



SEND Policy and Information Report

Temple Grove Academy

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1. 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.

2. 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 (with 2015 updates) which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age, or Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

(Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015, p. 15-16)

However, the definition of what constitutes SEND Support is less clear. To help schools, colleges and Early Years settings accurately identify their SEND Support cohort, KCC provides the following clarification of what constitutes SEND Support:



"SEND support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEND Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

4. Roles and responsibilities

Inclusion Team

Inclusion Lead

The Inclusion Lead is the Headteacher, Rebekah Leeves. She will:

- Work with the CEO 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 Anna Mayatt. She will:

- Assist the Inclusion Lead 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 Inclusion Lead in the implementation of an inclusive curriculum
- Work with the Inclusion Lead 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 Inclusion Lead

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 CEO and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

The CEO

The CEO is Isabel Ramsay. She will:

- Work with the Inclusion Lead 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 Inclusion Lead 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

5. 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, Insight. 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.

Progress is tracked with SMART targets and evaluated termly at pupil progress meetings, where the class teacher and Inclusion team decide whether a pupil needs to continue with an intervention or strategy. Interventions may be continued if they are having a positive effect or discontinued if the pupil has made sufficient progress for their needs to be met at a universal level. Interventions will also be discontinued if they are unsuccessful and alternative support put in place. Pupils who require sustained, personalised support may be identified as having SEND. Pupils who have a disability or diagnosis such as Autism will not be placed on the SEND register unless they require personalised support. Temple Grove Academy has an Additional Needs register for such pupils, which runs alongside the SEND register.

Child centred approach

The SEND Code of Practice (September 2015) aims to put pupils and parents at the heart of provision. Pupils who have been identified as having SEND will meet with either a member of the Inclusion team, or a member of staff from their class, three times a year to review their social and learning needs and plan for their next steps. SEND report 2021-22 Parents will also meet with the Inclusion team to review current interventions that their child is receiving and discuss any additional support their child may need



6. Graduated approach for SEND support

Universal Level – Personalised Quality First Teaching In Every Lesson

Support given at the universal level is a whole school response to pupil needs and takes place in all lessons. This may be the use of particular strategies that are available to everyone in the class such as word mats and differentiated lessons.

Targeted Level – Additional Support

Targeted support is for individuals or small groups for a short term, usually around six weeks. However, the support may be ongoing dependent on the needs of the learner. These interventions can include small group or 1-1 English or maths support, social communication skills, emotional support and specialist motor development activities. They may also involve teaching pupils how to use specific equipment within the classroom independently such as word processors, task management boards or visual cues. Some pupils who take part in these interventions may have special educational needs, whilst others may take part because they need to 'catch up' or need some extra support in a specific area of learning.

Personalised Level – Specific Needs

These interventions are provided for individual learners with more specific and unique needs. These may include additional support from external services such as Speech and Language Therapy Service, Specialist Teaching Service or Child and Young Person Mental Health Service.

Interventions are usually run by Teaching Partners who receive specific training, other professionals may also be involved.

7. 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 records.

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 will be reviewed. In addition, we are happy to arrange meetings outside these times. 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.

8. 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.

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 of 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 as 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 can 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.

9. Supporting pupils moving between phases

At Temple Grove Academy, we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible.

1. From Early Years Settings (Nurseries/ Preschools) into Reception – An appropriate member of staff attends the EYFS transition event hosted by the Specialist Teaching and Learning Service (STLS). Pupils that have been flagged up as a concern or those that have SEND are visited in their



settings. Meetings with parents follow this visit and where necessary a transition booklet is produced for the child. Parents may also be asked to complete additional paperwork relating to SEND prior to their child starting school. In addition, all families are offered a home visit by our Reception Team in order to get to know the child and family before they join us. All children are offered the opportunity to visit the academy before joining.

2. From KS1 into KS2 – pupils participate in change-over sessions where they meet their new teachers in the summer term. For pupils with SEND and medical needs, a transition meeting is held where needed. This involves current staff, parents, a member of the Inclusion Team and future staff. Current support is described and future support is discussed. Again, a transition booklet is produced where necessary.

3. From Year 6 into secondary school – In addition to a meeting with the secondary Head of Year (or equivalent) to discuss all pupils, where there is a need, another meeting is held to discuss suitable transition strategies (possibly including visiting the secondary school with a teaching assistant and taking photos). The SENCo of the secondary school is invited to attend the final annual review of any pupils with SEND. We also contribute information to a pupils' onward destination by providing information to the next setting.

10. 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

SEN Code of Practice (2015, 6.37). Page 8 of 13

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, Nessy, Dough disco, Clever Fingers, Speech Bubbles, Therapy Dog sessions. We also develop personalised interventions to best support the needs of individual children.

13. 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 because 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

14. 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)

15. Expertise and training of staff

Our Inclusion Lead has many years of experience in this role and previously working at a school for pupils with Communication and Interaction difficulties. The SENCO assistant is a qualified teacher who has worked with a range of different pupils with SEND over the years. 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



16. 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. 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.

17. Evaluating the effectiveness of SEND provision

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

- Regularly reviewing pupils' individual progress towards their goals
- Regularly reviewing the impact of interventions
- Monitoring by the Inclusion team
- Using provision plans to measure progress
- Holding annual reviews for pupils with EHC plans
- Using assessments such as Boxhall profiles, Speech and Language Link, Dyslexia portfolio etc

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

All 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.

19. 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.

20. 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.

21. 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 Inclusion Lead or CEO 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.

22. 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

[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.



23. The Local Authority 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 Inclusion Lead for support to gain the information they require.

24. Monitoring arrangements

This policy and information report will be reviewed by Rebekah Leeves 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.

25. 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