



Special Educational Needs & Disability (SEND) Policy

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SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Statement of policy

This policy will be reviewed in response to Government guidance and Local Authority advice, and will make any appropriate adjustments should new guidance be released. Any reviews will take into consideration all aspects of applicable legislation and advice at the time.

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (September 2015) and has been written by the Assistant Principal (Key Cohorts) in liaison with the SENDCo and SEND Governors, with reference to the following guidance and documents.

- SEND Code of Practice 0-25 years (2015) Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Teachers Standards 2012
- School policies which can also be found on our website or from the School office
- Accessibility Plan
- Child Protection Policy
- KCSIE 2023 (Annual updates reviewed)

OUR VISION

- Temple Moor High School is an inclusive and supportive secondary school.
- We believe that every teacher is a teacher of every child including those with SEND and through Quality First Teaching (QFT) every young person is able to engage actively in learning and reach their full potential in all areas of school life.
- We have high expectations and set suitable targets for all students and aim to raise the aspirations of, and expectations for, all students with SEND.
- We define a special educational need in accordance with the 2015 SEND Code of Practice: 0 to 25 Years (2015).
- All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education, Health & Care Plan)

OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND
- To ensure that every student experiences success in their learning and achieves to the highest possible standard
- To work within the guidance provided in the SEND Code of Practice (SEND COP), 2014
- To enable all students to participate in lessons fully and effectively
- To value and encourage the contribution of all students to the life of the school
- To work in partnership with parents
- To enable students to have their voice heard
- To communicate with the Governing Board to enable them to fulfil their monitoring role

- To work closely with external support agencies, where appropriate, to support the need of individual students
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students
- To clarify the roles and responsibilities of staff and governors

DEFINITION OF SEND

The Special Educational Needs and Disability Code of Practice: 0-25 (2015) states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they

- Have a significantly greater learning difficulty in learning than the majority of others of the same age

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(AN refers to an Additional Need. Not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.

ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school)

The SEND Code of Practice (2015) describes four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEND.

The four areas of need are:

1. **Communication and Interaction**, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation.

Including:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties) - where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties) affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Coordination Disorder (dyspraxia).

3. Social, Emotional and Mental Health Difficulties.

Including:

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- AD (Attachment Disorder)

4. Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

We also consider the following which may impact on progress and attainment students but do not consider them to be SEND and would therefore, on their own, not warrant being placed on the inclusion register

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being a Pupil Premium student
- Being a Child Looked After
- Being a child of a Serviceman/woman

A GRADUATED APPROACH TO SEND SUPPORT

All students receive a differentiated curriculum delivered through Quality First Teaching. We class this as 'Wave 1 Intervention'. Examples of this could include visual resources, scaffolding and writing frame, further details can be observed on the school's website: Provision Map.

Class teachers are responsible and accountable for the progress and development of the students in their class, including any students receiving additional support. Those who fail to make the expected progress are initially identified by class teachers, and referred to the SENDCo. Parents/carers are also encouraged to contact the SENDCo and the SEND team with any potential concerns or issues with regards to their child's academic progress and/or ability to cope in mainstream classes.

The progress and attainment of all students is reviewed and discussed with the Senior Leadership Team at regular intervals through data and link meetings. In addition to this, any teacher or member

of staff can raise concerns about a student with the SENDCo at any time. We involve parents/carers where appropriate, as soon as we feel a student may have a barrier to learning.

The first step to meeting the needs of any student who is under achieving is high quality, adaptive teaching. If the student is still not making sufficient progress or meeting their targets despite interventions and adjustments, we follow the SEND Code of Practice 2015 graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:

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 child 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. Interventions actively carried out.

Review: The effectiveness of the support will be reviewed in line with the agreed date. Plan reviewed and revised with parental and student input.

In school we use a range of diagnostic assessments and data are used as appropriate e.g., relevant family/medical history, KS2 Profiles, Pre-key stage standards, Teacher Assessments, Screening Tests, SATs and CATs results, RAISE online, Teaching Assistant assessments, reading/spelling tests; behaviour/academic information raised by parents.

Students who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Educational Needs Register (also known as the Inclusion Register). Parents are always consulted before this decision is made.

The SEND Code of Practice (2015) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student's previous rate of progress
- Allows the attainment gap to close between the student and children of the same age

Whenever possible, and appropriate, bespoke and personalised reasonable adjustments are made, for example, to curricular provision and the Behaviour for Learning Policy, for any SEND student that is otherwise struggling to fully access lessons.

MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

Once a student is included on the SEND register the SENDCo will decide upon and plan for effective intervention. There will be close monitoring of progress towards short-term outcomes, agreed with student and parents/carers, which are reviewed termly. If a student fails to make the expected

progress then advice may be sought from external agencies, which may include social as well as educational services. At this stage, additional SEND may be identified.

All teachers have a summary of their responsibilities for students identified as having Additional and Special Educational Needs. This information is shared on ARBOR, ClassCharts and via Individual Provision Maps (IPM's), along with additional information where appropriate, e.g. characteristics of dyslexia and potential strategies to support the need.

Students' views are gathered using Student Voice and they are encouraged to record using a variety of media. Regular reviews are held with Parents and SENDCo but parents are encouraged to contact the school whenever they have a concern or information to share.

We have access to an Educational Psychologist and can also request support from Cluster, SENIT, VIS, DAHIT, Learning and Language Services, Behaviour Support and Health Services including Speech and Language support. If we are unable to fully meet the needs of the student through our own internal provision and expertise, we would call upon these services for support. We would need to prioritise students, dependent on their need for these additional services.

EDUCATION HEALTH CARE PLAN

If a student is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age despite interventions, a decision may be made to request formal assessment for an EHC Plan (Education Health & Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a student's progress the SEND team will apply to SENSAP for an EHCP. This application will be discussed at a Multi-Agency Panel where a decision will be made either "Yes to assess" or "Not to proceed". If an application proceeds, SENSAP and school will work together to produce an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

CRITERIA FOR EXITING THE INCLUSION REGISTER

Following a termly review, it may be decided that the student has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the SENDCo and the Subject teachers at the half-termly reviews and may be put back on the register if deemed appropriate at a later date. We adhere to entry/exit criteria to help us determine these actions.

Students who are on the Inclusion Register are identified by the following codes:

EHCP – Indicates student has an EHCP.

SEN Support – SEND Support, whereby students are offered additional interventions to support their learning and progress.

Monitoring – Students who are being observed, monitored or assessed for additional support.

SUPPORTING STUDENTS AND FAMILIES

The TMHS Whole School Provision Map, SEND Policy and SEND Information Report are available on the school website or from the main school office.

The school's admission arrangements can also be found on the school website <http://tmhs.co.uk/admissions/> or from the office.

Transition is recognised as extremely important and any students requiring additional support at this time are identified and planned for. Students are supported in transition: this may be internal transition between year groups, from primary schools and other educational settings and also to new schools. The Assistant Principal (Special Cohorts) and SENDCo are responsible for this with input from the relevant teachers and Phase Leaders. Where appropriate, TAs accompany students on visits to support this transition.

With respect to students making the transition to post 16 provision, the SEND team:

- Liaise with Careers Personal Adviser in order to ensure that he/she accesses relevant information about individual students when giving careers input;
- Supports students, as appropriate in applying for appropriate post-16 provision;
- Pass on relevant information/records to post-16 providers where consent has been given in line with our GDPR Privacy Notice;
- Arranging for students to visit post-16 colleges and other placements in preparation for transition and accompanying them to interviews as appropriate;
- Invite Careers Personal Adviser and members of the transitions team at Post-16 establishments to the Annual Reviews of students with EHCPs.

The SENDCo, Sarah McAndrew, attends Parent Teacher Consultations where parents can come to discuss relevant issues but is also available to meet with parents/carers as needed. Sarah McAndrew can be contacted through the main switchboard on 0113 390 0770.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that students at Temple Moor High School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

First Aid trained staff are always available and a duty rota is in place in school. Many staff are also Epi Pen trained and this training is ongoing and updated when required.

Additional support is offered in ways such as:

- Differentiating 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.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Where necessary, students are referred to the Medical Needs Teaching Service.

For further information, please refer to our Supporting Students with Medical Needs Policy using this [LINK](#)

MONITORING AND EVALUATION OF SEND

The monitoring and evaluating of provision are an ongoing process.

The Assistant Principal for Curriculum Regeneration, alongside the Senior Leadership Team carries out Learning Walks regularly focusing on SEND planning and differentiation. Foundation and Intervention groups are also observed. Observations are discussed, any gaps identified, and training delivered.

We hold regular training days. The SENDCo also attends relevant training and disseminates details to all staff as appropriate. Individual and small group training is provided for Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) to develop their skills and knowledge needed to deliver individual programmes and in-class support by the SENDCo.

The SENDCo meets termly with the SEND Governor and the SEND Governor is involved in monitoring SEND within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all students.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENDCo attends the LA, Cluster and Red Kite SENDCo network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Specialist equipment will be considered on an individual basis.

ADDITIONAL FUNDING

Students with EHCPs do not automatically receive additional funding. In specific circumstances, school is able to apply for top up funding from the local authority to further support the identified need including deployment of staff, resources, and equipment as appropriate to best meet the needs of the child. This is called Funding for Inclusion (FFI).

ROLES AND RESPONSIBILITIES

The SENDCo, in collaboration with the Assistant Principal, Principal and Governing Board, takes responsibility for the operation of the SEND Policy and co-ordination of special needs provision, working closely with staff, parents, and other agencies.

Sarah McAndrew currently holds this post of SENDCo. She is an experienced teacher who has supported SEND students in a variety of educational settings. She can be contacted via the school's main switchboard on 0113 390 0770 or via email at mcandrews@tmhs.rklt.co.uk

The SENDCo ensures that the SEND Policy is successfully implemented at Temple Moor High School. These responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet student's needs effectively
- Liaising with parents of students with SEND
- Liaising with other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
- Working with the SLT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing professional guidance to colleagues to secure high quality teaching for students with SEND.
- Ensuring that the school keeps the records of all students with SEND up to date
- Line managing all Teaching Assistants
- Managing the school's responsibility for meeting the medical needs of students

The SENDCo provides a termly update to the SEND Governor that includes changes to the inclusion register and the impact of interventions. The SENDCo and Assistant Principal (Special Cohorts) will provide a written report to the Governing Board on an annual basis.

Gulshan Yaseen within her role as the Senior Assistant Principal for Teaching and Learning, holds Strategic Lead for the SEND curriculum. This responsibility oversees the research, implementation, quality assurance and evaluation of an innovative SEND curriculum.

Additional responsibilities include: -

- Design and implement quality CPD for all relevant staff to enable effective delivery of the SEND curriculum
- To work collaboratively with the SENDCo, curriculum leaders, phase leaders and senior leaders to champion the curriculum design and enactment of an innovative experience for SEND students.
- To work collaboratively with other schools, including those within the Red Kite Learning Trust and the Red Kite Alliance.
- To use a range of measures to assess the success of the SEND curriculum, including student progression, student voice, parental satisfaction, staff voice and Governor information.

The Assistant Principal for Special Cohorts has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Assistant Principal works closely with the SENDCo and together they keep the Governing Board and other members of the Senior Leadership Team fully informed of SEND issues, providing an annual SEND Information Report.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

THE ROLE OF THE LOCAL GOVERNING BOARD

The Governor with responsibility for SEND is Jo-Anna Barr.

The Local Governing Board should:

- Ensure that provision is made for students with SEND;
- Ensure that the needs of students with SEND are made known to all who are likely to teach them;
- Ensure that teachers are aware of the importance of identifying and providing for those students with SEND;
- Ensure that students with SEND participate in the activities of the school with other students as far as is practical and compatible;
- Take into account the Code of Practice (2015) when carrying out its duties with respect to students with SEND;
- Ensure that parents/carers are notified of the decision of any additional provision being made for their child;
- Ensure that Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources;

- The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually;
- SEND provision is an integral part of the School Development Plan and the SEND Development Plan contributes to this plan.

The Deputy Principal, and SENDCo are also Designated Child Protection Officers with specific Safeguarding Responsibility.

Children Looked After (CLA) and students with medical needs are the responsibility of the Deputy Principal, whilst disadvantaged learners are the responsibility of the Assistant Principal (Special cohorts).

STORING AND MANAGING INFORMATION

Confidential Information is stored in locked filing cabinets in the SENDCo's office. The information is shared with staff working with the student. When a student moves to another school the records are photocopied and archived. The originals are passed onto the new school and a signed receipt for them retained. All personal information related to SEND will be kept for the duration that the Department for Education deems legally acceptable. The school adheres to the Information and Records Management Society guidelines. In simplistic terms, information about a student will be kept until their 25th birthday. Please contact the school if you wish to know the exact retention period for a specific data set.

REVIEWING THE POLICY

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance and procedure).

ACCESSIBILITY

The school is laid out over multiple levels. There is disabled access throughout most of the buildings and accessible toilets. The school has regard to the Equality Act (2010), the Children and Families Act (2014) and the Code of Practice (2015): 0 to 25 years in terms of admitting students with disabilities.

The hydrotherapy pool is fully accessible and available for use when a student's individual needs require it. Staff are trained to ensure the safety of students.

All members of the school community, including students, are invited to inform the school of any disability they have.

All students, regardless of their disability, are able to access the school's curriculum through a combination of modified and accessible physical spaces and adult support in and between lessons. This accessibility is extended to after-school clubs, leisure and cultural activities and schools visits, through our partnership with East SILC John Jamieson.

Written information is made accessible in a variety of formats to disabled students, e.g. handouts, timetables, textbooks. Parents are able to contact key staff through the school's main switchboard on 0113 390 0770.

The Equality Policy should be read in conjunction with this policy.

DEALING WITH COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the form tutor, Pastoral Officer, Phase Leader, SENDCo, or ultimately the Principal, to resolve the issue before making the complaint formal to the Chair of the governing board. (See the Complaints Policy on the school website)

RESOLVING DISAGREEMENTS

The SEND Code of Practice (2015) outlines procedures for resolving disagreements in Chapter 11.

The Leeds SEND Information and Advice Support Service (SENDIASS) aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Leeds SENDIASS aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on:

HELPLINE: 0113 395 1200

Website: www.leedssendiass.co.uk

BULLYING

Temple Moor High School has a robust response to any form of bullying. We have a very comprehensive Anti-Bullying Policy (available on the school's website), an Anti-Bullying week, regular assemblies and Form Time and Personal Development lessons to raise awareness of differences, build tolerance and allow children to share their thoughts and feelings. We also have Anti-Bullying Student Mentors across all year groups who students can approach for advice or reporting any issues that they are aware of.

We are acutely aware that cyber-bullying is one of the most prevalent and damaging forms of bullying in today's society. At Temple Moor, we address this through educating and informing students of the dangers of this, how to minimise the potential to become a victim of this and how to report this type of abuse should it happen. This is all done through assemblies, form time, and Personal Development lessons.

APPENDICES

- SEND Information Report (this can be found on the school website at): <http://tmhs.co.uk/send-information/>

OTHE RELATED DOCUMENTS

This Policy should be read in conjunction with the following documents, all of which are available on the school website,

- Disability Equality Scheme
- SEND Information Report
- Whole School Provision Map
- Child Protection Policy
- Literacy Policy
- Managing Medicines in School Policy

GLOSSARY OF TERMS

SENDCo	Special Educational Needs and Disability Co-ordinator
SEND	Special Educational Needs and Disabilities
ASEND	Additional Special Educational Needs and Disabilities
QFT	Quality First Teaching
EHCP	Education, Health and Care Plan
LA	Local Authority
Pupil Voice	Questionnaire to gather views from students throughout the year
Wave 1	Support provided through mainstream class teacher or TA
Wave 2	Small group or withdrawal work
Wave 3	Individual, very bespoke intervention, often delivered by external agency or professional
ARBOR	In-school computer database
SLCN	Speech, language and communication needs
MLD	Moderate learning difficulties
SLD	Severe learning difficulties
PMLD	Profound and multiple learning difficulties
SpLD	Specific learning difficulties
ADD	Attention deficit disorder

ADHD	Attention deficit hyperactive disorder
EAL	English as an additional language
ASD	Autistic Spectrum Disorder
FASD	Foetal Alcohol Spectrum Disorder
VIS	Visual Impaired Service
DAHIT	Deaf and Hearing Impaired Team
SENSAP	Special Educational Needs Statutory Assessment and Provision