their work with children with additional needs - Line managing our large team of support staff - Carrying out the Federation’s statutory responsibilities around SEND.
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Social Inclusion

<p>How does the Federation enable children with SEND to engage in activities together with peers who do not have SEND?</p>	<p>All clubs, trips and activities offered to children at TSF are available to those with special educational needs and disabilities. For some children ‘reasonable adjustments’ may need to be made and we are happy to do this in partnership with families and carers.</p> <p>Extra-curricular activities are run both by the school and external agencies and include both lunchtime and after school clubs. Children with SEND are welcome to apply for a place at any club and, if there are concerns around accessibility or if additional support is required, this will be discussed with parents and agreed with the club leader. Children with SEND are also included in all school trips and physical activities with similar discussions with parents around meeting accessibility or additional support needs. This often follows an individualised risk assessment.</p> <p>Examples of some of the reasonable adjustments made are:</p> <ul style="list-style-type: none"> • Employing extra staff • Preparing children with extensive pre learning regarding activities and trips (including pre visits, social stories, photo books) • Working with parents to put in place strategies that support their child • Adapting the trip to make it accessible to all our children
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<p>What support is available to improve the emotional, mental and social development of children with SEND?</p>	<p>We as a Federation care passionately about developing the child as a whole. We take seriously our responsibility to enable all children to develop emotional resilience and social skills, both through direct teaching (for instance in PSHE and Circle Time) and indirectly, acting as models within every conversation we have with children throughout the day. There are also 'Thought Boxes' in every classroom for children to post their thoughts, feelings and ideas to their teachers. These can be used to share news, express worries or suggest topics for Circle Time. Children with difficulty communicating in writing can simply write their name and the teacher will follow up with them face-to-face.</p> <p>Some children may need support above and beyond our core offering in order to develop their social or emotional skills. This might include:</p> <ul style="list-style-type: none"> • individualised reward/sanction systems • small group/1:1 work with our trained Mental Health first aider in the Junior school or Emotional Literacy Support Assistant (ELSA) in both schools. • referral to outside agencies. <p>We are always interested in hearing parents/carers and children's views. Children with and without SEND can make their voices heard through their respective School Council who are involved in improvements to the school, recruitment of new staff and the review of certain policies, including the positive behaviour policy inc. anti-bullying. On an individual level, children with additional needs will be included in conversations about their learning and provision in an age-appropriate way wherever it is felt that they are able to.</p>
<p>How will any incidents of bullying towards children with SEND be managed at TSF?</p>	<p>We are aware that children and young people with SEND are more likely to be the victims of bullying and so it is important to ensure that they can report any behaviour that concerns them to an adult immediately. If a child has communication difficulties, arrangements can be made to ensure there is an adult, with whom they feel comfortable and can communicate effectively, that they can liaise with regularly. Each classroom also has a 'Thought Box' in which children can leave messages for their teacher. The school offers a range of safe, supervised places to go during social times such as the 'Quiet Room', Library and 'Creative Corner' in the Juniors and the Friendship Bench in the Infants. We have high levels of supervision on our playgrounds and we have specially trained 'Playground Buddies' to provide peer-to-peer support. Further information on the management of bullying incidents can be found in the Federation's anti-bullying policy, found within the Positive Behaviour Policy.</p>

Resources, Support and Expertise Available to Children and Families

<p>What expertise do the staff at TSF have in relation to children with SEND and what training is available to ensure this expertise is secured and developed?</p>	<p>All teachers and support staff attend regular training in order to support their work with children with additional needs. This is provided in school, through the local authority and through outside agencies and companies. Teachers currently receive in-school training sessions on an aspect of inclusion once per term, with more specific training for individuals or year groups provided where needs are identified. The support staff team also have an ongoing programme of training in school which aligns closely with that of the teaching team. Many also receive extensive training through the outside agencies they work alongside with individual children.</p> <p>In addition some staff members have received qualification or certification following enhanced and specialist training:</p> <ul style="list-style-type: none"> • Ms Richards (TJS ELSA) • Ms Boulheouchat (TJS Mental Health first Aid) • Ms Davies (supporting children with ADHD enhanced course) <p>A number of our members of support staff have also previously worked as fully qualified teachers.</p> <p>Where a training need is identified that cannot be met in school we can approach the local authority and the outside agencies we work closely with to support us. The Educational Psychologist generally provides at least one session of whole staff training per academic year as well as working with the Inclusion Leader to develop training materials and providing support and training to individuals or groups of staff. Professionals from other outside agencies, such as speech and language therapists and occupational therapists, also regularly provide resources and training to staff in order to meet the needs of children with SEND.</p>
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<p>What equipment and facilities are available to support children with SEND at TSF and how is this maintained?</p>	<p>We have a wide range of equipment and resources available in both schools to support children with SEND. The majority of this is located in our 'Inclusion Support Library', located in the TJS staffroom and TIS SENDCo Room. These resource libraries are organised into the four areas of need identified in the SEND Code of Practice (2015):</p> <ul style="list-style-type: none"> • Cognition and Learning: with resources to support children with needs such as specific difficulties in literacy or maths • Communication and Interaction: with resources compiled from various sources, including the Speech and Language Therapy Service. • Social, Emotional and Mental Health: we have a large section around these needs with subsections for specific diagnoses such as Autism and ADHD. • Sensory and Physical: we have a wide range of resources in these area, including physical resources such as fiddle objects, pencil grips, sensory stepping stones, scooter boards, gym balls, Move 'n' Sit cushions, writing slopes, Thera-putty and Thera-bands. <p>Our resources in all sections are wide ranging, including: individual activities, schemes of work, information and advice texts for staff and modified equipment.</p> <p>The Federation continues to invest in updating and maintaining equipment and resources, and purchases additional resources to meet identified needs in a considered manner, to ensure quality, cost effectiveness and impact. Decisions around the purchase of any additional equipment to support an individual child will be made on a case-by-case basis.</p>
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<p>How are outside agencies, such as health and social services, local authority support and voluntary organisations, involved in meeting the needs of children with SEND and supporting their families?</p>	<p>The Federation and its Governing Body have premium level membership to Achieving for Children’s School Performance Alliance Richmond and Kingston (AfC SPARK)) and have invested in a significant support agreement with the local authority’s Educational Psychology Service, equivalent to approximately half a day per week. This enables our Inclusion Leader to hold regular planning and prioritisation meetings with our attached Educational Psychologist. These meetings are to discuss open cases and potential referrals but are also frequently used to gather informal support and advice regarding the needs of individuals. These can be followed up during the regular school visits. At TSF we are increasingly involving the Educational Psychologist in systemic work at the school including staff training, informing policy and planning, and developing the information available to staff and parents in order to ensure that our provision remains of high quality. For more information about this service please see: https://www.afclocaloffer.org.uk/pages/home/education/educational-psychology-service</p> <p>Our teaching or support staff also meets termly for a Consultation Clinic with our link Speech and Language Therapist to discuss children already receiving therapeutic support and those that may require assessment or further advice. In addition, we can access to the local authority Occupational Therapy and Physiotherapy services in order to seek advice and refer children for assessment and/or therapeutic intervention.</p> <p>Children with emotional or mental health needs may be referred by the school to the Emotional Health Service (EHS), part of the local authority’s CAMHS. Referrals to this service can also be made by health professionals and parents can refer their child directly via the Single Point of Access (020 8547 5008). We, as a school, liaise with the CAMHS professionals supporting the child and their family and often have ‘Team Around the Child’ meetings (involving parents, professionals and school staff) at the school to ensure any strategies or advice offered are implemented consistently across settings. The EHS may conduct assessments, screen for neurodevelopmental conditions, or offer behavioural and therapeutic interventions. They also work directly with parents and professionals.</p>
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	<p>For more information about this service please see: https://www.afclocaloffer.org.uk/pages/home/health/emotional-health-service We have also referred children with social, emotional and mental health needs to Hampton Nurture Provision.</p> <p>The School Nurse is able to support with a range of physical and mental health and safeguarding issues. She also regularly provides training for staff on medical procedures such as the use of ‘Epipens’. For more information about this service please see: https://www.afclocaloffer.org.uk/organisations/8434-school-health-service https://www.afclocaloffer.org.uk/pages/home/health/emotional-health-service?term=school+nurserichmond?term=school+nurse</p>
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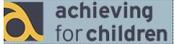
Working Together

<p>How does TSF consult with parents of children with SEND about, and involve them in, the education of their child?</p>	<p>Parents of children with identified SEND will have a minimum of three face-to-face parent-teacher meetings across the academic year. In the autumn and spring terms these may be in the form of extended Parents Evening appointments or separate meetings. An additional summer term meeting will be arranged in addition to the annual written report received by all parents. We are happy to arrange meetings and/or make telephone contact outside of these times.</p> <p>As part of our normal teaching arrangements, all children may access some additional teaching or support to help them catch-up if monitoring of their progress indicates that this is necessary; this will not imply that the child has a special educational need. If, following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs more effectively. Where special educational provision is made, the child will be identified as having special educational needs. An 'Audit of Provision' will then be set up for them in collaboration with the parents and the child where ever possible. This document outlines their needs, progress and recommended strategies and professional involvement as well as termly targets and provision. This document will form the basis for the termly parent-teacher meetings and parents will be actively supported to contribute to assessment, planning and review.</p> <p>Parents of children with an Education, Health and Care Plan will also be invited and supported to contribute to an annual review of this document which, wherever possible, will also include other agencies involved with the child. Information will be made accessible to parents.</p> <p>As a school we have been working to inform and involve parents of children with SEND more effectively. We have set up a dedicated email address for parents to contact our Inclusion Leader which can be found at the top of this report. You will receive a response within a week from the Inclusion Leader or another member of staff, if appropriate. For any urgent issues, please telephone the appropriate school office.</p>
<p>How does TJS consult with children with SEND about, and involve them in, their education?</p>	<p>When a child at TSF has been identified as having special educational needs, because special educational provision is being made for him or her, an 'Audit of Provision' will then be set up for them in collaboration with the parents. This document outlines their needs, progress and recommended strategies and professional involvement as well as termly targets and provision. The child will be consulted with and involved in the arrangements made for them. Wherever appropriate, they will be involved in setting targets for themselves, trying to identify the strategies that work for them and expressing their views about school life as part of person-centred planning. This may be approached in a variety of ways, depending on the level of understanding and maturity of the child. Importantly, they will also be involved in identifying and celebrating their progress and achievements.</p> <p>Pupil voice is strong at TSF and, just like any other child, children with SEND have the opportunity to contribute to and influence school life through a variety of forums such as assemblies, School Council, Green Team, pupil interviews, working parties for special events and ambassador or monitor roles.</p>

<p>How are complaints from parents of children with SEND, concerning provision at TSF, handled?</p>	<p>The same arrangements for the treatment of any other complaint at Trafalgar Schools' Federation are used for complaints about provision made for special educational needs and disabilities. Please see our Complaints Policy for more detailed information.</p> <p>When raising concerns we encourage parents to discuss issues via informal meetings with the relevant staff member</p> <ul style="list-style-type: none"> • Stage 1 involves an informal investigation by relevant staff member/class teacher. If the complainant is dissatisfied with the outcome the process progresses to Stage 2. • Stage 2 involves a formal investigation by a member of the Senior Leadership Team. If the complainant is dissatisfied with the outcome the process progresses to Stage 3. • Stage 3 involves a formal appeal to a panel of governors. This is the final stage of the school's complaints procedure. If the complainant is dissatisfied with the outcome they should contact the Department for Education.
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Transition and Admissions

<p>What are the Federation's arrangements for supporting children with SEND in a transfer between phases of education and/or other schools?</p>	<p>At Trafalgar Schools' Federation we work closely with the educational settings that children transfer to us from in order to seek information that will make the transfer as seamless as possible. The majority of TJS children transition from TIS, with which we have a well-established transition programme. Children in Year 2 visit the junior school informally throughout the year, e.g. to watch performances. In the summer term they then visit to meet their new class teacher and their 'buddy' (a child who will be in Year 6 while they are in Year 3). For those with SEND additional visits may be arranged if this is felt valuable and the content of these can be tailored to the needs of the child. We have previously made individualised arrangements such as facilitating a child to visit with their support assistant to take photographs of key people and places to look at over the summer holiday. A detailed handover between school staff is conducted, with Year 3 teachers visiting their new classes at the Infant School and meeting with their current class teacher. Classes are not mixed between the infant and junior settings in order to provide continuity for the children. The SENDCo will ensure that for children with SEND that their records are shared across the two schools.</p> <p>For children starting in the Early Years Foundation Stage class teachers make home visits and also receive transition information from any nursery settings that a child has attended. For children with identified additional needs the SENCO will visit the child in their nursery setting.</p> <p>We have put in place a strong transition plan for children moving from Reception to Year 1 for all children. This involves a detailed handover between teachers and support staff: numerous visits by the children to their new class and activities throughout the year to prepare them for attending a different site. Social stories and photo books are used with the classes to familiarise them with the Gothic Road site and individual follow up work for key children is planned to meet their needs.</p> <p>For those children transitioning from other schools or at other times of the year we encourage them to visit the school with their parents prior to starting and to meet their class and teacher. A 'buddy' will be arranged within their class to help them to settle in. Records are sought from the previous school and a meeting with school staff will be conducted (sometimes by telephone). If the child has identified SEND, the Inclusion Leader will arrange to meet with the parents and child at the earliest opportunity, often at their initial visit.</p> <p>TSF also contribute information to a child's onward destination by providing information to the next setting. We have similarly well-developed links with the local secondary schools where the majority of our TJS children will attend. A range of transition activities occur throughout Year 6, including 'taster lessons' at some of the schools and visits from secondary school staff. As with the Year 2 transition, class teachers meet with representatives from the secondary schools to hand over the children in their care and the SENDCos will meet to hand over any children with additional needs. Records are forwarded to their new school. All children visit their new school for the day at least once and children with SEND are often offered additional transition visits by the secondary schools in order to meet with the learning support team.</p>
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<p>What are the admission arrangements for children with SEND?</p>	<p>The admission arrangements for children without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures. Decisions on the admission of children with an Education, Health and Care Plans are made by the Local Authority.</p>
<p>Other Sources of Support and Information</p>	
	<p>KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS): Telephone: 020 8831 6179 Email: RichmondKingston@kids.org.uk Website: https://www.kids.org.uk/richmond-and-kingston-sendiass KIDS is a national charity providing a wide range of services for disabled children, young people and their families across the country. SENDIASS is a friendly team of local advisors who offer impartial advice and support on all matters relating to SEND. They aim to enable you to make informed decisions and provide impartial, confidential advice and information for families around education, health and care.</p>
	<p>Richmond Parent Carer Forum is an independent group run by parents for parents or carers of children/young people (aged 0 – 25 years) who have any form of special educational need or disability. Your child does not need an official diagnosis for you to become a member and we support families of children with any type of additional need including learning difficulties like dyslexia. More information can be found here: https://www.richmondpcf.org.uk/</p>
	<p>The local authority's 'local offer' is published at: https://www.afclocaloffer.org.uk/ This website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities. Telephone: 020 8547 4722 Email: sendlocaloffer@achievingforchildren.org.uk Parents without internet access can also make an appointment with the Inclusion Leader for support in accessing the information they require.</p>
<p>Relevant Legislation:</p> <ul style="list-style-type: none"> • Part 3 of the Children and Families Act 2014 • SEND Code of Practice 2015 • The Special Educational Needs and Disability Regulations 2014 • The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49 • The Order setting out transitional arrangements, Section 137 • The Equality Act 2010 	<p>Other TSF policies that you may find supportive:</p> <ul style="list-style-type: none"> • Positive Behaviour Policy • Policy for Single Equality • Safeguarding Policy (inc. Child Protection) • Assessment & Record Keeping • Teaching and Learning • Accessibility