



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



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Contents

Introduction	2
Values and Ethos.....	2
Definitions.....	2
Objectives	2
Roles of the governors and staff.....	3
Admissions arrangements.....	5
Identification, assessment and provision	6
Education, health and care plans.....	7
Secondary transfer arrangements	7
Evaluating success.....	7
SEND in-service training for staff.....	8
Partnership with parents and carers	8
External agencies	8
Dealing with Complaints about SEND Provision	9

Special Educational Needs and Disabilities Policy

This policy is based on the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2014, updated January 2015.

Introduction

The purpose of this policy is to clarify the situation for all staff working with all children and young people, especially those with emerging or identified special educational needs and disabilities. It is also intended to inform students, their parent(s), carer(s), families and all other stakeholders of the legal position in relation to special educational needs and disabilities, and the values, ethos, expectations and procedures that we uphold at Temple Learning Academy.

Values and Ethos

Temple Learning Academy is part of the Red Kite Learning Trust. It is an all through school that caters for students from Reception to Year 11. At Temple Learning Academy, we are committed to ensuring that all our students, whatever their talents or additional needs, find both support and challenge within our curriculum offer. We display a variety of support strategies within the mainstream classroom, in a small group or on an individual basis, this enables our students to explore the full extent of their academic, creative and personal capabilities and develop a breadth of skills and passions which will follow them into adult life.

We are committed to promoting the welfare and interests of our students with special needs, supporting their families and ensuring we do our best to provide accessibility in terms of curriculum provision, human and physical resources including making reasonable adjustments where necessary. We aim to ensure a successful transition to the next step after Temple Learning Academy.

Definitions

Throughout this policy, the acronym SEND is used for Special Educational Needs and Disabilities and the abbreviation COP is used when referencing the Special Educational Needs and Disabilities Code of Practice 2014.

Objectives

The specific objectives of our SEND policy are as follows:

- To identify students with SEND and to ensure that their individual needs are met.
- To ensure that parents are informed of their child's SEND and that there is effective communication between parents and school.
- To identify, assess, record and regularly review student's progress.
- To ensure that all students make the best possible progress and grow in confidence and self-esteem.
- To ensure that students with SEND have equal opportunities to join in with all the activities of the school through effective inclusive practice.
- To ensure that students are able to express their views and are fully involved in decisions which affect their education.

- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the student.

To meet these objectives:

- Students with SEND will be identified as soon as is possible – we follow the approach outlined in the COP.
- According to their identified needs, students will be designated as needing:
 - SEND support through ordinarily available provision in classrooms and appropriate adaptations
 - SEND support through ordinarily available provision in classrooms and appropriate adaptations, with access to some small group and 1:1 targeted or personalised intervention as described in a school Individual Learning Plan (ILP).
 - SEND provision supported by an Education, Health and Care Plan (EHCP), drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEND register, which contains the names of all of the children with SEND, will be updated at least once a term.
- Individual Learning Plans (ILP's) are reviewed three times a year to include the view of teachers, parents and carers, and involved agencies.
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make EHCP assessments and draw up EHCP plans.
- The LA must work within prescribed time limits to produce an EHCP (a maximum of 20 weeks).
- An annual review of SEND support or the EHCP is arranged for the student and targets are updated and monitored.

Roles of the governors and staff

The success of Temple Learning Academy's SEND policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the governing board will report annually on the efficacy of the policy and the effectiveness of the provision.

The governing board, in conjunction with the principal, has responsibility for the school's general policy and approach to provision for SEND children, including the allocation of resources.

The principal is the designated responsible person in overall charge of the management of SEND provision and its funding. The principal works closely with the Assistant Principal for Student Support, the Primary Special Educational Needs and Disabilities Coordinator (SENDCo) and Secondary SEND Manager.

Lisa Morrell is the Assistant Principal for student support and Secondary SENDCo. She holds the National Professional Qualification in Senior Leadership (NPQSL), the Postgraduate Certificate in Special Educational Needs Coordination and the Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA). She has also completed the AET 'Schools Good

Autism Practice' training. She is responsible for the coordination and development of the provision for children with SEND across the Academy. Responsibilities include:

- Leading the school Inclusion Team
- Contributing to the strategic development of the school as a member of the senior leadership team.
- Overseeing the coordination of provision for students with SEND.
- Overseeing the record keeping for students with SEND.
- Monitoring the impact of SEND provision across the academy.
- Maintaining statutory SEND policies and associated documentation.
- Reporting to governors.
- Ensuring the SEND register is up to date.
- Delivering Career, Professional Development.
- Liaising with parents/carers of students with SEND.
- Liaising with and coordinating external agency support.
- Completing exam Access Arrangement assessments.

Jeni Malcolm is the Primary SENDCo. She is an experienced teacher who has taught across Primary phases. She is responsible for the day-to-day implementation of the provision for children with SEND in the Primary phase. She holds the National Award in Special Educational Needs Coordination (NASENDCo) and has complete the AET 'Schools Good Autism Practice' training. The Primary SENDCo teaches in classes across the Primary phase. Her other SEND responsibilities in Primary include:

- Coordinating the provision for students with SEND.
- Monitoring the record keeping for students with SEND.
- Monitoring the impact of SEND provision.
- Early identification of students with SEND.
- Ensuring the SEND register is up to date.
- Funding for Inclusion Applications (FFI).
- Administration linked to the EHCP process.
- Delivering Career, Professional Development.
- Liaising with and advising colleagues.
- Liaising with parents/carers of students with SEND.
- Liaising with and coordinating external agency support.
- Contributing towards reports to governors.
- SEND transition.

Zaria Sadiq is the Secondary SEND Manager. She is an experienced HLTA who has worked across Secondary phases. She is responsible for the day-to-day implementation of the provision for children with SEND in the Secondary phase. She is currently completing the middle leader 'Effective SEN Support Provision' training. Her responsibilities across the Secondary phase include:

- Managing the provision for students with SEND.
- Monitoring the record keeping for students with SEND.
- Monitoring the impact of SEND provision.

- Early identification of students with SEND.
- Ensuring the SEND register is up to date.
- Funding for Inclusion Applications (FFI).
- Administration linked to the EHCP process.
- Administration linked to the application of exam access arrangements.
- Delivering Career, Professional Development.
- Liaising with and advising colleagues.
- Liaising with parents/carers of students with SEND.
- Liaising with and coordinating external agency support.
- Contributing towards reports to governors.
- SEND transition.

Class teachers have responsibility towards the students with SEND in their class. The class teacher has responsibility for:

- Planning and delivering an adapted curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, learning assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating ILP and EHCP targets.
- Evaluating progress of ILP and EHCP pupils.
- Attending INSET and training sessions.

Learning assistants (LAs) and teaching assistants (TAs) who are directly involved with a student or group of students will liaise with the class teacher, parents/carers and the SENDCo in order to plan for, and meet, the needs of that student. Regular support and monitoring will be provided by the Assistant Principal for Student Support, the Primary SENDCo and Secondary SEND manager. The school provides, wherever possible, LAs and TAs to support children with ILPs and EHCPs in the classroom.

Admissions arrangements

Temple Learning Academy is committed to a straightforward, open and transparent admissions arrangement which reflects the admission arrangement of the Local Authority. The Academy will act fully in accordance with the School Admissions Policy. This is available via the school website.

It will, subject to its right of appeal to the Secretary of State in relation to a named student, admit all learners with an Education, Health & Care Plan naming Temple Learning Academy.

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care Plan (EHCP) naming the school, priority for admission will be given to

those children who meet the criteria outlined in the Schools Admissions Policy. This is available via the school website.

Before admission, parents, carers and students visit the school and they are encouraged to voice any concerns they might have about their student's integration into school. Our current admissions form requests that parents or carers state any special educational needs or disability that their child has. When possible a member of the Student Support Team will aim to visit the child in their previous setting, prior to transition.

Identification, assessment and provision

All educators at Temple Learning Academy have a responsibility for contributing to the early identification of students with SEND, through ongoing monitoring and evaluation of learning and progress and personal development, behaviour and welfare. This ensures that additional support for students can be put in place as soon as possible.

Identified additional learning needs will be categorised in one of four broad areas:

- Communication and interaction (often referred to as Speech, Language and Communication Needs or SLCN);
- Cognition and learning;
- Social, emotional and mental health needs (often referred to as SEMH);
- Sensory and/or physical needs

In Reception, teachers assess students against the Early Learning Goals (ELG) and the Early Years Developmental Journal (EYDJ). These assessments support the identification of need and inform provision and targeted or personalised interventions.

In Key Stage 1, teachers assess students against National Curriculum, Pre-Key Stage Standards and phonics screening. These assessments support the identification of need and inform provision and targeted or personalised interventions.

In Key Stage 2, 3, and 4, teachers assess students against National Curriculum and Pre-Key Stage Standards. These include end of key stage assessments. These assessments support the identification of need and inform provision and targeted or personalised interventions.

Where appropriate, Temple Learning Academy may use additional assessment tools to support the monitoring of progress, assessment and planning of targeted intervention.

The SENDCo uses the 'Support Continuum' provided by the 'Leeds Special Educational Needs Inclusion Team' to support assessment and plan provision.

Students with identified SEND will have special educational provision put in place in a four- part cycle as part of a graduated approach:

Assess: The SENDCo will analyse a student's needs before identifying a child as needing SEND support.

Plan: Parents will be notified whenever it is decided that a student is to be provided with SEND support and the plan shared with them.

Do: The subject teachers will remain responsible for working with the student on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.

Review: The effectiveness of the support will be reviewed in line with the agreed dates for data entry and ILP reviews. ILP reviewed and revised with parental and student input, reflecting the recommendations made from external professionals.

Education, health and care plans

If, at any stage, it is felt that a student is performing below the expected level for his/her age, we initiate an ILP, which often is sufficient extra SEND support. However, if in-school intervention programmes (SEND support) have not helped the student to make sufficient progress, then the school will liaise with parents and approach the LA to ask for an EHCP assessment. The LA will decide as a result of the assessment whether an EHCP plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Student's EHCPs are reviewed at least yearly by means of a consultation between class teachers, SENDCOs, LAs, the Local Authority plus any involved agencies, and parents or carers. Provision is also made for students to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

Secondary transfer arrangements

- SEND records including details of EHCPs are transferred following agreed procedures.
- There are opportunities for all students to visit their prospective secondary school.
- Students with SEND are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit students at primary phase.
- The student's ILP or EHCP will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SENDCo from the receiving school is invited to final review meetings, if that school has been specifically named in a student's EHCP.

Evaluating success

The criteria for success of the SEND provision are as follows:

- SEND register to be updated at least once a term.
- ILP and EHCP meetings to be held at least annually and all actions highlighted implemented. All associated data or paperwork to be forwarded to parents or carers, involved agencies and safely stored on-line or in SEND files.

- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to ILP/EHCP reviews at least once a year.
- Students to be involved, as appropriate.
- Relevant SEND data or paperwork to be stored or filed in a central system.
- External agencies to be involved as indicated in the EHCP.
- Agencies to be managed effectively by the SENDCo.
- INSET/SEND updates passed on to colleagues where appropriate.
- LA monitoring sheets passed on to the SENDCo.

The principal and governors use these success criteria to determine the success of the SEND provision.

SEND in-service training for staff

The Assistant Principal for Student Support and Primary SENDCo attend regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and school development plan.

In addition, the SENDCo arranges and hold INSET for teaching staff and teaching assistants.

Partnership with parents and carers

Arrangements for including parents and carers of students with SEND follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through ILP/EHCP meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher in the first instance or the SENDCo (by arranging a meeting). Interpreters can be arranged for those parents and carers who require this service.
- Updated ILPs/EHCPs to be sent to parents and carers at least once a year.
- Each year the governing board will include the following information on their school website:
 - The success of the SEND policy.
 - Any significant changes to the policy.
- Any consultation with the Local Authority and other schools and units.
- How resources have been allocated for SEND provision, including the use of the pupil premium where relevant.

External agencies

A wide variety of agencies are available to support students with SEND and if the child has an EHCP, the agencies involved (health care and social care) are required by legislation to work jointly in forming, reviewing and carrying out that plan. The school

liaises closely with a wide range of external professionals and works with them as they provide therapy within school. The school liaises regularly with the following services:

- The school doctor/nurse
- Health visitors
- The educational psychologist
- Speech and Language Service (NHS and Talk for Yorkshire as commissioned in school)
- Children's and Adolescent Mental Health Service
- Mindmate
- Physiotherapy
- Occupational Therapy
- STARS – Support for children with Autism
- Special Education Needs Inclusive Teaching service (SENIT)
- Epilepsy Nursing team
- Diabetes Nursing Team
- Deaf and Hearing Impairment Team
- Visual Impairment Team
- East Area Inclusion Partnership
- Cluster

We would seek to co-operate and liaise with other mainstream, alternative provision and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Dealing with Complaints about SEND Provision

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.