

# Temple Herdewyke Primary School and Nursery



## SEND Policy and Information Report

Chair of Governors Signature: *Mr. D. Walker*

Head teacher's signature: *Mrs. M. Godfrey*

Ratified: 27.5.21

Review date: May 2022

Person responsible for implementation: Headteacher

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## **1. Objectives of the Policy**

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At Temple Herdewyke Primary School we aim to work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn and are encouraged to reach their full potential. We prepare our children for life within a diverse and changing world.

Our school values everyone as an individual and nurtures and develops each pupil. In our school, difference is seen as an enrichment of life and thinking is challenged positively. When our children leave, they will know how to learn, will be ambitious for themselves, have high self-esteem, be adaptable and thrive on challenge, will be able to empathise with the needs of others, will have discovered new talents and developed a love for life-long learning.

### **The objectives of this policy are:**

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children

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## 2. Definition of Special Educational Needs and Disabilities (SEND)

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"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." Code of Practice, 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater 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.

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

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## 3. Roles and Responsibilities

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The SENDCo at Temple Herdewyke Primary school and Nursery is Mrs Maggie Godfrey. The Advisory SEND Teacher is Mrs Kim Ballard, who has completed 'The National Award for Special Educational Needs and Disabilities Coordination'.

Name/Role	Contact Details
Head teacher	Mrs. M. Godfrey
SENDCo	Mrs. M. Godfrey
Advisory SEND Teacher	Mrs K. Ballard
SEN Governor	Mrs J. Kenny

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, professionals including educational psychologists, inclusion mentors, Significant Adults, health visitors and social care professionals, etc.
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The SEND Governor meets regularly with the SENDCo. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEND and to monitor the budget for Special Educational Needs.

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#### **4. Facilities for vulnerable pupils or those with SEND**

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Temple Herdewyke Primary School and Nursery benefits from the following facilities:

- Advisory SEND teacher on the staff team is trained in SEND to Masters Level specialising in attachment and trauma
- Attachment and trauma aware trained staff
- Emotion Coaching trained staff
- Autism Education Trust Tier 1 trained staff
- Drawing and Talking therapy trained staff
- Speech and Language intervention trained staff
- Team Teach trained staff
- Warwickshire Occupational Therapy trained staff
- Early Years Trained SENDco
- Precision Teaching trained staff

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## **5. Identification, assessment, monitoring and review.**

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The rate of progress a child makes is carefully tracked and monitored during their time at Temple Herdewyke Primary School and Nursery. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will refer to the SENDCo.

The SENDCo will liaise with the child's parents, class teacher and other staff who may have supported the child. Diagnostic work with the child may take place, if appropriate, and refer the child (with parental consent) to specialist professionals who work with the SENDCo (e.g. Advisory SEND Teacher, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENDCo, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEN register. This is known as School Support.

At Temple Herdewyke Primary School and Nursery we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

Parents, pupils, teachers and other professionals are all involved in the review process.

Once a child has been identified as having SEND an Individual Education Plan will be put in place and short-term targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Education Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENDCo will be involved in the setting and reviewing of targets.

Records of all SEND pupils are stored in the Headteacher's office. This is overseen and managed by Headteacher/SENDCo

## 6. Provision for pupils with SEND

At Temple Herdewyke Primary School and Nursery we aim to provide high quality teaching that is differentiated and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEN are in their learning and development.

As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked on a Provision Map and linked to Individual Education Plans. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated term

### **Provision Overview at Temple Herdewyke Primary School and Nursery**

	<b>Cognition and Learning</b>	<b>Social, Mental and Emotional Health</b>	<b>Communication and Interaction</b>	<b>Sensory and/or Physical</b>
<b>Universal</b>	<b>All children receive quality first teaching</b>  Visual timetable, regular prompts, use name to tune in, work to be in small chunks, extra time given, short periods of extra support, one-off assessment, quiet area, simple instructions, direct language			
<b>Targeted</b>	Targeted Precision Teaching  High Frequency words intervention (Reading and Spelling)  Reading fluency (Rapid Readers)  Sentence writing  Reading and Thinking programme  Maths interventions (e.g. numberbonds to 10/20, Plus One, Power of Two)  Memory Games	Drawing and Talking Therapy  Boxall Profile and strategies  Nurture activities  Emotion Coaching  Pastoral Support Plans  Emotional Literacy  Boxall Profile and strategies  Turn-taking games  Zones of regulation  Team Teach	Teaching Talking Profile  Speech and Language Assessment and interventions.  Pre-learn vocabulary  Widgit symbols (visual timetables)  Learning to listen  Conversation Group  Highly structured routines  Social stories	Sensory breaks and sensory activities.  Physical breaks  Warwickshire O.T. Fine motor programmes  Handwriting skills intervention (Print like a Pro)  Mobility aids  Adapted seating

<b>Higher needs</b>	Targeted Precision Teaching	Emotion Coaching	Speech and Language (Higher Needs)	Occupational Therapy
	Personalised timetable	1:1 intervention		Physiotherapy
	1:1 intervention programmes	Pastoral support plan		Individual Sensory Assessment and Sensory Strategy programme
		Re-integration plan Support and Advice from Significant Adult (at risk of exclusion)		

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## 7. External Agencies

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The SENDCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Temple Herdewyke Primary School and Nursery to review children with SEND in order to ensure the correct and appropriate provision is in place.

This includes a Specialist SEND Advisory Teacher who spends one afternoon a week at Temple Herdewyke Primary School and Nursery. She carries out assessments, observations and direct work with pupils as well as providing advice and recommendations to teachers. The SENDCo and SEND Advisory Teacher work together to carry out termly evaluations and devise action plans.

At Temple Herdewyke Primary School and Nursery we have access to...

Advisory SEND Teacher (for cognition and learning, social, emotional and mental health difficulties, training and advice)

Educational Psychologist (for learning, social, emotional and mental health difficulties, training and advice)

Integrated Disability Service (Birth to Three Portage service, Pre-School Service, SEN Childcare Service, Physical Disability Team, Hearing and Complex Team)

Physiotherapy and Occupational Therapy services

Speech and Language Therapy (SALT) service

Occupational Therapist and Advanced Sensory Integration Practitioner

Significant Adult Support (pupils at risk of exclusion)

School Nurse

CAMHS (Child and Adolescent Mental Health Service)

Family Support Services

Social Services



Warwickshire Virtual School (for Children Looked After and previously Looked After)

Warwickshire Transport Services

Health Visitor

Inclusion Mentor

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## 8. Statutory Assessment

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Most learners with SEND will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

### **Criteria 1**

The learner's needs are significantly greater than other learners the same age, and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of severe difficulty, or moderate to severe difficulties in a number of areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

### **Criteria 2**

A graduated response to the learner's special educational needs (an assess-plan-do-review cycle) has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the learner's progress through the review cycle have been kept, which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

### **Criteria 3**

Suitably qualified external specialists have contributed over time to the review and refinement of evidence based interventions carried out by the setting, and can comment on their implementation. This will include the involvement of an Educational Psychologist.

### **Criteria 4**

The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed individual provision map, including records of targeted intervention and review.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Individual Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

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## **9. Staff training / CPD**

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It is the responsibility of the SENDCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCo will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified through monitoring activities.

All new staff receive an induction which includes a meeting with the SENDco and previous teacher to discuss the particular needs of each class. The Advisory SENDco teacher may also liaise. Records are shared with staff through each child's IEP Book.

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. An on-going programme of training is provided to relevant staff. Staff have training in supporting children with Autistic Spectrum disorders, supporting children with attachment difficulties and delivering interventions to support reading development and maths development. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

The SENDCo and Advisory SEN Teacher keep their working knowledge up to date by attending LA SENCO network meetings and gateway alliance SENDCo meetings.

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## **10. Children with medical needs**

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The school database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately. A medical diagnosis or a disability does not necessarily imply inclusion on the register of SEND pupils. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in 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 and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are in place in school to

support pupils with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

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## **11. Transition arrangements**

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Some children who join our school are already recognised as having a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCo and the school's staff team to appropriately adapt provision. In some cases the SENDCo and class teacher will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting.

'In year' transition, both in and out of the school, occurs frequently at Temple Herdewyke Primary School and Nursery. When parents enquire about a place at the school they complete an 'enquiry form' and this is an opportunity to gain information regarding SEND. Parents are also given an 'All About My Child' and/or a nursery registration form to complete and this is another opportunity to share any SEND information with the school and nursery. In all cases, when pupils transfer into and out of Temple Herdewyke Primary School and Nursery, written and verbal exchanges take place to ensure that no SEND information is missed. Liaison with agencies in other counties, or other countries, may also be required to exchange information and records.

When children leave our school at the end of Year 6, the SENDCo and the Year 6 teacher meet with the receiving school's SENDCo and Head of Year (or other personnel). Information is shared both verbally and in writing by transferring the child's SEND file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, additional visits are arranged by children to their secondary schools to support transition. For children with an EHCP a transition programme may be planned to ensure smooth transition from one setting to another.

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## **12. Warwickshire Local Offer**

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Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

<https://www.warwickshire.gov.uk/send>

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## **13. SEND Information and Advice Support Service (SENDIAS)**

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In keeping with the guidance contained in the 2014 Code of Practice, Temple Herdewyke Primary School and Nursery aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Education Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

SENDIAS (Kids)  
Exhall Grange Specialist School,  
Easter Way,  
Off Pro Logis Park,  
Coventry  
CV7 9HP  
Telephone - 024 7636 6054  
Email: [warwickshire@kids.org.uk](mailto:warwickshire@kids.org.uk)

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## **14.Complaints and Appeals**

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In the event of any complaint being made, the SENDCo should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher/ Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

<http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

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## **15.Policy Review**

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This policy will be reviewed annually with the Governing Body, SENDCo and Headteacher.

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### **16. Links to Guidance and other policies**

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This policy has been written with reference to:

Equality Act 2010

SEND Code of Practice

Schools SEN Information Report regulations

Statutory Guidance on supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan

(add any other relevant school specific policies)