



## **Templenewsam Halton Primary School**

### **SEND Policy 2025-26**

#### **Staff responsible for SEND**

SENDCo: Miss G. Hitch

SEND Governor AND Chair of Governors: Mrs Sue Lewis

Contact: Templenewsam Halton Primary School, Halton Leeds LS15 7SY 0113 293 0314

## **Our Vision**

At Templenewsam Halton Primary School, we believe in inclusive education that allows all children to reach their potential. Every teacher in the school is a teacher of a child or young person including those with SEN; as such we believe in High quality Inclusive Training as the best way to meet need and align progress for all children. This policy has been written with consideration to pupil and parent views and has been shared with staff and governors to ensure it accurately reflects practice in school and reflects the SEND Code of Practice, 0-25 guidance.

This policy should be read alongside the following policies:

- Teaching and Learning policy
- Intimate Care policy
- Restrictive Physical Intervention
- Admissions
- Medical Needs
- Behaviour & Anti-Bullying
- Equality Information & Objectives
- Complaints – Please see RKLTL Complaints procedure policy
- Safeguarding & Child Protection Policy

## **Our Aims**

At Templenewsam Halton Primary School we aim for all children with SEND to fulfil their potential and wherever possible, reach or exceed age-related expectations. We aim to equip children with the necessary skills to achieve positive outcomes in life and foster a love of life-long-learning. Through High quality Inclusive Training and the delivery of interventions, we strive to develop the skills and knowledge children with SEND require to achieve positive life chances.

**Objective 1:** To identify early and accurately provide for pupils who have SEND and additional needs

**Objective 2:** To work within the guidance provided in the SEND Code of Practice, updated April 2020.

**Objective 3:** To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

**Objective 4:** To provide a SENDCo who will work with the SEND Policy which is in line with SEND Code of Practice 2015.

**Objective 5:** To provide support and advice for all staff working with special educational needs

## **Identifying Special Educational Needs**

Through on-going observation and assessment, the progress of all children is measured; this includes developmental stages, social skills, emotional regulation and resilience as well as academic attainment. In this way teachers and staff in school are alerted early to the possibility that a child may be facing barriers to learning. At least termly, formal assessments are made; where there appears to be a gap between a child’s attainment and that of their peers, this is investigated and support put in place to close the gap. If this gap does not close, or becomes wider, the child, in

consultation with the class teacher, SENDCo and parents may be put on the SEND Register. The school makes use of a wide range of materials, endorsed by Leeds Local Authority, to identify need, including SpLD.

The school recognises that there are many factors influencing a child's ability to make progress that are not SEND including:

- Disability (this does not alone constitute a SEN but 'reasonable adjustments' are made to cater for need, in line with current Disability & Equality legislation.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a looked after child or previously looked after child
- Being a child of Service Personnel

Where there is found to be a barrier in terms of a child's Cognition and Learning, Physical and Sensory needs, Communication and Interaction or Social, Emotional and Mental Health, 'additional and necessary' provision is put in place to meet need, support learning and begin to close the gap between the child and their peers. At this point children are placed on the SEND Register, their parents informed, and a short note added to the child's record on Arbor, our MIS.

### **A graduated approach to SEND Support**

The Code of Practice states that pupils are identified as SEND if they do not make adequate progress once they have had High quality Inclusive Training supplemented by intervention / adjustments. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It is a child's class teacher who has the ultimate responsibility in planning and delivering QfT and overseeing the 'additional and necessary' interventions; this may be supported by the SENDCo, and interventions may be delivered by suitably trained LSAs or HLTAs. High quality Inclusive Training differentiated is the first step in responding to pupils with SEND. We call this 'In Class Support'; it ensures children are taught alongside their peers and exposed to age-related objectives whilst skills and knowledge learned during interventions can be transferred / reinforced in classroom teaching.

At Templenewsam Halton Primary School this is understood to be a non-negotiable and we do not view additional intervention or support to be compensation for lack of high-quality inclusive teaching. Standards in the quality of teaching and learning are reviewed by the school as part of an on-going cycle of self-evaluation. Where a child's assessments suggest that there may be a significant weakness, this is further investigated by observation, the use of need-specific checklists and tests that diagnose specific areas for development.

Through a shared understanding of needs, achieved through SENDCo dialogue with teachers, children and parents, accurate support can be targeted through making use of strategies outlined in children's learner plans for the 4 areas of need. We call this Targeted Support.

To be placed on the SEND Register the school undergoes the graduated approach:

**Assess** - a barrier to progress is determined

**Plan** – additional and different support / intervention is planned with the child, teacher and parent, to address the barrier or support learning. This is recorded on the child's provision map.

**Do** - the time-limited intervention is carried out. This may be by a Learning Support Assistant and is always overseen by the class teacher.

**Review** – the effectiveness of the intervention / support is evaluated, and next steps identified.

When a potential SEND is indicated, we usually go through the Assess – Plan – Do – Review Cycle before we consider placing the child on the SEND Register.

Some children may experience such significant barriers to learning that a request for statutory assessment will be made (EHCP); this will happen at a time that is appropriate to the individual child. It is a collaborative process between school, the child, parents and any specialists involved in supporting the child. Where a situation arises that a child with SEND needs to access learning remotely, class teachers will continue to provide work that supports children's development, is easy to engage with in the home setting and incorporates as many of the reasonable adjustments available in school as possible. Learning and engagement will be closely monitored by class teachers and the SENDCo informed should there be difficulties, who will then investigate and seek to find a workable solution.

Additionally, the SENDCo, with parental consent (and child involvement where appropriate) may seek support or involvement from CAMHS, Cluster Family and Guidance support, Educational Psychologist, STARS, SENIT, Early Help and SALT where needs are not being met or there is a child protection concern.

If the child is learning remotely, school processes to monitor and support children's safety and wellbeing will commence, overseen by the DSL. The SENDCo is ultimately responsible for ensuring that appropriate expertise is in school to meet need; this may be achieved through access to outreach support from locality SEND hubs accessed by referral with parental consent.

### **Criteria for exiting the SEND Register**

Where it is determined a barrier to learning has been overcome and a child with SEND is meeting age-related expectations, at this time they may be removed from the SEND register.

### **Supporting Pupils and Families**

The school works to uphold the Local Authority 'Local Offer'; this is summarised within the School Information Report or found here: [Directory \(leedslocaloffer.org.uk\)](https://www.leedslocaloffer.org.uk).

Where necessary and with parental consent, advice and support will be sought from educational, health and social specialists to improve outcomes for pupils and their families.

Temple Newsam Halton Primary School is an inclusive school; our Admissions Policy details how children can be supported when transitioning into school. Transitions within school are by liaison

between teachers and the SENDCo and supported by their learner plan; this is a document that summarises the approaches used and their success with the aim of providing continuity for the pupil. This document will also follow a SEND pupil when they transition to a new school. Some of our children have an EHCP; An EHCP details what provision must be in place to support learning, and teachers remain responsible for this.

Termly reviews will take place and additionally, an annual review between school, the child, parents and where necessary, the local authority. In the rare occasions where needs change and the EHCP no longer reflects needs / the school can no longer meet need; an interim review will be called. The needs of some SEND pupils are such that accessing statutory assessments will require special arrangements. Detailed, specific guidance is published annually and the class teacher, supported by the SENDCo will ensure that this is adhered to so that SEN pupils' entitlements are provided for.

### **Supporting Pupils with Medical Conditions**

Where a pupil has a medical condition, they will be supported within school in accordance with DfE document "Supporting Pupils at School with Medical Conditions". The school will endeavour to ensure that such pupils' access to the full curriculum, including curriculum-based trips is not compromised by their condition. Where a medical condition gives rise to a disability, the school will work to its duties under the Equality Act 2010. Where such pupils have an EHC Plan in place, the school will ensure that its duties to the child, as set out in the Code of Practice, are upheld.

### **Monitoring and evaluation of SEND**

On-going monitoring by the school, reviews the quality of teaching and learning in the school – including how SEND pupils are catered for. Through lesson observation, book scrutiny and analysis of assessment data (national and in-school), progress is judged. In this way, the school identifies where practice is having a positive impact and where review may be needed. Complementing this, we monitor SEND pupils' attendance, participation in educational visits and extra-curricular activities. Children often need interventions, and we monitor the time spent out of class to minimise the impact on access to a full curriculum and social experiences. The SENDCo supports this by regular contact with teachers and SEND pupils in class; here the impact of provision recorded on the 'Learner Profile' is reviewed to enable ongoing progress.

The SMART targets set, and the outcome of interventions are evaluated by measuring progress. Pupil and Parent voice are imperative to the process of writing and evaluating the Pupil Profile and staff value this input alongside their own professional expertise. Our SEND Governor liaises with the SENDCo to understand updates to provision and practice within the school. The Assess, Plan, Do, Review cycle takes place continuously with regular scheduled SENDCo visits to class. All 'In Class Support' and 'Targeted Support' will be formally reviewed at least termly; where children are judged to have progressed sooner than expected, review takes place early to allow accelerated progress to continue; conversely where strategies are less successful, parent/pupil voice is sought immediately so that alternatives can be sought, again to promote accelerated progress.

### **Roles and Responsibilities**

Learning Support Assistants working with SEND Pupils do so under the direction of class teachers and are line managed by the SLT

- Mrs Seton: Head Teacher

- Staff with Designated Safeguarding Lead training and responsibility: Mrs Seton (Headteacher), Mrs Lightfoot (DSL), Mr Weatherley (Deputy Head Teacher), Miss Hitch (SENDCo), Mrs Philips (Learning Mentor) and Mr Singh (office administrator).
- DT for LAC: Mrs Lightfoot
- PP/LAC funding is managed by the Head teacher
- Responsibility for meeting the medical needs of pupils lies with the Head teacher and SENDCo

#### **Storing and managing information**

Storing and managing information SEND documents referring to pupils, are stored in individual pupil files. Many of these are kept securely online or in a locked filing cabinet. Where documents are used daily to inform teaching and record outcomes, these are kept in 'folders' which the class teacher locks away at the end of the day.

#### **Reviewing the policy**

The SEND Policy is reviewed annually by the SENDCo, Staff, Pupils, Parents and Governors.

**Next Review: September 2026**