

# Temple Meadow Primary School



Temple Meadow  
Primary School  
Growing together, learning together

## Special Educational Needs and Disabilities Policy

*Safeguarding Policy Statement -*

*This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.*

**Policy Ownership: SENDCO**

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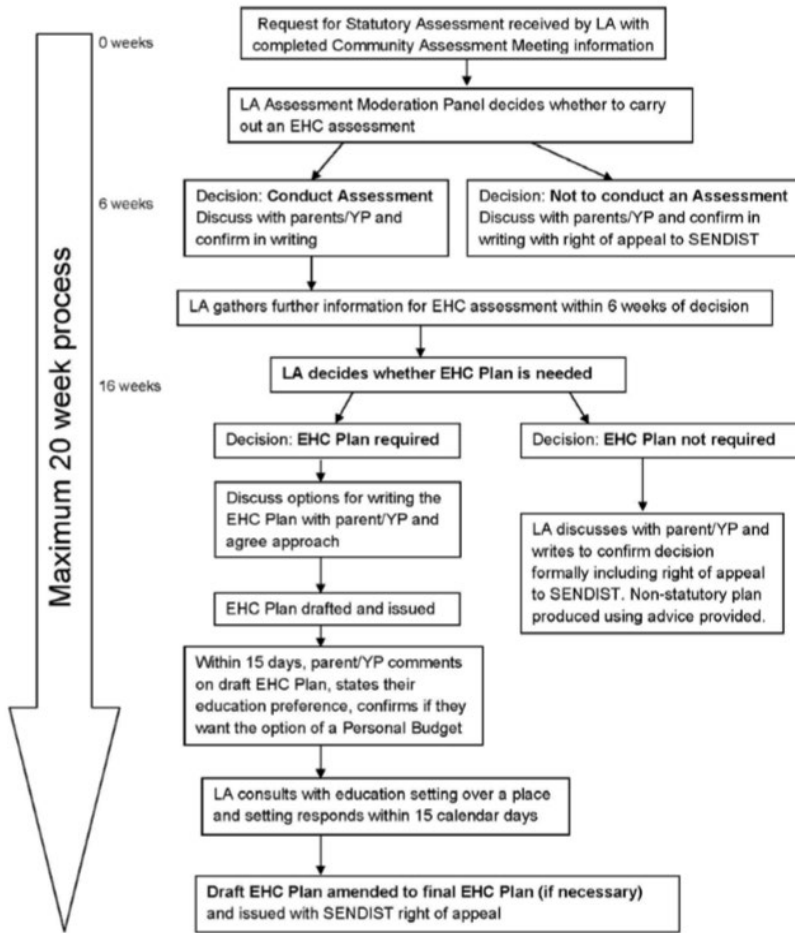
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# Statement of intent

## *Vision, values and statutory duties*

Our Special Education Needs and Disability policy ensures we appropriately meet our statutory duty. This policy is underpinned by our whole school vision and values, which aim to ensure all children meet their full potential. Our approach to SEND is holistic; we identify and provide the support required to meet specific needs across the curriculum for each individual pupil while also ensuring that we encourage pupils to meet their wider potential in other curriculum areas. We aim for pupils to leave us with high aspirations for the future and to be well equipped with skills for life. We place great emphasis on Protective Behaviour for all pupils, supporting safeguarding for life.

Through successful implementation of this policy, we aim to:

- eliminate discrimination for all stakeholders
- promote equal opportunities for all
- involve our children, parents/carers and young people in decision-making
- identify pupils' all stakeholders' needs at the earliest possible opportunity
- act as advocates for pupils and families with wider agencies, including health and social care services
- provide high quality provision to meet the needs of pupils and all stakeholders with SEND needs
- support successful transition between year groups, between key stages and into adulthood, including independent living and employment
- provide a broad and balanced curriculum including specific intervention to close gaps in learning
- provide children with collaborative and co-operative learning skills
- make reasonable adjustments to the curriculum as required
- create a school culture whereby everyone supports the needs of SEND pupils and all stakeholders and where all contribute to their success
- develop an environment with access for all
- communicate effectively with all stakeholders
- follow the graduated approach outlined in the SEND Code of Practice
- monitor the progress of all pupils in order to aid the earliest possible identification of SEND and to ensure interventions and provision have high impact
- prepare pupils for full, active and safe engagement in the local community and wider society.

## *Legal framework*

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Education Act 2011
- Mental Capacity Act 2019
- Children Act 1989
- Children Act 2004
- Special Educational Needs and Disability (Amendment) Regulations 2015
- [Special Educational Needs and Disability \(Coronavirus\) \(Amendment\) Regulations 2020](#)
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

- Local Government Act 2000
- Disabled Persons (Services, Consultation and Representation) Act 1986
- DDA

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2017) ‘Supporting pupils at school with medical conditions’
- DfE (2022) ‘Keeping children safe in education’
- DfE (2020) ‘Working together to safeguard children’
- DfE (2015) ‘School admissions code’
- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs (Information) Regulations 1999.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Specific Duties Regulations 2011.

## Admissions

We aim to ensure that we meet duties under the School Admissions Code by:

- not refusing admission for a child that has named the school in their education, health and care (EHC) plan
- considering applications from parents of children who have SEND but do not have an EHC plan
- not refusing admission for a child who has SEND but does not have an EHC plan, because the school does not feel able to cater for those needs
- not refusing admission for a child on the grounds that they do not have an EHC plan
- adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the the Admissions Policy (which is the Sandwell Admissions Policy) and our Nursery Admission Policy (see details on our school website).

# Roles and responsibilities

## Key roles at Temple Meadow

Headteacher & SENDCO	Mrs Van Straaten
Deputy Head	Miss Dale
Inclusion Lead	Mrs Bayley
Designated teacher for CIC (children in care)	Miss Dale & Mrs Bayley
Pastoral Team	Ms Daniels, Mrs Sprigg, Mrs Blount
The Hub	Mrs Bayley and allocated members of the Learning Support Team.
Medical need co-ordinator	Miss Dale & Mr Maton-Collingbourne
Medical Need Administrator	Mrs Jones
SEND Governor	Mrs Gough

## Governing body

The governing body has a responsibility to:

- fully engage pupils with SEND and their parents/carers when drawing up policies that affect them
- identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan
- endeavour to secure the special educational provision called for by a pupil’s SEND
- designate an appropriate member of staff to be the special educational needs coordinator (SENDCo) and have responsibility for co-ordinating provision for pupils with SEND
- appoint a designated teacher for children in care
- make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities
- prepare the accessibility plan showing how the school intends to progressively improve access over time
- ensure a complaints procedure is available through the school’s web site
- ensure associated policies (e.g., Behaviour, Anti Bullying, Safeguarding, Medical) meet the needs of SEND pupils appropriately
- appoint an individual governor to oversee the school’s arrangements for SEND.

The headteacher has a responsibility to:

- ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them
- ensure that teachers monitor and review pupils’ progress during the course of the academic year
- co-operate with the LA during annual EHC plan reviews
- ensure that the SENDCo has sufficient time and resources to carry out their functions, including associated administrative tasks
- appoint a designated teacher for children in care (at Temple Meadow this is the SENDCo), thereby ensuring the needs of pupils are fully understood by relevant school staff
- regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school’s appraisal and performance management arrangements
- ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND traits most frequently encountered
- ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND
- take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils
- consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported
- Keep parents/carers and relevant teachers up to date with any changes or concerns involving a pupil
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

## **SENDCo & Inclusion lead**

The SENDCo has a responsibility to:

- be a qualified teacher
- achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCo at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider
- collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of the school’s SEND policy and provision in the school
- work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- undertake day-to-day responsibility for the operation of the SEND policy
- co-ordinate the specific provision made to support individual children with SEND, including those with EHC plans
- Liaise with the relevant, designated teacher where a child in care has SEND (at Temple Meadow, the CIC lead is the SENDCO)
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively, via individual provision maps
- Liaise with the parents/carers of pupils with SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a one-page profile of the pupil with SEND at the appropriate point in the SEND process.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND

- Ensure that the school keeps the records of all pupils with SEND up to date
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan
- Identify any patterns in the identification of SEND within the school and in comparison with national data
- Support class teachers in the further assessment of a pupil's particular strengths and weaknesses and advise on the effective implementation of support.
- Be actively involved in the planning, monitoring and delivery of The Hub, L2L and Well-being Hub provision.

## *Class teacher*

Class teachers have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum
- Be responsible and accountable for the progress and development of the pupils in their class
- Be responsible for ensuring the school's Internal Referral system is live
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Keep the relevant records up to date with any changes in behaviour, academic developments and causes of concern.

## Definition

For the purpose of our policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition 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.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.<sup>1</sup>

When reviewing and managing special educational provision, there are four broad areas of need and support which give an overview of the range of needs that should be planned for. At Temple Meadow, we review how well equipped we are to provide support across these areas:

### *Communication and interaction*

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### *Cognition and learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or Sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspect of learning. This encompasses a range of conditions, such as dyslexia, dyscalculia and dyspraxia.

### *Social, emotional and mental health difficulties*

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying safeguarding or mental health difficulties, such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.<sup>2</sup>

<sup>1</sup> Equality Act 2010, section 6 (1)

<sup>2</sup> The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools, Chapter 6

## **SEND Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings<sup>3</sup>

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<sup>3</sup> Equality Act 2010 (Disability) Regulations 2010, section 4 (1)

# SEND identification and Graduated Approach

We have a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying needs at the earliest point and then making effective provision with the aim of improving the long-term outcomes for the pupil.

## *Internal Referral*

It is the responsibility of all stakeholders to support in the early identification of SEND pupils including staff, parents and outside agencies.

At Temple Meadow Primary School, anyone with a concern can complete an Internal Referral. These concerns may come from observations within the classroom, observations outside of the classroom, monitoring linked to the whole school behaviour policy, pupil progress meetings and/or outside agency information. These are shared directly with the SENDCO, who supports school staff and parents with potential strategies to address the areas of concerns identified. These are regularly reviewed and progress is measured in order to access the next steps required.

## *Pupils new to Temple Meadow*

Pupils joining Temple Meadow may already have a known SEND need. In these circumstances, the school collates further information from a range of agencies in order to ensure that appropriate provisions are in place, upon the child joining. However, we may identify a potential SEND need through our new starter home visits or transition meetings with previous settings.

## *Graduated Approach*

Once a potential SEND trait has been identified, the school will employ the graduated approach to meeting the pupil's needs by:

- establishing a clear assessment of the pupil's needs
- planning, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- implementing the interventions, with the support of the SENDCO.
- reviewing the effectiveness of the interventions and making any necessary revisions.

## *Data and record keeping*

We will:

- maintain a SEND register
- ensure all activity related to pupils' needs is on the SEND register and is captured in Provision Mapping.
- integrate SEND pupil information into appropriate associated records (i.e., safeguarding, pupil logs, SEND folders and risk assessments)
- ensure SEND pupils are allocated to appropriate assessment system.

## Education, health and care (EHC) plans

The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

If the school decides to implement an EHCP, the parents/carers and the pupil will be informed and told the reasons for this decision. The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHCP, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school in order to provide a high standard of education.

Relevant staff members will be kept up to date with any necessary training.

Staff will be briefed about any potential problems and a procedure will be put in place to deal with certain situations.

The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

The school will ensure that each pupil's EHCP includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment:

- Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHCP will be issued within 14 weeks from the request being made.

The school will ensure that any EHCP information is kept confidential and on a need-to-know basis.

Information regarding a pupil's EHCP will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

Where necessary, we will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

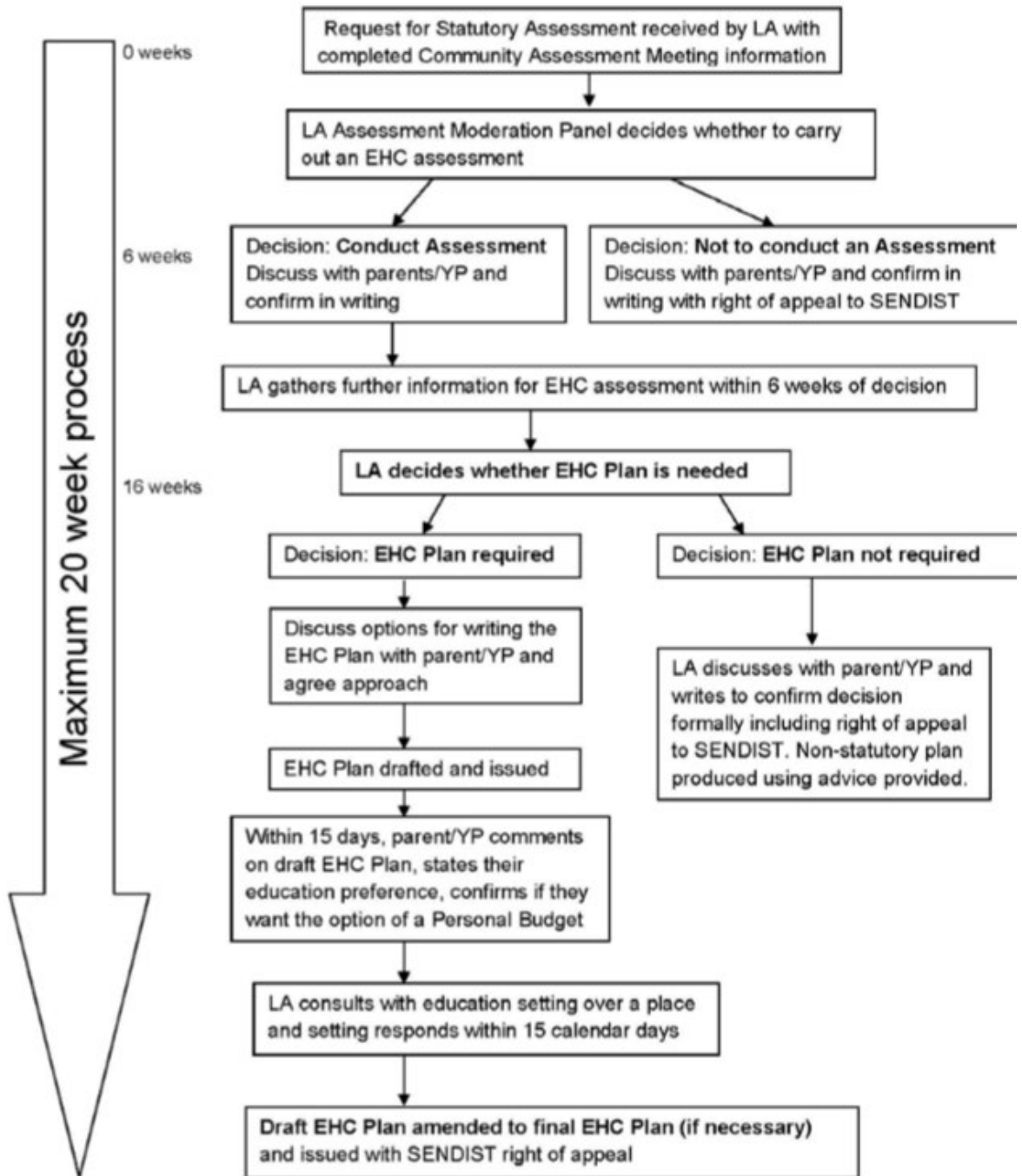
The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

The school will support children new to the school with ongoing EHCP requests, whether that be parent requested or prior placement requested.

**Sandwell Local Authority Flow Chart:**

**Statutory Assessment Process for an EHC Plan**



## ***Reviewing an EHC plan***

Temple Meadow will:

- co-operate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested
- ensure that the appropriate people are given at least two weeks' notice of the date of the meeting
- contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- co-operate with the LA during annual reviews
- lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family
- seek advice and information about the pupil prior to the annual review meeting from all parties invited, and SEND any information gathered to all those invited, at least two weeks in advance of the meeting
- prepare and SEND report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan
- provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations
- clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

## ***Transferring between different phases of education***

An EHC plan must be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15th February in the calendar year of the transfer, at the latest, for transfers into or between schools. The key transfers are the following:

- early years provider to school
- primary school to secondary school.

## ***Involving pupils and parents/carers role in decision-making***

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child with the Headteacher or SENDCo or other school staff. The SENDCO will always be made aware of any concerns. We always aim to give parents and carers the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission additional provisions and will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that Temple Meadow implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- focus on the pupil as an individual, not their SEND label
- be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon
- highlight the pupil's strengths and capabilities
- enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future

- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENDCO, will meet with pupils, and parents/carers of pupils receiving SEND support at key points throughout the year to set clear outcomes, review progress, discuss activities and support, and identify parental

## **Resolving disagreements**

Temple Meadow is committed to resolving disagreements between pupils and the school. In carrying out of duties we:

- support early resolution of disagreements at the local level
- explain the independent disagreement resolution arrangements in our Complaints Policy which is available for disagreements across special educational provision, and health and care provision in relation to EHCPs and tribunals.

responsibilities.

## **SEND tribunal process**

All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, our Complaint's Procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the EFA.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

## SEND facilities

Meeting the needs of SEND can be a challenge in particular with many pupils arriving in mainstream schools with very high level of needs. We work with the Local Authority re advocating changing needs in school and always endeavour to create imaginative facilities in school to support inclusion.

### The Hub

We have a space that we refer to as our Hub. This can be used flexibly and at times when required to provide a very niche provision, better able to meet the needs of children in particular with ASD. Staff involved have had key training and we have implemented assessment systems that allow us to focus on next steps for these pupils. This is not a fixed provision as it needs an annual review to see how it can transition through school and whether we have the physical infrastructure as a mainstream school to support it.

#### **Assessment in the Hub**

Within the Hub setting children’s progress is tracked using a range of different assessment types and tools.

Individual progress is tracked using:

Assessment tool:	Staff responsible for the delivery:	Staff responsible for the assessment:	Staff responsible for overseeing:
Personalised short term and medium-term targets on Education Health and care Plans	Hub practitioners supported by provision being set up by class teachers and SENDCO.  SENDCO writes EHCP review paper work.	Class teachers supported by the Hub practitioners	Inclusion Lead
Speech and Language therapy targets	Hub practitioners supported by the SALT lead in school and the speech and language therapist	Speech and language therapist	Inclusion Lead
National curriculum learning ladders (where applicable)	Class teachers supported by Hub practitioners	Class teachers supported by the Hub practitioners	Assessment co-ordinator Inclusion Lead
Pre key stage standards are used for KS1 children	Class teachers supported by Hub practitioners	Class teachers supported by the Hub practitioners	Hub practitioners supported by class teachers and Inclusion Lead
The engagement model	Hub practitioners supported by class teachers and SENDCO	Hub practitioners supported by class teachers and SENDCO	Hub practitioners supported by class teachers and Inclusion Lead

#### **The engagement model:**

The engagement model is an assessment tool that supports us to flexibly and holistically assess the progress of our children who are working below the level of the national curriculum and who are not engaging in subject specific study.

The engagement model is a unique method of observation, allowing insight that improves and adapts provision for individuals. It uses a pupil-centred approach that focuses on their abilities rather than disabilities. It recognises that complex interaction between pupils with sensory, communication and learning disabilities affects their progress.

Children being assessed through the engagement model usually have severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties; which lead to significant delays in reaching developmental milestones. Children are likely to experience at least one of the following;

- Significant sensory impairment
- Significant communication impairment
- Significant motor impairment
- Complex medical needs

**The areas of Engagement:**

1. Exploration
2. Realisation
3. Anticipation
4. Persistence
5. Initiation

These areas are not hierarchical and there is no expectation that children make progress in all areas.

**Exploration:**

This shows whether a child can build their initial reaction to a new stimulus or activity; a child may be curious about a new item or activity and reach out for it. Exploration is important to identify which stimuli or activities interest a child and motivate them to pay attention and investigate them further to develop new knowledge and skills.

**Realisation:**

This shows how a child interacts with a new stimulus or discovers a new aspect of a familiar activity; for examples, they try to make changes to it. A child may show surprise, excitement, delight, amazement or fear.

**Anticipation:**

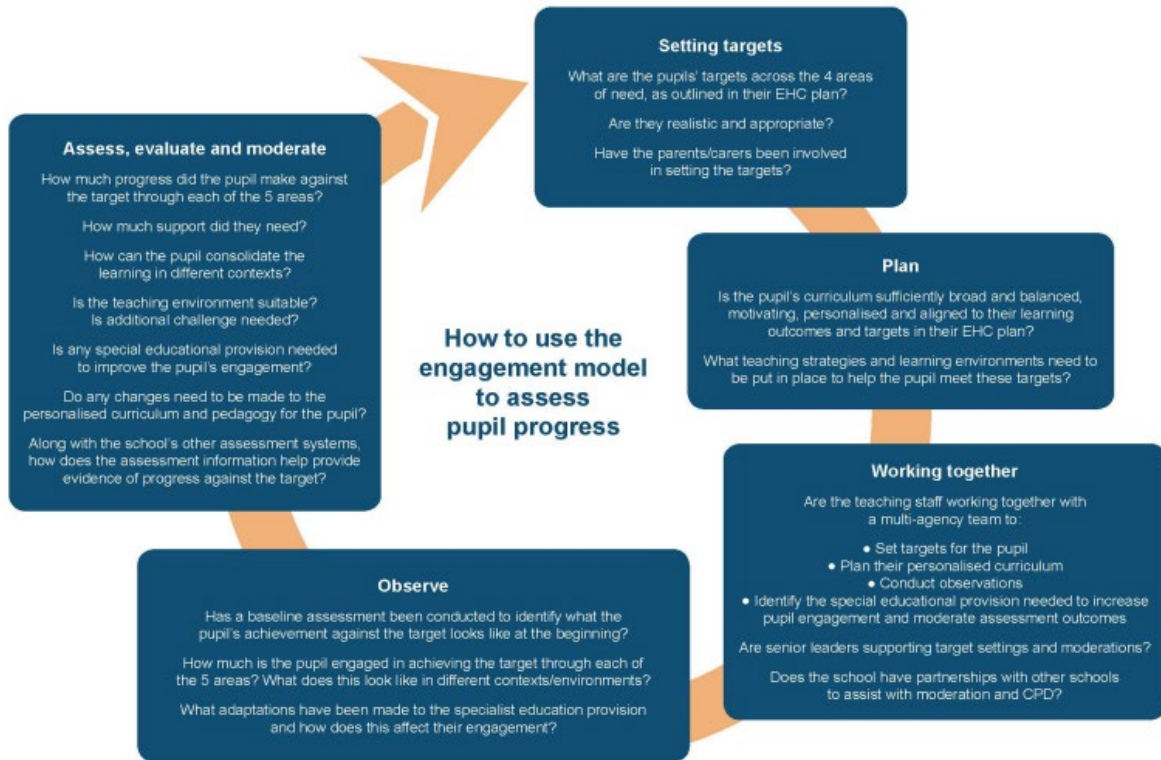
This shows how much a child predicts, expects or associates a stimuli or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory, tactile and visual. Anticipation is an important measure in children's understanding of cause and effect. This prepares the brain and helps with a child's memory and sequencing.

**Persistence:**

This shows whether a child can sustain their attention to a stimuli or activity for long enough to interact with it. Persistence becomes more established when a child shows a determined effort to interact. This is important so that children engage for long enough to reinforce and apply skills and knowledge so they can achieve their desired outcome.

**Initiation:**

This shows how much a child investigates a stimuli or activity, the child will act spontaneously and independently during a familiar activity without waiting for direction. This is important to develop independence which is required for more advanced progression.



At Temple Meadow primary school, we have high aspirations for our SEND pupils. We identify, assess and meet the needs of our children with SENS and adapt the curriculum to meet individual needs. We aim to include our SEND pupils in all aspects of school life and do everything we can to prepare them for their next step in education, employment or training.

The full STA document can be found at The engagement model - GOV.UK ([www.gov.uk](http://www.gov.uk)).

## Well-being provision

This is an ever-changing provision based on pupil need within each academic year. Currently the focus is on KS2 SEMH pupils and interventions are delivered linked to self-esteem and managing emotions as well as academic support.

needs.

## Joint commissioning, planning and delivery

We are committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other life skills, such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

We assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people’s wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

## Speech and Language Therapy

Temple Meadow Primary School recognises that language and communication underpin all aspects of learning. We are committed to maximising the communication potential of all our pupils by providing a communication-friendly environment

where children are encouraged to develop and practise their speech, language and communication skills. We seek to celebrate each child's communication strengths and meet their individual needs through a child-centred approach. Our aim is that no child should be left out or left behind because of a speech, language or communication need. As a school we purchase an enhanced service from the Speech and Language therapy team and value the importance of children being supported on this journey.

## **What do we aim to do?**

- To ensure that all pupils make progress to the maximum of their communication potential.
- To establish the early and accurate identification of pupils with speech, language and communication needs.
- To ensure accessibility to the curriculum for all pupils through effective differentiation and planning.
- To develop and maintain a positive working partnership with parents and outside agencies to ensure that the needs of our children are met.

## **What provisions do we offer?**

Speech, language and communication support at Temple Meadow Primary School is a highly collaborative integrated model which is focused on enabling pupils to access the class-based curriculum and to communicate effectively. Temple Meadow Primary School seeks to continually increase staff knowledge of speech, language and communication in order to enhance provision.

Support for developing children's speech, language and communication is conceptualised at three levels: universal provision for all children (wave 1); targeted provision for children requiring additional support within the mainstream setting (wave 2); and specialist support within the mainstream setting with a high level of direct intervention or frequent and sustained consultation by a Speech and Language Therapist with teachers and teaching assistants (wave 3).

Assessment and referral Prior to school entry, parents/carers are asked to complete a communication questionnaire including questions regarding speech, language and communication development as part of our home visit procedures.. On entry into school, all pupils' speech and language skills are assessed. Where concerns are raised, the pupil is referred to the SALT Co-ordinator who ensures appropriate support is accessed. This is done by gathering information on the nature of the speech and language concern and the SALT Co-ordinator then seeking an observation of the child by a speech and language therapist.

Once an observation has been completed, and the child has been assessed, a SALT report will be provided to School to enable staff to support the child's communication needs within School.

## **ROLES AND RESPONSIBILITIES**

- The Speech and Language Therapist has a responsibility to:
- Establish and monitor the speech, language and communication policy in conjunction with the Senior Leadership Team
- Recognise and coordinate the appropriate use of wave 1, 2 and 3 interventions
- Promote a communication-friendly environment and support all staff to achieve this
- Disseminate information and train staff in approaches and interventions
- Ensure the pupils with speech, language and communication needs are identified, that their needs are met through appropriate provision and that they are enabled to access the curriculum
- Bring specialist knowledge to the development of the curriculum
- Provide detailed and accessible information about the pupils' speech, language and communication skills and recommended strategies to all involved with each pupil

- Work collaboratively with other staff to integrate speech, language and communication intervention and within the curriculum
  - Work collaboratively with class teachers to ensure communication targets are incorporated into planning
  - Conduct appropriate assessments
  - Review individual pupils' targets in a timely manner
  - Increase each pupil's confidence in their communication skills
  - Liaise and work with parents to monitor and review progress of pupils with speech, language and communication needs
  - Ensure parents have access to information about their child's speech, language and communication needs and involve them in any decisions about their child's care
  - Encourage parents/carers to play an active role in their child's speech, language and communication development
  - Liaise with other agencies in order to provide an equitable service for all pupils with speech, language and communication needs
  - Ensure appropriate record-keeping
  - Contribute to the management of emotional and behavioural practice where appropriate.
- 
- The Class Teachers have a responsibility to:
  - Understand speech, language and communication development, difficulties that may occur and the impact these may have on play and learning
  - Be aware of the language development of children learning English as an additional language
  - Provide a communication-friendly environment in the classroom setting
  - Ensure quality teaching to include a range of strategies to support speech, language and communication
  - Incorporate individual pupils' speech, language and communication targets into planning
  - Direct and support teaching assistants and other practitioners in their delivery of tasks and interventions
  - Monitor the progress of pupils receiving Wave 2 or 3 speech, language and communication interventions
  - Ensure that speech, language and communication records are handed on to new class teachers/school during transitions
  - Differentiate tasks and outcomes in order that pupils' individual speech, language and communication needs are met
  - Consider the speech, language and communication needs at all points in the planning process.
- 
- The TEACHING ASSISTANTS/OTHER PRACTITIONERS have a responsibility to:
  - Understand the impact that speech, language and communication needs have on play and learning • Be aware of the language development of children learning English as an additional language
  - Provide a communication-friendly environment at all times
  - Be familiar with and use a range of strategies to support speech, language and communication
  - Record relevant information regarding progress within an intervention group and liaise with the class teacher/Speech and Language Therapist/SENCO
  - Deliver one-to-one and small group interventions with the direction and support of the class teacher/Speech and Language Therapist/SENCO.
- 
- The PARENTS/CARERS have a responsibility to:
  - Take part in decisions about their child's speech, language and communication intervention
  - Share information about their child's speech, language and communication development with school staff as part of the assessment process
  - Support their child with their speech, language and communication needs at home
  - Access support where necessary

## Meeting other needs that may align to SEND needs

### *Children In Care*

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'children in care' by the LA. The school recognises that children that have some forms of SEND are more likely to be in care, and it is likely that a significant proportion of them will have an EHC plan.

At Temple Meadow, the SENDCO is the designated member of staff for children in care (CIC).

### *English as an Additional Language (EAL)*

The school gives particular care to the identification and assessment of the SEND of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, we will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

At Temple Meadow, we appreciate that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason - they may have learning difficulties. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or are attributed to SEND. Class teachers can raise initial concerns via our internal referral system. The Inclusion Assistant Head leads on EAL.

## Funding and budget monitoring

At Temple Meadow we allocate the appropriate amount of core, per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block to support pupils with an EHCP.

All pupils on our SEND register have a provision map which details how the school budget is utilised to support pupil needs. This takes into account the notional budget.

Budget monitoring with the School Budget Office is reported to the Staffing and Finance Committee and Governors are always made aware of any EHCP or Early Years funding streams.

Early Years Funding Grant applications will be made for pupils attending the Early Years setting that school feel require a high level of support.

# Systems and Structures supporting effective SEND provision

## *SEND electronic folders*

Each child has a folder with clear naming conventions.

## *SEND Register*

When a pupil is identified with additional needs, and where additional provisions are planned to meet their needs, they will be added to the school's SEND register. This is shared with parents/carers and collated on SIMS and feeds into the school's census data.

## *Internal referrals*

Internal referrals are completed by school staff to make the SENDCO aware of current issues within learning settings that are preventing a child from accessing the same level of learning as their peers or is impacting on their process. The internal referral form is completed electronically by the child's class teacher and details the areas of concern, as well as strategies already trialled. This is reviewed by the SENDCO, who conducts a short observation of the child, looks at their work outcomes and discusses the referral process with parents/carers. Following this, further provisions and strategies are suggested and a review date agreed, where their impact will be discussed.

## *Provision Mapping*

After a child is added to the school's SEND register, then a learning plan will be created for them on the Provision Mapping electronic system. This includes all relevant information of the support and interventions the pupil receives each school term. Progress is recorded on the provision map, as well the pupil's area of need and any involved agencies. Provision maps are updated according to advice and information from external support agencies and evaluated each term.

## *SEND folders*

As school recognise the importance of pupil wellbeing and self-esteem, SEND pupils will have a folder. This contains personalised targets for pupils to work towards, but also a chance to gather any work or successes and celebrate the achievements pupils have made. New targets are set as and when required and advice from outside agencies is taken into consideration when class teachers write the individualised targets for each pupil, which are reviewed by the Inclusion Lead.

## *ILSE referral form*

*Referral for any involvement from Inclusion Support service with a child or young person will be through the ILSE Referral Form. This single route replaces the previous two- tier system of Consultation Request and ILSE Referral.*

If there are still concerns, or there has been little impact from the strategies and provisions suggested, then an ILSE can be completed to seek support from Inclusion support. Parents and careers will be notified of this and there will be a meeting with the SENDCO. As part of this process, parental consent and views of both parents/carers and pupils' views are gained.

An appropriate member of the Inclusion Support team will then observe the child and/or conduct assessments where appropriate. There will also be a discussion regarding the concerns with the SENDCO and class teacher of the pupil. Following this, a report will

be generated and sent to the school with recommendations to address and support a pupil's needs. This will then be reviewed as part of the Graduated Approach.

Following Inclusion Support input we may decide to refer to more specialist advisors within their service such as Complex Communication and Autism Team.

## ***EHCP request***

If over time a pupil requires high levels of interventions and support or requires highly individualised support to meet their needs; school will work alongside the Inclusion Support Team to review the threshold for an EHCP. This will include consideration to the spend over time and where we demonstrate that in order to meet pupil needs we have exceeded the notional budget. It will also consider the length of time Inclusion Support have supported school through the Graduated Assessment Period, demonstrating interventions and their impacts over time. If all parties agree that the child consistently meets the threshold then a CAM (Community Assessment Meeting) will be held with parents, the school, Inclusion Support and any other relevant outside agencies. School and parents/carers will be notified of the outcome of an EHCP request, by post. If the request is unsuccessful, parents/carers may choose to appeal the decision and school will support appropriately. Parents can exercise their right to appeal.

The school will support any pupils starting Temple Meadow with EHCP requests already submitted, including those submitted by parents. Should this request be denied, school will seek support and guidance from Inclusion Support as to whether further evidence can be gained to appeal or offer school level support.

## ***Confidentiality***

Throughout the SEND process parental consent is obtained, with the exception of:

- to a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996
- on the order of any court for the purpose of any criminal proceedings
- for the purposes of investigations of maladministration under the Local Government Act 1974
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- to Ofsted inspection teams as part of their inspections of schools and LAs
- to any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education
- to the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

## ***Service Agreement Plan***

Each year, the school receives a Service Agreement Plan which outlines the hours of support from external agencies that the school is entitled to. It is the responsibility of the SENDCO to carefully plan the use of these hours to best meet the needs of SEND children. Where needed, the school will purchase additional hours, if available, to meet the high needs of our children. The SEND Register has a tab located at the bottom which captures this information.

## ***Publishing information***

This updated SEND policy will be available on our school website.

The school will publish information on our website about the implementation of the SEND Policy.

The governing body will publish details of the SEND Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

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# Policy review, monitoring, link governor and induction

## *Policy review*

This policy is reviewed on an annual basis by the Headteacher in conjunction with the SENDCO and governing body; any changes made to this policy will be communicated to all members of staff.

## *Monitoring*

To ensure our SEND practice is the best it can be, monitoring will be planned for by the Headteacher and other Senior staff. The SENDCO will also have layered monitoring planned to ensure expectations are fully met regarding children on the SEND register.

## *Link governor*

Our SEND link governor will meet with the SENDCO and ensure that appropriate challenge and support is given to SEND linked to our provision.

## *Induction of new staff*

The Inclusion Lead is responsible for inducting new staff and ensuring an awareness of the SEND Policy in practice.

## *Off-Site SEND Provision*

The school carries out full risk assessments and procedures are put in place to enable all children to participate in all areas of learning, both on and off-site.

It is the responsibility of the class teacher to ensure all pupils with SEND are always included in all curricular and extra-curricular activities, including residential off-site visits. The school makes reasonable adjustments to ensure that everything we offer is fully inclusive, and any additional provisions are provided.

## *Reporting and monitoring*

We are an inclusive learning community, and discrimination, bullying and harassment due to someone's SEND or disability is not tolerated. Such incidents are recorded and reported in line with our Anti-Bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy. Incidents are monitored by the Pastoral Team and/or Senior Leadership Team.

## Our Accessibility Plan

We aim to involve all of our stakeholders with disabilities in developing our accessibility plan by listening to the views of our children, staff, parents and carers with disability through:

- Sharing and reviewing provision maps as required
- Take on board their views and opinions at EHCP review meetings
- Taking on board their views through annual parent and pupil questionnaires.

We aim to encouraging participation in whole school life for our children and adults with disabilities and promote positive attitudes towards people with disabilities by:

- The SENDCO sharing information about local disability groups on newsletters etc so they can join local events.
- Providing an inclusive curriculum for all and removing barriers to learning and embedding a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children.
- Teachers have all of the information they require to meet individual needs.
- The SENDCO communicates to all staff weekly through the SLT newsletter.
- Disabilities are explored through our Proud to Be Me, Protective Behaviours and wider Learning 4 Life curriculum, Collective Worship and Assemblies.
- All Disabled pupils are included in Performances, Sports activities and Off-Site Events with individual risk assessments containing very personalised control measures (where appropriate), supporting access.
- Governing body are kept up to date with any issues or concerns linked to disability.
- Ensuring displays and resources reflect diversity.
- Ensuring pupils' and staff needs are well met through appropriate resources being available in school.
- Ensuring children with disabilities have access to extra curricula activities (involvement in clubs is monitored and encouraged).
- Teachers adapting, where possible, resources and techniques to suit a wide range of learners.
- All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children.
- Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers.
- Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers.
- Using external advisers to support provision map meetings.
- Regular staff CPD on teaching children with additional needs.
- Some children with SEND will have a risk assessment in place to ensure their safety at all times, whilst meeting their individual needs. This is shared with and agreed by appropriate staff, parents/carers, and the child, where appropriate.
- In the event of a whole school evacuation, risk assessments are in place to ensure all children can safely evacuate the school site. Depending on a child's SEND need, a PEEP may be put in place, which specifies a designated adult who is responsible for meeting the needs of that child and enabling them to evacuate the site safely.

**As a school we continue to ensure that the physical environment of the school allows full access by:**

- Ongoing improvement and repairs to support disability from H&S essential work i.e., trip hazards through to capital investment.
- Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.
- Our whole school development plan captures any key priorities and costs to ensure accessibility maintains a high focus.

## **Transition**

Children who join our school in nursery are welcomed into our school community with a personal home visit by school staff. Transition to Reception, and then into each successive year group, is supported by meetings, information leaflets and taster sessions in each new class. Teachers also meet to discuss individual children's needs and strategies that work well for them.

Parents and children who are joining our school mid-term are encouraged to visit the school before they start. Once started, the Pastoral Team offer a supportive home visit where children's individual needs can be discussed further.

When moving to a local secondary school, pupils are provided with additional 'settling in' sessions and specialist individually designed programmes are also available. The SENDCO works hard to ensure that the secondary school SENDCO is fully informed regarding individuals' needs and all paperwork is handed over. The Pastoral Team within school also offer additional 'transition' work with those pupils identified as more vulnerable.

At the end of each academic year, and where appropriate, SEND pupils complete a transition booklet. This comprises of photographs of their new teacher, classroom, etc. This is taken home to revisit before starting school in the new academic year.

## **Supporting registration on LA disability register**

The SEND register is updated regularly, and this is recorded on the school's SIMS data base. Under the 1989 Children Act, the Local Authority has a duty to keep a Register of Children and Young Adults with Disabilities/Special Needs whose home address is in the borough of Sandwell.

The register is parent led, and it is the choice of the parent/carer whether or not to have their child's details included on the register. If a parent/carer wishes to do so, the school can support them by providing them with the details to access a registration form and any other supporting information

## **CPD**

All school staff undertake regular CPD, provided by specialists from the Local Authority's Inclusion Support Team, as well as in-house CPD from the SENDCO. Individualised training is also given to staff who work with children with specific SEND needs. This may include:

- NCIV training
- Emotion Coaching
- training linked to specific medical conditions
- training linked to interventions (e.g. Precision Teaching, Lego Therapy)
- Moving and Handling.