

# FEDERATION OF TROSNANT SCHOOLS

Stockheath Lane, Havant, PO9 3BD Tel: 023 92475606 Fax: 023 92499423  
Email: [adminoffice@trosnant.hants.sch.uk](mailto:adminoffice@trosnant.hants.sch.uk) Website: [www.trosnantschools.co.uk](http://www.trosnantschools.co.uk)

TROSNANT  
SCHOOLS



Executive Headteacher - Ian Waine  
Executive Deputy Headteacher - Clive Mulligan

Drafted by:	Beki Hodgson
Reviewed by:	Ian Waine
Discussed by Staff:	September 2018
Approved by Governing Body:	
Implementation:	Immediate Effect
Reviewed/updated:	September 2019 June 2020 June 2021  Interim review: 13 <sup>th</sup> November 2020  Next review: June 2022

## SEN Information Report

SENCO: Beki Hodgson

SEN governor: Lily Thompson

Contact: [b.hodgson@trosnant.hants.sch.uk](mailto:b.hodgson@trosnant.hants.sch.uk)

Dedicated SEN time: 4.5 days per week

Local Offer Contribution: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

We believe that every child has an entitlement to a broad, balanced and relevant curriculum, which is carefully varied according to need and which is based on current initiatives and practices.

## Whole school approach

High Quality Teaching (HQT) and additional interventions are in place to support pupils with additional needs. We regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about HQT and the application of a personalised approach to teaching and learning.



**Everyone will achieve their best!**



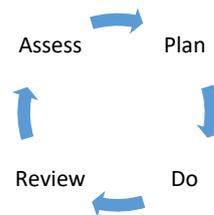
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Underpinning ALL our provision in school is the **graduated approach** cycle of:



## Assess:

- Class teachers use a data tracking system to monitor and identify children's academic needs.
- Observations and advice which utilises the expertise within the school.
- Using diagnostic tests to identify areas of additional need.
- Involving external experts to support us with our assessment processes – for example Educational Psychology, Primary Behaviour Support and Speech and Language Therapy.

## Plan:

The child and the parent are at the centre of our planning process. Plans should reflect the aspirations and viewpoints of the child and the parent.

The following are different forums which allow us to plan for children with additional needs:

- Trosnant Around the Child meetings.
- Parent meetings
- Annual Reviews (for children with EHCP's)
- Meetings with external agencies – for example, Speech and Language Therapy, Primary Behaviour Support Service.

Plans are used as working documents and should be regularly reviewed to ensure that they are continuing to meet the needs of the child. There should be a formal review at least termly.



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## Do:

All plans will identify what action should be taken and who is responsible for completing them.

Plans should be used as working documents and adapted in consultation with the child and the parent.

## Review:

Plans will be regularly reviewed. The timescale for review will be dependent on the plan – but will be at least termly.

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## Special educational needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### I. Communication and interaction

- The school employs a Speech and Language Therapist (2 days) Speech and Language assistant (1.5 days). The role of the Speech and Language Therapist, supported by the Speech and Language assistant is to:
  - provide support and interventions for those children who have targets provided by the Speech and Language Therapist;
  - Liaise with the NHS Speech and Language Service;
  - deliver communication and language interventions to identified children;
  - share good practice with members of staff;
  - assess and advise about children whom we feel may have additional needs in this area;
  - Provide relevant training.
- All staff attended a full day INSET on the 19<sup>th</sup> February 2018 to develop their understanding of Communication and Interaction, and the provision available to support children with these needs.



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- The school uses the Solent NHS therapy resource pack to assess identified children's needs. This assessment is then used to provide specific interventions and/or to adapt the curriculum for individual children.
- The school work closely with the Speech and Language Service who assess and provide targets for pupils with additional needs in this area.
- The school have staff trained in the ELKLAN programme.
- In order to share good practice and remain current, our Speech and Language Assistant regularly liaises with our in-house Speech and Language Therapist.
- We also work closely with the Specialist Teacher Advisory Service, where necessary to support children with additional needs in this area.
- The school uses Boardmaker Online, where appropriate, to support pupils with communication needs.
- The school has a subscription to Widget software to provide visual resources to support pupils with additional communication needs.
- The school can make referrals to Riverside Outreach to gain additional support for children who present with needs in this area.

## 2. Cognition and learning

- The school regularly updates their data for all children. This data is analysed at regular points throughout the academic year through Pupil Progress meetings, where adaptations to the curriculum and support are identified for children.
- There are regular SEN Learning Walks which focus on how the curriculum is being adapted to support those with SEND. We believe that HQT is the key to children with SEN making good progress.
- As well as Learning Walks, there is also regular book monitoring. This ensures that lesson observations are validated by looking at the progress that is made over time.
- Evaluations of Learning Walks and book monitoring mean that we can identify next steps for children, make adaptations to the curriculum and ensure that our training reflects the needs of the school.



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- Our analysis of data and books, enables us to identify what is working well and how this can be transferred to areas in which children are not making the expected progress so that we can adjust our practice.
  - Passports for Learning identify the additional support that children are being given to support them to make progress. These identify targets for children with additional needs for cognition and learning. They also identify the provision that is in place for children to support them to make progress. These are evaluated and adapted regularly to ensure that are having a beneficial impact.
  - Beki Hodgson produces provision maps based on the passports for learning so that there is an overview of the provision provided. It can then be evaluated and reviewed,
  - Beki Hodgson has attended the SEND planning toolkit for Reading and Writing. This provides teachers with guidance of how to support SEND children in these curriculum areas. The embedding of this in planning is a priority for this academic year.
  - Beki Hodgson has attended Maths Diagnostic Tasks Training which provides resources to enable us to find gaps in pupils mathematical understanding so that we can personalise planning to enable them to complete gaps in the different maths domains. It will be a priority to share this tool and begin to use it in practice this academic year.
  - Due to the COVID 19 school closures, some of our children's learning has been interrupted. Beki Hodgson has produced COVID monitoring lists which tracks the progress of those children who, due to the school closures, now meet the threshold for SEND support in this area. The monitoring lists, enable us think carefully about the provision we provide for those children to enable them to 'catch up'.
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### 3. Social, emotional and mental health (SEMH)

- Most children who have needs in this area have a specific plan which outlines their strengths, areas of needs and strategies to support the child. These are reviewed regularly as our knowledge of the child develops.
- A new behaviour policy was developed in May 2018. The behaviour policy is based on the principles in the book – When the Adults Change, Everything Changes: Seismic Changes in School Behaviour, by Paul Dix.



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- The school employs 4 part-time ELSA's (Emotional Literacy Support Assistant) who work with children who may have ongoing emotional needs. Our ELSA's attend regular supervision to discuss challenges and share good practice.
- The school also has three Thrive Practitioners. The Thrive approach is based on neuro science and how our knowledge of the brain can help children to recover from trauma or gaps in their emotional development. Our Home School Liaison Officer has recently trained in the approach. This is to enable us to better share the approach with parents and to ensure that there is greater consistency between home and school.
- Whilst places in the Resourced Provision are determined by the Local Authority, the school benefits from having a provision on site for children with SEMH needs.
- We work closely with the Primary Behaviour Service to gain additional support and guidance for some of our children with SEMH needs.
- Beki Hodgson has taken part in the Virtual School Attachment Aware project.
- All staff have attended an Attachment Aware Training session to support their understanding of supporting children who have experienced trauma. In the academic year 19/20, we had three dedicated training sessions for all staff. The first of these centred around the theories of PACE (playfulness, acceptance, curiosity and empathy). PACE is an approach developed by Dan Hughes. It consists of four personal qualities which allow adults to support children to develop their own self-awareness, emotional intelligence and resilience. It supports children, over time, to gain tools to be able to understand and regulate their emotions. This is an approach which staff in the school will develop and use to support the pupils in our care.
- For new staff, Attachment Awareness is part of the induction process.
- Staff also received a number of training sessions on Restorative Justice.
- A great number of our staff have attended twilight sessions at Primary Behaviour Support. These sessions include autism awareness, attachment awareness, Thrive approach and yoga workshops.
- For those children who require more specialist emotional support or for whom there may be neurodevelopmental needs – the school works closely with parents to support a referral to the Child and Adolescent Mental Health Service (CAMHS).
- The school is part of the steering group for the CAMHS Mental Health Support Team and is able to make referrals to this project.



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- At Trosnant, we firmly believe that children's behaviour has a communicative function and that we need to adapt the way we work with children to ensure that their needs are being met. We use a number of strategies to do this – one of these being the Functional Analysis Approach.
  - The school currently has a vacancy for a counsellor - 1 day per week.
  - The school has been part of the PBS emotional wellbeing lead project and the CAMHS emotional wellbeing lead project. Our Emotional Wellbeing Lead is Jade Johnson ([j.johnson@trosnant.hants.sch.uk](mailto:j.johnson@trosnant.hants.sch.uk)). Jade holds overall responsibility for emotional wellbeing in the school and is supported by members of the Personal Development Team. This team includes a range of staff from across the school to ensure the emotional wellbeing of our staff a pupils is given a high priority across our federation.
  - Some staff have also accessed training from Beacon House to embed their understanding of childhood trauma.
  - Beki Hodgson attended the WfER training (Welfare for Educational Return) to ensure that we were minimising the impact of the COVID 19 lockdowns on the emotional wellbeing of our pupils, staff and families.
  - All children returning after the periods of lockdown, whom were identified as having SEMH needs, were supported by a positive response plan that considered how their additional needs could be met in line with the ongoing COVID 19 restrictions and to ensure that their return to school was successful.
  - During the COVID 19 lockdowns regular welfare checks were carried out to enable us to ensure that families were able to access the relevant emotional wellbeing support where necessary.



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## 4. Sensory and/or physical needs

- The school has an accessibility plan to enable those with physical disabilities to access the school.
- The school works with the Specialist Teacher Advisory Service to support those children with physical disabilities.
- The school has worked with the Access Team to make adaptations to the building to support the need of children with physical needs.
- The school is aware that some of our children have sensory needs. For those children, we adapt their curriculum so that they have access to sensory breaks and quiet spaces. We also have a range of resources to support children's sensory needs – for example, weighted blankets, ear defenders, sensory toys.
- The school uses the Solent Therapy Resource to assess and support children's gross and fine motor skills.
- A number of our staff have attended twilight sessions at Riverside Community Special School to develop their understanding of supporting children with sensory and neurodevelopmental conditions.

### **Arrangements for the admission of pupils with a disability:**

The Disability Discrimination Act 1995, defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with special needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities, is considered, in the first instance, in the same way as non-disabled pupils. Further considerations are made in light of need and accessibility. It is the school's policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

When we are aware that a pupil with disabilities has applied for a place at our schools, we will ensure that we meet with parents and the child to gain a clear picture of their needs. We also liaise with any relevant external agencies that may be supporting the family. If there are no external agencies, we



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may seek parental permission to refer to these services. In the past, we have liaised with the Specialist Teacher Advisory Service, the Access Team and SEN to ensure that the provision that we put in place enables the pupil to access the school environment and the curriculum to the full extent. This has included the installation of changing facilities, access to resources such as Ipads and applications to lower the thresholds to some of the external doors.

**We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:**

- Having high expectations of all pupils;
- Finding ways in which all students can take part in the full curriculum;
- Planning out-of-school activities including all school trips so that pupils with disabilities can participate;
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Employing teaching strategies which will remove barriers to learning for pupils with disabilities;
- Planning the physical environment of the school to cater for the needs of pupils with disabilities;
- Providing training to all staff to raise the awareness of disability;
- Providing resources for pupils with disabilities in a form which is user friendly.

**Existing facilities provided to assist access to the school by pupils with disabilities are:**

- Wheelchair access at main entrances. Where the thresholds to entrances are high, a ramp is available to support access.
- Carpeted classrooms to aid hearing impaired pupil's learning.
- Disabled toilets in both the junior and infant school.
- Disabled parking bays.



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## 5. Additional support

- The school has a service level agreement with Educational Psychology. We buy in 12 days of support across the year. There has been a county wide reduction in provision during the academic year 20/21 on a pro rata basis based on the number of days purchased by the school. Our Educational Psychologist has worked collaboratively with our Speech and Language Therapist to improve the results for those children who may have communication and interaction needs as well as cognitive needs.
- We work with the Primary Behaviour Support Service to improve the outcomes for those children who have Social, emotional and mental health needs.
- The school employ a Home School Link Worker – Denise Stephens – who supports families with a variety of issues – signposting them to relevant external partners. Our HSLO also runs parenting courses such as NVR and in the academic year 21/22 will begin to offer Family Thrive.

We have internal processes for monitoring the quality of provision and assessment of need.

These include:

- Analysis of data – looking at specific groups
- Formal lesson observations
- SEN learning walks
- SEN book monitoring
- Intervention feedback
- SENCo attending pupil progress meetings
- Review of targets, PBS Action Plans, Behaviour Plans and other individualised support plans.

### SEND provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy. Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. educational psychologists, speech and language therapists, other local authority services, occupational therapists etc.) Our approach in such situations is to speak to parents to discuss the needs of their child and talk about how external agencies can support the child and the family.



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## Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach, and we do this through:

Action/event	Who's involved	Frequency
Parent drop-ins	Class teacher, parents and child.	2x per year
EHCP annual review	Class teacher, SENCo, parents and child	Annually - or sooner if there is a change of need.
Primary Behaviour Service action planning meeting	Primary Behaviour Service, class teacher, SENCo, parents and child	6 weekly
Passports for Learning	Class teacher, parents and child	These are reviewed and updated where necessary on a half termly basis.
Individual Behaviour Management Plans	Class teacher, parents and child	These are reviewed and updated where necessary on a termly basis.
Thrive Action Plans	Class teacher, Thrive Practitioner and parents	These are reviewed and updated where necessary on a half termly basis.
Yearly Reports	Produced by class teachers and then shared with parents and children.	1x per year

## Staff contacts and development

The SEND provision within our school is co-ordinated by the Assistant Head (Inclusion). Our Assistant Head (Inclusion) is **Beki Hodgson** who can be contacted at the school by *phone*: 02392475606 or by *email*: [b.hodgson@trosnant.hants.sch.uk](mailto:b.hodgson@trosnant.hants.sch.uk).

Beki Hodgson is the Designated Teacher with responsibility for Looked After Children. Laura Dean is currently shadowing the role to enable her to take on this responsibility over time.

Our safeguarding leads are: Ian Waine, Clive Mulligan, Denise Stephens, Beki Hodgson.



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We are committed to continually developing the expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise
DT, JS, EB, EH	Speech and Language
DT, JF, JS, EB, LA, MP, DH, JF	ELKLAN
BH	SEND, Social, emotional and mental health needs, NASENCo award
DT, KS, JM, CS, JS (in training)	ELSA's
SG, BH, DS	Thrive Practitioners
SG, KS, MP	Nurture
EH, NM	Makaton
EH	ASC

## ***This year, we will put in additional training into...***

- *Developing HQT for pupils with SEND;*
- *Ensuring consistent and effective core provision for communication and interaction needs across the federation*

## **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed as follows:

- All years groups have a Higher Level Teaching Assistant attached to them. The HLTA is used to disseminate good practice to the other support staff as well as offering additional cover during PPA.
- All classes have at least one full time member of support staff. Additional support staff are available in some classes where there are children with additional needs. Where children require a level of 1:1 support, the focus is on providing children with the skills they require to gain independence and to prepare them for adulthood.
- Four ELSA's work across the schools to provide emotional support and develop children's resilience. One of our ELSA's works specifically in year R. The philosophy behind this is an early intervention approach.



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- In years R-2, there is a full time Thrive Practitioner who works across the year groups to provide emotional support and develop children's resilience.
  - The school employs a Pupil Support and Guidance Manager, whose role is to work across the federation and offer pastoral support to pupils.
  - The school employs a part-time Speech and Language Assistant to support children who have additional needs in the area of communication and language.

## Finance

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Our notional SEN Budget this year was £77,154 for the infant school and £118,627 for the junior school. The following outlines how we spent this budget to support and challenge children with SEN:

- *Support staff (additional to quality first provision)*
- *Commissioned external services - for example, Educational Psychology, PBS, SEMH support, Simply Speaking Speech and Language Support*
- *Additional teaching resources – for example, sensory toys and resources, interventions, practical resources to scaffold learning.*
- *Training – for example developing HQT for SEND pupils and continuing to develop our core provision for pupils with communication and interaction needs.*
- *Plus, any other expenses – for example attendance at alternative provisions.*

## School partnerships and transitions

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The School works with a number of external partners including:

- CAMHS;
- Primary Behaviour Support;
- Educational Psychology;
- Speech and Language Therapy;
- Specialist Teacher Advisors – for example, Hearing Impairment, Physical Disabilities, Communication and Language

The school works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>



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In addition, Hampshire SENDIASS offers impartial advice, support and information about SEND. This service can be accessed by parents and young people using the following information:

Website: [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)

Email: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)

Telephone: 0808 1645504.

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We closely monitor children and young people's destination data.

## Complaints

Our complaints procedure is available on the federation website and from the office. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

## Challenges this year

Challenges for our schools include:

- The impact of COVID19 school closures on the attainment of pupils in our school. In our context, we know that many of our pupils with SEND catch up over time. Therefore, the loss of learning time brought about by the COVID19 school closures will have a significant impact on their ability to diminish the gap between themselves and their peers if measures are not put in place to counter act this.
- High numbers of new pupils, some with SEND, due to high levels of turbulence within the school community. We intend to address this through effective liaison and induction processes, in particular liaison with SENCOs and Inclusion Managers at schools.



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- The recruitment and retention of high calibre support staff to meet the needs of the most vulnerable and challenging pupils. The schools continue use a range of incentives to attract and retain high quality staff.
  - Meeting the needs of increasing numbers of pupils with complex needs and Education health and Care Plans, within a climate of financial restrictions. The federation continues to prioritise staffing levels and the needs of SEND pupils when planning and budgeting.
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## Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Continue to develop our core provision to support the large numbers of pupils in our setting who have communication and interaction as an identified need.
- Provide a range of targeted CPD across all staff to support the continued development of HQT
- Provide further training for staff to support or recognise mental health difficulties with children and parents.
- Rigorous use of Target Tracker to identify groups for support post-COVID.
- Review of planning for SEN pupils to ensure enough variation and adaption
- Ensure systems in place so LSAs are fully aware of gaps in learning to best support catch up for groups and individuals
- Ensure rigorous training for in school reading support
- Subject leaders to review the resources their subject offers to support those with specific needs
- Refocus on the importance of resources available to support children to achieve.
- Set achievable targets through Passports for Learning to allow SEN children to feel successful and in turn build resilience
- Support staff to deliver inclusive high quality teaching at all times for SEN pupils
- Develop a consistent approach to support SEN pupils in all foundation subjects.
- Deliver training to staff when required to deliver high quality interventions for small groups or individuals.
- Develop a consistent school approach to measuring the impact of any interventions on pupils



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- Develop a Key focus on pupil's well-being and SEND recovery including Behaviour plans
  - Develop mainstream provision to support SEMH
  - Develop effective and targeted support for SEMH pupils through – Counselling, ELSA, THRIVE
  - Improve the quality of learning in the Resource Provision (Meerkats) to support new SEMH pupils by ensuring planning is adapted to their meet individual needs
  - Participation in the Big Inclusion Project

## Relevant school policies underpinning this SEN information report include:

- Curriculum Policy
- Criteria for the Identification of SEND
- SEN Policy

## Relevant legislation and guidance taken into account include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

**Date of next review (at least annually): June 2022**



**Everyone will achieve their best!**



