



# SEND policy and Information Report

## Temple Grove Academy

### 2022 – 2023

<b>Approved by:</b>	Isabel Ramsay and Richard Thomas	<b>Date:</b> September 2022
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## Aims

Our school code of conduct is:

‘To be **respectful** to ourselves, others and the environment. To be **ready** for learning and to stay **safe**’

Our aim is to significantly improve the quality of learning and life experiences of pupils at Temple Grove Academy particularly those pupils who have a Special Educational Need or Disability (SEND). We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

## Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

## Roles and Responsibilities

### The Assistant Head for Inclusion

The Assistant Head is Mrs Sophie Tillman-Harries. She will:

- Work with the consultant headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school



- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and are in receipt of High Needs Funding
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### The SENCO assistant

The SENCO assistant is Mrs Michelle Winter. She will:

- Assist the Assistant Head for Inclusion in leading the provision for SEND within school
- Manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- Support the Assistant Head for Inclusion in the implementation of an inclusive curriculum
- Work with the Assistant Head for Inclusion to develop, implement and run intervention groups and support
- Provide advice and strategies to members of staff regarding interventions and support they can give pupils
- Monitor the progress of students with SEND and feedback to the Assistant Head for Inclusion

#### The SEND governor

The SEND governor is Jamie Ross. He will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the consultant headteacher and Assistant Head for Inclusion to determine the strategic development of the SEND policy and provision in the school

#### The Consultant Headteacher

The Consultant Headteacher is Isabel Ramsay. She will:



- Work with the Assistant Head for Inclusion and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching partners or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the Assistant Head for Inclusion to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

### SEND Information Report

Temple Grove Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### Identifying pupils with SEND and assessing their needs

At Temple Grove Academy we monitor the progress of all pupils through pupil progress meetings half termly to review their academic progress and their progress is tracked using assessment tool Target Tracker. We also use a range of assessments with all the pupils at various points including: phonics screening in year 1, curriculum assessments each term for all pupils, Language Link assessment for all reception pupils and EYFS baseline assessment.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers



This may include progress in areas other than attainment, for example, social and emotional or speech and language needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

#### Graduated approach for SEND support at Temple Grove Academy

Step 1 – child identified as needing additional support through staff assessment and observation

Step 2 – request for support form is given to the Inclusion team

Step 3 – Inclusion team review the request for support form and identify the type of support needed

Step 4 – Support is put into place. This support is regularly reviewed and amended where necessary

#### Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need additional provision to support their learning. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record using Provision Map software.

All parents of pupils at Temple Grove Academy are invited to discuss the progress of their children on three occasions a year and their provision plan will be reviewed. In addition we are happy to arrange meetings outside these times. If following this Personal Provision Plan improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.



### Assessing and reviewing pupil's progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the Inclusion team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. All information will be saved on Provision Map.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents/carers, we will use a range assessment tools such as:

- Dyslexia Portfolio
- Dyslexia Screen
- Speech and Language Link
- BPVS (British Picture Vocabulary Scale)
- Boxall Profile
- SDQ (strengths and difficulties questionnaire)

Temple Grove Academy also have access to external advisors such Local Inclusion Forum Team (LIFT), Kent Educational Psychologist Service, Speech and Language Therapy Service and Community Paediatrics.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a Personal Provision Plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the academy is making special educational provision for the pupil which is additional and different to what is normally available.



If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

For all pupils with a Personalised Provision Plan, their outcomes will be reviewed with parents/carers three times a year at Parent/Teacher meetings. For pupils with Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

### Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

Pupils are prepared for transition through social story transition booklets, visiting their new setting, small group or 1:1 sessions to discuss the upcoming transition. A bespoke approach is used to support all children through transitions.

At Temple Grove Academy we work with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. When pupils transfer to us from pre-school or nursery the following transition arrangements are used:

- All families are offered a home visit by our Nursery and Reception Teachers in order to get to know the child and family before they join us.
- Our Reception Teachers visit all children in their pre-school settings to observe them and discuss strengths and needs with the professionals who are already working with them.
- For children who have complex additional needs, a transition meeting may be arranged with all family member and professionals involved with the child in order to make any appropriate arrangements to ensure a smooth transition.
- All children are offered the opportunity to visit the academy before joining.
- All children are given a transition booklet which shares information about the child and the academy before they start in September.

We also contribute information to a pupils' onward destination by providing information to the next setting. When pupils transfer to secondary school the following transition arrangements are used:

- For pupils with EHC plans, personalised transition plans are created at annual review
- Pupils are released from academy to attend as many transition days at the new school as are needed. If pupils need to be supported by our academy staff to help them with this, they are made available.



- Vulnerable pupils access a Year 6 transition intervention programme, which seeks to support them with practical strategies for managing different situations at Secondary Schools.
- The Year 6 class teacher and the Inclusion team meets with a representative from each of the appropriate secondary schools to discuss the strengths and needs of all children.

#### Our approach to teaching pupils with SEND

High quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Academies should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

At Temple Grove Academy we follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We will also provide the following interventions: BEAM, Sensory Circuits, Lego Therapy, Speech and Language, Precision Teaching, Literacy intervention, Play Therapy, Child Psychotherapy, Emotional Literacy, Drawing and Talking, Toe by Toe, Nesy, Dough disco, Clever Fingers, Speech Bubbles, Therapy Dog sessions. We also develop personalised interventions to best support the needs of individual children.

#### Adaptations to the curriculum and learning environment

At Temple Grove Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils 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.

We make the following adaptations to ensure all pupils' needs are met:

- Adapt our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapt our resources and staffing
- Use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Vary our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapt the physical environment where needed to enable disabled pupils to take better advantage of the education, benefits, facilities and services
- Improve the availability of accessible information to disabled pupils



### Additional support for learning

We have teaching partners who are trained to deliver interventions such as BEAM, Lego Therapy and Sensory Circuits. Teaching partners will support pupils in a range of ways for example providing 1:1 and small group support, precision teaching and targeted interventions.

We work with the following agencies to provide support for pupils with SEND:

- Paediatrician
- CAMHS
- Educational Psychology
- Speech and Language
- Play Therapist
- Child psychotherapist
- Emotional Wellbeing Team
- Therapy Dog service
- Kent school health
- Occupational Therapy
- Specialist Teaching and Learning Service (STLS)

### Expertise and training of staff

Our Assistant Head for Inclusion has many years of experience in this role and has achieved the National Award for SEN Coordination (NASENCO). She works four days per week. The SENCO assistant has a range of experience working with SEND. We have a team of teaching partners who are trained to deliver SEND provision.

Temple Grove Academy is dedicated to the continuous professional development of its staff. Staff have been trained in BEAM, Lego Therapy, Team Teach, Speech and Language Link, Attachment, Social Communication, Psychology of Language, precision teaching

We use specialist staff for:

- 1.1 Reading
- Emotional Literacy Support
- Social Skills such as Lego Therapy
- Counselling and Play therapy
- Sensory Circuits
- BEAM (Balance Education and Movement)
- Therapy dog



### Securing equipment and facilities

At Temple Grove Academy we are constantly developing our inclusion provision. Last year we received funding to refurbish the nurture room and buy resources for cozy corners in every classroom. We use High Needs Funding to buy specific resources to support children with SEND e.g. ear defenders, fidget toys, handwriting pens, pencil grips etc. Where external advisors recommend the use of equipment or facilities which the academy does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the academy will seek the advice of the KCC Communication and Assistive Technology team.

### Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the Inclusion team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Using assessments such as Boxhall profiles, Speech and Language Link, Dyslexia portfolio etc

### Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where it is necessary, the academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### Support for improving emotional and social development

At Temple Grove Academy we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, Circle Time and assemblies and indirectly with every conversation adults have with pupils throughout the day. The Inclusion team are currently studying the Nurture UK programme which supports schools to embed a whole school nurturing approach. See the nurture policy for more information on the support available at Temple Grove Academy. We use Zones of Regulation as a whole school tool for developing awareness of



feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness. See the behaviour policy for further information of how this is embedded at Temple Grove Academy.

For some pupils with the most need for help in this area we also can provide the following:

- Interventions such as Emotional Literacy or Lego Therapy
- Play Therapy
- External referral to CAHMS
- External referral to Two Bridges Outreach support
- Time out space if a child is upset or agitated
- Assessment using the Boxall Profile or British Picture Vocabulary scale

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. For example some children may adopt a therapeutic timetable to support them to engage with learning.

#### Working with other agencies

At Temple Grove Academy we work closely with a range of external agencies. See additional support for learning for a list of these agencies.

#### Complaints about SEND provision

The normal arrangements for the treatment of complaints at Temple Grove Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their class teacher first, then either the Assistant Head for Inclusion or Consultant Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding: exclusions, provision of education and associated services and making reasonable adjustments, including the provision of auxiliary aids and services.



### Contact details of support services for parents of pupils with SEND

The [SEND Information Hub](#) website has information, advice and support around the needs of their children and young people. This includes information about what support is available in different settings, health and wellbeing information, engagement opportunities and lots more.

Information Advice and Support Kent (IASK) support families of children and young people (0 to 25 years) with special educational needs or disabilities. They hope to empower children, young people and their parents to make informed choices about their education, outcomes and help to communicate views and opinions confidently. They are a free, confidential and impartial service based in Kent.

For more information or to get support:

Visit: [the IASK website](#)

Call: 03000 41 3000

Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[Kent PACT](#) (parents and carers together) is a forum for parents and carers of children with special educational needs and disabilities (SEND) with the aim to make sure services provided by education, health and care meet the standard and need for children with SEND and their families. Kent PACT is about empowering parent and carers and giving them the chance to have their voices heard.

### The local authority local offer

Kent's local offer is published here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

Parents without internet access should make an appointment with the Assistant Head for Inclusion for support to gain the information they require.

### **Monitoring arrangements**

This policy and information report will be reviewed by Sophie Tillman-Harries (Assistant Head for Inclusion) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy



- Nurture policy
- Safeguarding and Child Protection policy