

Principal – Mr Stuart Huddleston
Deputy Head – Mrs Alex Clark
Deputy Head – Mrs Amy Thompson
Assistant Principal for Inclusion – Miss Lisa Morrell
SENDCO – Danielle Richardson
Assistant SENCO – Miss Leah Massey

Website: www.templelearningacademy.org

Email: TLASEND@tla.rklt.co.uk

Values and Ethos

Temple Learning Academy is part of the Red Kite Learning Trust. It is an all through school that caters for learners 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 both within the mainstream classroom and in a small group or individual basis, this enables them 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.

How does the school know if children need extra help?

Early identification

We aim to identify SEND early. This is crucial to the wellbeing of all of our children.

To support us in our early intervention we:

1. Liaise with health visitors when appropriate;
2. Review all SEN medical documents;
3. Attend all transfer reviews for all pupils with SEND transferring to us;
4. Provide the appropriate intervention and monitor the impact, eg, small group support provided by a Teaching Assistant A for all pupils as appropriate.

This allows us to meet the parents and give us the opportunity to discuss the child's strengths and needs. It also allows for any additional resources, interventions or referrals to be made quickly.

Identification

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;
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 such as visual stress screener, GL Dyslexia Screener, GL Dyscalculia Screener, Nessy Dyslexia Screener;
9. 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.

How do I raise concerns if I need to?

Talk to us – if you have concerns, speak initially with your child’s class teacher. If you feel that you would like to speak to the SENCO, appointments can be arranged through the school office or through contacting the SEND team on the email address below.

TLASEND@tla.rklt.co.uk

How will the school support my child?

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 provided information about the universal strategies that students need along with other important information. Individual Learning Plans (ILP) are written for children who are at targeted and specialist support. These clearly outline the pupil’s 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).

Parents/Carers are invited to meet termly with the class teacher, a member of the Inclusion Team and where appropriate SENCO or Assistant Principal for Inclusion to review their child’s learning and celebrate their successes.

Intervention Programmes

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, teachers provide different levels of challenge or types of task within their lessons (differentiation) 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.

At present we currently run the following interventions (depending on the needs of children at a specific time);

Intervention	Group or individual	Stage/Phase	Aims
The Picture Exchange Communication System (PECS)	Individual or group	EYFS/KS1	<ul style="list-style-type: none"> To support children with communicating their needs. To begin to develop independence.
Personalised Speech and Language Therapy	Individual	Full School	<ul style="list-style-type: none"> Children receive speech and language therapy to support disordered speech, directed by the school speech and language therapist.
Therapeutic Counselling	Individual	Full School	<ul style="list-style-type: none"> Children receive specialist support from the schools therapeutic counsellor.
Precision Teaching	Individual	Full School	<ul style="list-style-type: none"> To reinforce basic skills teaching in Maths and English
Volcano in my tummy/Anger A-Z	Individual and group	Full School	<ul style="list-style-type: none"> Interventions to support developing anger management strategies.
Sensory Circuits	Individual and group	Full School	<ul style="list-style-type: none"> Supports children with managing their sensory needs and promote concentration in the classroom.
Physiotherapy	Individual	Full School	<ul style="list-style-type: none"> To support health and well-being
Write from the Start	Group	Full School	<ul style="list-style-type: none"> To support the development of fluent, cursive handwriting.
Key word readers	Individual & Group	Key Stage 2, 3 and 4	<ul style="list-style-type: none"> To support the development of word recognition.
Active Literacy (ALK)	Individual	Key Stage 3 and 4	<ul style="list-style-type: none"> To support the development of reading and writing for children

			demonstrating indicators of Dyslexia.
Fresh Start	Individual or Group	Key Stage 2 and 3	<ul style="list-style-type: none"> To support the development of reading.
Nessy ¹	Individual	Key Stage 2	<ul style="list-style-type: none"> To support the development of reading and writing for children demonstrating indicators of Dyslexia.
Nurture Provision (formally known as Ayuda)	Group	Key Stage 3 and 4	<ul style="list-style-type: none"> Significantly modified learning environment and curriculum for children with social, emotional and mental health difficulties and Cognition and Learning difficulties.
Talk About for Teenagers	Group	Key Stage 3 and 4	<ul style="list-style-type: none"> To develop students communication skills and social, emotional and personal development.

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.

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 'Funding for Inclusion' (FFI) or an Education, Health and Care Assessment application 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.

How will the school ensure my child achieves their potential in Reading, Writing and Maths?

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 Inc² 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

¹ www.nessy.com/uk

² <http://www.ruthmiskin.com/en/>

Cognition and Learning Continuum. These interventions will be identified in an ILP and EHCP documentation.

What support will there be for my child's overall wellbeing?

We are an inclusive school that holds a child's mental health and wellbeing development as a priority. 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 class teacher and form tutor has overall responsibility for the pastoral, medical and social care of every child in their class. Children may also speak to the pastoral heads, leaders of learning, school Inclusion Team, safeguarding team or any member of staff they feel comfortable with. Parents/carers are encouraged to speak to any member of staff if they have concerns about their child's wellbeing. Students are monitored through weekly student development meetings.

When appropriate, the school may offer target support from the pastoral or inclusion team or specialist support from the schools therapeutic counselling service or may make referrals to external agencies, including 'Cluster'. School also make recommend that parents/carers seek further advice and support from the family GP, CAMHs or Mindmate.

How does the school manage the administration of Medicines?

The school has a medical policy which explains how the school manages the administration and managing of medicines. This is available from the policy page of the school website. Paper copies can also be available on request from the school office.

What support is there for behaviour, avoiding exclusion and increasing attendance?

The school aims to work in a supportive role with children and families to understand the causes of difficulties and to take steps to address this.

The school has behaviour, attendance and exclusion policies. These are available from the policy page of the school website. Paper copies can also be available on request from the school office.

If a child requires significant support with managing their behaviour a 'Positive Behaviour Plan' may be implemented to identify and support specific difficulties. The school may make referrals for support from the East Area Inclusion Partnership or alternative provisions.

Attendance of every child is monitored on a daily basis by the Assistant Principal for attendance. Meetings take place weekly to review the attendance of students with SEND and agree appropriate intervention. Lateness and absence are recorded and reported to the Principal. Attendance officers support families with persistent lates or absences. Various strategies are in place to promote positive attendance throughout the school.

How will my child be able to contribute their views?

Children with EHCPs and ILPs discuss their progress and targets when they are reviewed by their class teachers or SEND HLTA/TA. Children are asked to reflect on their learning and share how they feel about their progress.

How accessible is the school environment?

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 Assistant SENCO 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.

How does the school know how well my child is doing?

The school tracks and analyses the children's progress in learning against national expectations termly. The teacher continually assesses each child and notes areas where they are improving and where further support is needed.

The school uses specific assessment materials to monitor progress such as the Salford Reading Test³ and BSquared⁴ to support with the assessment of children with SEND. Progress is also reviewed a minimum of half termly by the class teacher and senior leadership team.

The Assistant Principal for Inclusion reports to the on progress and impact of resources to the senior leadership team and the governing body.

How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to 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.

³ www.hoddereducation.co.uk/new-salford-sentence-reading-test

⁴ www.bsquared.co.uk

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.

How will the school prepare and support my child when joining the school or transferring to a new school?

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 will be dealt with as 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.

What specialist services and expertise are available at or accessed by the school?

The Assistant Principal for Inclusion holds the Post Graduate Certificate in SEND Coordination and is a qualified Access Arrangements Assessor. The SENCO is currently undertaking the National Award for Special Educational Needs Coordination. The Mental Health Champion is a qualified Mental Health First Aider and is undertaking the Mental Health Lead training.

As a school with work closely with outside agencies, including SENIT, Speech and language therapy, Educational psychology, School Nurse, CAMHS and other learning support services. We also work closely with children's services including Cluster and Social Workers.

Who is the SENDCO in the school?

The SENDCO (Special Educational Needs and Disabilities Coordinator) in the Academy is Miss Danielle Richardson. You are welcome to make an appointment to speak with her regarding any area of concern or query by phoning the school office or contacting the inclusion team using the email below. Discussion with the SENDCO or class teacher is the appropriate place to seek further support from an agency.

TLASEND@tla.rklt.co.uk

Where can I find further information?

General information relating to SEND can be found on the school website, including within the SEND policy. This is available from the policy page of the school website. Paper copies can also be available on request from the school office.

Further information is available from the SENDCO – Miss Danielle Richardson, Assistant Principal for Inclusion – Miss Lisa Morrell, Principal – Mr Stuart Huddleston, or in exceptional circumstances, the governing body.

The school has a complaints policy. This is available from the policy page of the school website. 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:

www.leedslocaloffer.org.uk/#!/directory

Leeds SENDIASS can offer further support for parents/ carers of children with SEND:

www.sendiass.leeds.gov.uk