

SEND INFORMATION REPORT – TEMPLE LEARNING ACADEMY

Information Report for Pupils with Special Educational Needs and Disabilities – September 2025

1.What kinds of SEND are provided for at Temple Learning Academy?	Temple Learning Academy provides SEND for students who may have additional needs in the following areas: Communication and Interaction – including speech, language and communication and ASD Cognition and Learning – including dyslexia, dyscalculia or dyspraxia Social, Emotional and Mental Health – including ADHD and Anxiety Sensory and/or Physical – Including visually or hearing impaired
2. Who should I contact at Temple Learning Academy regarding and SEND query.	The Primary SENDCo (Special Educational Needs and Disabilities Coordinator) in the Academy is Miss Jeni Malcom. The Secondary SEND Manager in Academy is Miss Zaira Sadiq. You are welcome to make an appointment regarding a SEND concern or make a query by phoning the school office or contacting the SEND team using the email below. Discussion with the SENDCo, SEND Manager or class teacher is the appropriate place to seek further advice around support from an agency. TLASEND@tla.rklt.co.uk
3. How are parents/carers of students with SEND included in the planning of provisions?	The Primary SENDCo and Secondary SEND Manager are available at all parents/carer's consultations. We encourage parents to attend. There may be occasions when the school may invite you to a meeting with the school SEND/Pastoral teams and other professionals who are working with your child. You may also receive update phone calls from a member of the SEND/Pastoral team.
4. How will my child be able to contribute their views around their educational provision?	We encourage all students to be involved in making decision and shaping the Academy. In lessons students are expected to be actively involved in reviewing their progress. Children with EHCPs and pupil passports discuss their progress and personal targets when they are reviewed by their either their class teacher (Primary) or SEND HLT/TA (Secondary).
5. What are the arrangements for assessing and reviewing the progress of students with SEND?	Assessment of our pupils continues throughout their time with us. We do this by: 1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations;

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	2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback; 3. Providing all adults with the opportunity to discuss concerns at any time; 4. SENDCo observations; 5. SENDCo assessments; 6. Concerns raised by parents; 7. Liaising with external agencies; 8. Use of tools for standardised assessments; 9. Referrals to external supporting agencies. Children with an Education Health and Care Plan already have many of their needs clearly identified. Their placement at our school is a decision that is made by Leeds Local Authority The school tracks and analyses the children's progress in learning against national expectations termly. The teachers continually assess each child and note areas where they are improving and where further support is needed. The school uses a finely graded assessment tool, B Squared, to monitor progress and to support with the assessment of children with SEND. The Senior Leadership Team report progress and impact of resources to the Governing Body.
6. How does Temple Learning Academy support the transition of students moving between phases in their education?	All new children are encouraged to visit the school prior to starting. Where children have specific needs, the child (if appropriate) and parents/carers are encouraged to meet with the SENDCo to discuss strategies that can be implemented to support the transition. We also liaise closely with other schools when receiving and transferring children to and from different schools and ensure that all paperwork is passed on and all needs are discussed. The school will also continue to support new settings on request (eg. Providing SEND information for EHCP applications). Transition between year groups and key stages within the school form part of our annual programme of transition and handover to the next class teacher. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits supported by school staff.

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7. How are students with SEND supported with their preparation for adulthood?	All students across the academy access a comprehensive personal development curriculum, some students may access a enhance personal development curriculum to support with the development of a particular needs. Students access careers fairs, excellence weeks and careers support. Students are encouraged to choose curriculum pathways that reflect their ambitions for employment, independent living and participation in society.
8. How are students supported at Temple Learning Academy?	Where possible, children with SEND access quality first teaching in all areas of the curriculum, within the classroom. The direct teaching of basic skills builds stamina in Reading and Writing and is a priority across the school. Read, Write Inc¹ has been implemented in Reception, Year 1 & 2. This approach supports all children including children with SEND. Children across the school use resources to scaffold learning in Maths and have their activities differentiated when appropriate. Children with SEND have access to small group and 1:1 support as needed. Where a child's needs cannot be met by quality first teaching, targeted interventions are put in place, in line with Leeds Local Authority Cognition and Learning Continuum. These interventions will be identified in an ILP and EHCP documentation. Any child identified on the SEND register receives additional support. This is outlined on the school provision map. Teachers, teaching assistants and pastoral staff write Pupil Passports for all children on the SEND register. These provide information about the universal strategies that students need along with other important information. Applied provisions are recorded for children who are at targeted and specialist support. These clearly outline the provisions required to support pupils based on their current levels, targets linked to their next steps in learning and how this is implemented, taking into consideration advice from outside agencies, such as Speech and Language, Education Psychology and SENIT and STARS. In the first instance, needs are met through quality first teaching. For some children, specialist treatment plans may be in place. This will be written by specialists (eg. speech and language). At Temple Learning Academy we use a range of interventions to target the children's individual needs. We aim for our pupils to be taught for the majority of time in their classrooms by their class teachers, or more specialist teachers in conjunction with their class teacher. In order to support this,

¹ <http://www.ruthmiskin.com/en/>

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	teachers provide different levels of challenge or types of task within their lessons (adaptation) and provide different levels of support to groups of children. Where a need is identified that cannot be met within the classroom, then a different form of support is implemented. This may take the form of a targeted or specialist intervention, supplying a specific piece of equipment or support from an external specialist.
9. What adaptations are made to the curriculum and the learning environment to support students with SEND at Temple Learning Academy?	All areas of the main site are accessible by wheelchair. There are disabled parking bays available in the staff car park. The school has accessible toilet facilities in the main site. There is also a medical room. Graduated paving provide access to all doors on the main site. There are lifts that provide access to all floors. The school has evac chairs, in case of emergencies. The school consults with Leeds Local Authority for advice on reasonable adjustments. Where children have a disability, the Primary SENDCo or Secondary SEND Manager will meet with parents/carers to ensure that appropriate risk assessments/health care plans and resources are in place before the child begins at the school. During this meeting, the need for specialist advice or reasonable adjustments will be identified and put in place as quickly as possible.
10. What expertise is available within the staff and how is specialist expertise secured to support students with SEND?	The Assistant Principal for Student Support holds the Post Graduate Certificate in SEND Coordination and is a qualified Access Arrangements Assessor. The Primary SENDCo holds the Post Graduate Certificate in SEND. The Mental Health Champion is a qualified Mental Health First Aider and has completed Mental Health Lead training. Temple Learning Academy is a Trauma Informed School. Staff across Primary and Secondary Phases have completed the 'Autism Education Trust' Level 1 and Level 2 training and training in Building Underdeveloped Sensory Systems (BUSS). The school works closely with outside agencies, including the Special Educational Inclusion Team (SENIT), 'Talk for Yorkshire' Speech and language therapy, Educational Psychology, CAMHS, the 'East Area Inclusion Partnership', STAR's and other learning support services. We also work closely with children's services including Cluster and Social Workers.

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12. How does Temple Learning Academy ensure that students with SEND are enabled to engage in activities alongside peers.	All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided either on the trip or in the school environment, wherever possible. Any clubs that take place during lunch times or after school are as inclusive as possible. Our lunchtime staff support the children and offer support. For children who require specific support, this is considered on an individual basis.
13. How does the school improve emotional and social development of students with SEND?	We are an inclusive school that holds a child's mental health and wellbeing development as a priority. The school is externally accredited and recognised as being 'Mind Mate Friendly' in both Primary and Secondary phases. The school has a Mental Health Champion who is also a mental health first aider who supports the coordination of the provision for students who need additional support with their mental health and wellbeing. The emotional and social development of students is the responsibility of all adults working in the academy. Alongside class teachers (Primary) and form tutors (Secondary), students are supported by the pastoral, inclusion and safeguarding teams. Parents/carers are encouraged to speak to any member of staff if they have concerns about their child's wellbeing. When appropriate, the school may offer targeted or personalised support from the pastoral or inclusion team. Students may also receive support from the school's therapeutic counsellor or make referrals to external agencies, including 'Cluster' or 'Mindmate in Schools'. School also may also make recommendations that parents/carers seek further advice and support from the family GP, CAMHs or Mindmate.
14. How does Temple Learning Academy involve external supporting services in meeting the needs of students SEN and provide support for families?	Where more specialist support is required to advise teachers about how to overcome specific barriers, we work with a range of professionals to plan this. These include Educational Psychologists, Special Educational Needs Inclusion Team and parents/carers to gather information and plan next steps of action.

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	In some situations, a child may require a further level of support and in these situations the Academy staff can make applications to the SEN department in the Local Authority. This might take the form of an application for an Education, Health and Care Assessment or an application for support from the 'East Area Inclusion Partnership' (EAIP). This may lead to a child receiving support through placement in an alternative setting.
15. What are the arrangements for making a complaint related to SEND?	Any concerns or complaints about SEND provision by parents or carers should be initially raised informally, whether by e-mail, letter or a telephone call with the Primary SENDCo or the Secondary SEND Manager. Your concern will be investigated and the member of staff investigating your concern will report back within a week. If the parents/carers continue to be dissatisfied, a complaint should be raised as per the formal procedure within the Academy complaints procedure policy (available on the school website). Where a student has an EHCP, the Local Authority is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.
16. Where can I find further information?	General information relating to SEND at Temple Learning Academy, can be found on the school website, including within the SEND policy. Paper copies can also be available on request from the school office. For information on how SEND is supported within the local authority, please visit: Leeds SEND Local Offer Leeds Local Offer Leeds SENDIASS can offer further support for parents/ carers of children with SEND: Leeds SENDIASS