



Trafalgar Community Infant School Special Educational Needs Information Report Spring 2026

“A voyage of discovery-we’re sailing to success together”

How we support children with special educational needs or disabilities.

Trafalgar Community Infant School is a large mainstream infant school for children aged 4-7, covering Reception to Year 2. We have capacity for 270 children, with up to three classes of up to 30 children in each of the three year groups.

Our vision, values and aims underpin our all –inclusive ethos. Please see the “About us” section of our website for more information.

We aspire for all our children to be confident, creative and caring and show passion and determination for lifelong learning.

At Trafalgar Community Infant School, we believe in raising the aspirations of and expectations for all pupils with SEND. We focus on the outcomes for the children and not just hours of provision/support. We believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or continuing in education.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in The Special Educational Needs and Disabilities Code of Practice 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENCO) who will oversee the implementation of the SEND Policy. At Trafalgar Community Infant School, the SENCO is also the Inclusion Leader.
- To provide support and advice for all staff working with special educational needs pupils.

How does the school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Performing below age related expectations and/or failing to make expected rates of progress, despite adaptations from Ordinarily Available Inclusive Practice (OAIP) documentation from West Sussex, being put into place.
- Concerns raised by parent.
- Concerns raised by teacher, for example behaviour or self-esteem, which are affecting performance.

- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies, e.g. Speech and Language Therapy Service.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child’s class teacher; if you and the class teacher still have concerns you or your class teacher will contact our SENCO, Miss Power.

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.

Who will explain my child’s needs and progress to me?

- The class teacher meets with parents to discuss your child’s needs, support and progress. This may be at the parents evening in the autumn and spring term, or as needed.
- For children with SEND, the SENCO and the class teacher meet to plan support for the child and this is shared with the parent, when their input and views are also sought. The individual support plans (ISPs) are usually reviewed termly and updated based on how the child is progressing and meeting their targets.
- For further information, the SENCO and the Inclusion team are available to discuss support in more detail.

How will school support my child?

- The SENCO oversees all support and progress of any child requiring additional help across the school.
- The class teacher, in discussion with the SENCO, will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Children with SEND have individual support plans, with specific targets, which are monitored termly.

There may be the SENCO, a Learning Assistant (LA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts.

Some children follow more individualised programmes and may be supported 1:1, usually by an LSA.

All of our support staff have recognised qualifications. This enables us to direct precise support to meet the needs of every child.

As part of a professional development programme staff have opportunities to increase their skills through attending training, either in school led by a member of our Senior Leadership Team or from an external agency.

□

How are the Governors involved and what are their responsibilities?

- The Head Teacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- A Governor, Sue Ware, is responsible for special educational needs and meets regularly with the SENCO. The SENCO also reports to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

- The school applies reasonable adjustments to meet the range of special educational needs.
- The learning is planned for children with special educational needs including group and individual adaptations to the curriculum.

The school aims to provide a curriculum and learning environment to meet the needs of all children, including those with special educational needs. This may include providing quiet areas in the classroom e.g. a tent for children who need this. Some children have 1:1 support and follow an adapted curriculum, sometimes working in the classroom with their peers and sometimes in another area of the school. Class teachers plan the work, supported by the inclusion team.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that the majority of children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be three specific levels of work set for the class, however on occasions this can be individually adapted for a specific child.
- The benefit of this type of differentiation is that most children can access the lesson and learn at their level.
- Some children with SEND require more adaptations of the curriculum some or all of the time, and this will be planned by the class teacher with support from the SENCO and inclusion team. This may be to meet learning needs, social and emotional needs, speech and language and communication needs or sensory needs.
- OFSTED January 2024: The curriculum works towards clear end points that prepare all pupils, including those with SEND, for the next stages of education.

How are the schools' resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of class based learning assistants (LAs) and non-class based learning support assistants (LSAs) and part of their responsibility is to deliver programmes to individuals and groups of children, to meet their specific needs.
- The budget is allocated on a needs basis. The children with the most needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- The class teacher and the SENCO, supported by other members of the inclusion team and the Leadership Team as appropriate, will discuss the child's needs and what support can be offered to best meet these needs.
- Different children will require different types and levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing each child's individual targets termly and ensuring they are being met.
- The child is making progress academically against national/age expected levels and their individual targets, discussed at progress meetings, attended by class teachers, the inclusion leader, the deputy head and the head teacher.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the SEND register when they have made sufficient progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers and we therefore aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evenings.

If your child is on the SEND register, an individual support plan (ISP) will be written by the class teacher and reviewed and updated termly. You will have an opportunity to contribute to this in person or in writing. The plans are shared via email and you have the opportunity to discuss with your class teacher at the parent consultation meeting. You are able to book another meeting with the class teacher or SENCO if you wish to discuss the ISP further.

- You are also welcome to make an appointment at any time to meet with the class teacher, the SENCO or the Head Teacher and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher can offer advice and practical ways that you can help your child at home.
- The class teacher may provide a home/school communication book, which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have an individual support plan with individual targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability, they may have an Education Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies, e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

□

- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- We may also invite parents to events in school, where we explain how we teach certain areas of the curriculum.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations and their prior attainment.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 2, using a variety of different methods, as appropriate.
- Children who are not making expected progress are identified through the regular progress meetings with the class teacher, SENCO, the deputy head and the head teacher. In this meeting discussions take place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's ISP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. Where targets have been met, a decision will be made as to whether the child needs new targets to move the learning on, or whether they no longer need to be on the SEND register.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that self-esteem, resilience and the ability to self-regulate are crucial to children's well-being and in turn their ability to thrive, in an environment that they feel safe in.
- A whole-school system, CPOMS, is used by all members of staff to record and monitor incidents and concerns. This is monitored by senior staff.
- As a nurturing school, our vulnerable pupils are known to staff.
- Members of the leadership team are on the school gates at the start and finish of the school day to greet and welcome pupils and their families. This helps to ensure a smooth transition between home and school each day and an opportunity for informal contact.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCO, the deputy head and the head teacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services or a range of educational professionals.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.
- Playtimes and lunchtimes have a range of staff to support happy interaction.

- OFSTED January 2024: Pupils come to school with a sense of excitement. The school has a joyous atmosphere that has been purposefully created to engage and support all pupils. They feel welcomed and cared for by the school. This includes pupils with special educational needs and/or disabilities (SEND) who feel accepted and supported. Pupils are cared for and supported. The school's offer beyond the academic is well considered. Pupils love the clubs and opportunities on offer. This includes breakfast karate and effective pastoral support, some of which involve sessions with the school guinea pigs.

How does the school manage the administration of medicines and personal care?

- We have a Medicines in School policy, covering the administration and management of medicines on the school site.
- Parents need to contact the office team if medication prescribed by health professionals needs to be taken during the school day. This will be discussed and our policy explained.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care or has a particular health need, this will be managed through a health care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- OFSTED January 2024: The school has high expectations of pupils. Pupils feel a sense of purpose in their learning and are proud of what they achieve.
- We have a School Charter based on the Rights and Responsibilities of children with UNICEF guidance and hold the UNICEF level 2 Rights Respecting Award.
- We use the Therapeutic Thinking approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and make every effort to include all pupils in learning sessions with their class. All classes use the Growth Mindset growth gardens to ensure consistency across the school. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the office team. Lateness and absence are recorded and reported to the Head Teacher and Governing Body. Where lateness and/or attendance are a problem, the Head Teacher initially contact parents/carers by phone to offer help to resolve the issue. Where lateness and/or attendance continue to be a problem, more formal written communication will be made by the Head Teacher to the parent/carer. Where attendance continues to be a persistent problem, advice may be sought from the local authority.
- If a child is at risk of suspension, a risk assessment and/or a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incident we will inform you about what has happened. We usually expect the child to reflect upon their behaviour; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Support to achieve this will be given as needed. Visual de-brief boards used to support child's communication.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through our PSHCE curriculum incorporating Circle Time.
- Children take some responsibility for their own learning by contributing their views and ideas at the start of each new topic.
- Children who have individual support plans (ISPs) may discuss their targets with their class teacher and contribute to the review meetings, in an age-appropriate way.
- We encourage children to voice their ideas about their learning and all aspects of school life.
- If your child has an Education, Health Care Plan (EHCP), their views will be sought at the annual review stage.

What specialist services and expertise are available at or accessed by the school?

- The SENCO works with all members of school staff and a range of professionals.
- A wide range of professionals work closely with the school to ensure the right help is accessed by children and their families.
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include school nurses, paediatricians at the Child Development Centre, speech and language therapy service, occupational therapy services, physiotherapy services, educational psychology services, the West Sussex social communication and learning and behaviour advisory team, the Child and Adolescent Mental Health Service (CAMHS), the family support team and Social Care.
- One of our LSAs is trained as an Emotional Literacy Support Assistant (ELSA) and currently works with a number of children in this role three days a week.
- We currently employ a parent support worker for one morning a week.

What training have the staff supporting children with special educational needs, had or are currently having?

- We receive training from a number of outside agencies including speech and language therapy, the social communication and learning and behaviour support team and the Ethnic Minorities Advisory Team. We also deliver in-house training in areas such as maths, phonics and Therapeutic Thinking Behaviour Management.
- A number of adults are Team Teach trained to safely support and if necessary, safely move children demonstrating unsafe behaviour.
- Members of staff work alongside the social communication team (ASCT) and the Learning and Behaviour Advisory Team (LBAT) to ensure that all staff can support children with these needs effectively.

How will my child be included in activities outside the classroom including day trips?

- We aim for all children to be included on school day trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. If we think it is necessary to keep a child safe, we will ask the parent to accompany them on the school trip.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and 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?

- Our school is all on the ground floor. We have ramps available to ensure easy negotiation of the stairs in school.
- There is a disabled toilet, which is large enough to accommodate a wheelchair.
- The school building is maintained to support children who are visually impaired.
- We aim to provide the equipment necessary to meet specific needs, on an individual basis. This will often be on the advice of specialist teams.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We make transition books for children likely to need one, prior to entry to our school and as they move up the school.
- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or disabilities we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We may write social stories with some children to help explain and prepare them for any major transition.
- When children are preparing to move on to junior school, we arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- A thriving, active parent-teacher association, called the "Friends of Trafalgar School" (FTS).
- Proactive Parent Governors
- Regular opportunities to come into school e.g. open afternoons, special events, productions.
- Opportunities to get involved e.g.: helping with reading, helping on school trips, helping at special events such as the "Let's Get Creative days"

- For children with special needs or a disability, parents may be invited to help support their child on a school trip.

Who can I contact for further information or to discuss a concern?

- If your child is already in the school, the first point of contact would be your child's class teacher to share your concerns.
- The SENCO, Miss Power can be contacted via the school office. Her working days are Monday, Tuesday and Wednesday. She can be contacted if you are considering whether your child should join the school or if you already have a child with SEND in the school.
- You can also arrange to meet with the Head Teacher.
- Look at our Special Educational Needs policy on our website.
- The Information, Advice and Support Service (SEND IAS) for West Sussex is an organisation that provides independent advice and support for families – 03302 228555
- The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND). <https://westsussex.local-offer.org> The link for our schools' page on the Local Offer site is <https://westsussex.local-offer.org/services/116-trafalgar-communityinfant-school>
- If a parent/carer of a child with SEND has a complaint about the support that the school provides, then please contact the SENCO, Miss Power in the first instance via the school office, and if you remain unhappy with the outcome then please refer to our school Complaints policy.

Who should I contact if I am considering whether my child should join the school?

- Contact the school office to arrange a meeting and tour of the school with the Head Teacher.
- If your child has a special educational need or a disability, you could contact the Head Teacher or the SENCO, Miss Power who will discuss how the school could meet your child's needs.
- The Head Teacher may suggest a meeting with the SENCO, Miss Power, for a more in-depth discussion about your child's needs.