



# **Templemoor Infant and Nursery School Special Educational Needs (SEN) Policy**

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## Templemoor Infant and Nursery School Special Educational Needs (SEN) Policy

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This policy was created by the School's SENco in liaison with the Senior Leadership Team (SLT) and SEN Governor.

Name of SENco – Mrs. Rachel Drinkwater

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The person responsible for SEN on the SLT is Mr. Stuart Hodgson.

The named governor for SEN is Mrs. Judith Davenport.

### Terms

In this policy SEN stands for 'Special Educational Needs'.

SEND stands for 'Special Educational Needs and Disabilities'.

### Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (July 2014) and the following legislation and guidance:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Supporting pupils at school with Medical Conditions (September 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2012)

## **Aims and Objectives**

### **Aims**

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all children can thrive by paying attention to these specific areas:

- Identifying, at an early age, individuals who need extra help and attention.
- Enabling each pupil to reach his or her full potential, both curricular and extra-curricular.
- Enabling each pupil to partake in, and contribute fully, to school life.
- Endeavouring to meet the individual needs of each child.
- Developing a feeling of self-esteem within the individual.
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual.
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements and to ensure that all children are making progress.
- Providing access to and progression within the curriculum.
- Working with parents and other agencies to provide support and opportunities for those children with SEND. Some of these agencies include SENAS (Trafford Special Educational Needs Advisory Service), Educational Psychology Service, Speech and Language Therapy, Healthy Young Minds (previously known as CAMHS), alongside school nurses and other medical professionals.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- Including the voice of the child in monitoring and reviewing Individual Education Plans.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To strive, where possible\*, to provide the best learning opportunities for all pupils.  
(\* There may be times when Templemoor Infant and Nursery School may not be able to provide the high level of specialist support that has been recommended for some children for the following reasons: the school cannot meet the needs of the child; the child's attendance is incompatible with the efficient education of others; and/or that the child's attendance is incompatible with the efficient use of resources).
- To operate a whole school approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENco).

- To provide support and advice for all staff working with special educational needs pupils.

### **Types of SEN**

SEN is divided into 4 broad areas of need:-

- **Communication and Interaction** - *for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.*
- **Cognition and Learning** - *for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Mathematics.*
- **Social, Mental and Emotional Health** - *for example, where children have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.*
- **Sensory and/or Physical Needs** - *for example, children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.*

Some children may have SEN that covers more than one of these areas.

Behavioural difficulties do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

A child in receipt of the Pupil Premium Grant does not necessarily mean that the child has a SEN.

### **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and

young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children.
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

In addition to these two key duties, we as a school undertake to ensure that children with SEND are not discriminated against by other children, staff or visitors. Positive displays, resources, inclusion in educational visits, participation in national events and visiting speakers to school promote understanding and inclusion.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

### **Identification of Pupils Needs - A graduated approach to SEN support:**

#### **Wave 1**

#### **Quality First Teaching**

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks and termly pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. 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.

The first response to such progress should be high quality teaching targeted at their areas of weakness.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENco and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENco.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENco will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Where a pupil has an Education and Health Care plan, Trafford Council, in co-operation with the school, must review that plan as a minimum every twelve months.

### **Wave 2**

If a child is not making satisfactory progress highlighted from our assessment processes then they will be moved to Wave 2. At Templemoor, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and may include:

- Small group work
- Speech and language groups
- Fine Motor Skills groups (for handwriting or to help pupils cut and draw)
- Phonic Interventions (one to one tutoring)
- Reading Interventions
- Daily phonics teaching
- Numeracy interventions
- Social Skills Groups
- Individual behaviour support

### **Wave 3**

#### **Managing pupils needs on the SEN register**

If a child makes limited progress in Wave 2, and requires SEN Support then they will be added to the SEN register and will have an I.E.P (Individual Education Plan). This details the short-term targets set for the pupil, teaching strategies employed and provisions made. Class teachers, parents, pupils and other professionals will all contribute to the pupils I.E.P. The

I.E.P is designed to be a working document, which is updated to reflect the current needs of the child. I.E.P review meetings will take place three times a year, where parents and pupils will be involved in the reviewing process and setting new targets. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating I.E.Ps. These are then shared with everyone involved with the child. The SENco reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENco
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education and health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: [www.trafforddirectory.co.uk](http://www.trafforddirectory.co.uk) offer or a member of the SEN Assessment team responsible for EHC plan can be contacted at [sen@trafford.gov.uk](mailto:sen@trafford.gov.uk) telephone 0161 912 5157

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by Trafford Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.



Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Criteria for exiting the SEN register**

If it is felt that children are making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEN register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **Supporting children and families**

The Local Authority SEND Local Offer offers advice and support to pupils and families. This can be found online at [www.trafforddirectory.co.uk](http://www.trafforddirectory.co.uk). The school has a statutory requirement to provide an SEN Information Report. This can be found on our website - [templemoorinfants.co.uk](http://templemoorinfants.co.uk). Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

### **Supporting pupils at school with Medical Conditions**

Please see the school's policy for Supporting Pupils at school with Medical Conditions Policy.

### **Training and resources**

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff will undertake appropriate training and development as required. The school's SENCo regularly attends the Trafford SENCo Forum meetings, SEND courses and any other relevant forums in order to keep up to date with local and national updates in SEND.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

### **The role of the Governing body**

The SEN governor is Mrs. Judith Davenport.

The governing body has an important responsibility with regards to pupils with SEN, these include:

- ensuring that the provision for SEN pupils is made and this is of a high standard.
- ensuring that there is a qualified teacher designated as SENCO for the school.
- ensuring that SEN pupils are fully involved in school activities.
- having regard to the Code of Practice when carrying out responsibilities regarding SEN pupils.
- being fully involved in developing and the subsequent review of the SEN policy.
- reporting to parents on the school's SEN Policy.

### **The role of the Headteacher**

The headteacher is Mr. Stuart Hodgson.

The headteacher's responsibilities include:

- the day-to-day management of all aspects of the work of the school, the SEN provision included.
- keeping the governing body well informed of SEN within the school.
- working closely with the SENCO.
- informing parents of the fact that SEN provision has been made for their child.
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### **The role of the SENCO**

The SENCO is Mrs. Rachel Drinkwater

The SENCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy, other responsibilities include:

- overseeing the day-to-day operation of the SEN policy.
- coordinating the provision for pupils with SEN.
- liaising with and giving advice to fellow teachers.
- overseeing and maintaining records of pupils with SEN.
- liaising with parents of pupils with SEN.
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, phonics assessments, SATs, etc.
- Attending termly Pupil Progress Meetings.
- making a contribution to INSET (In Service Training).
- liaising with the SENCO at Moorlands Junior School to provide a smooth transition from one school to the other.
- liaising with external agencies, LA support services, health, social services and voluntary bodies.

### **The role of the class teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs, The teacher's responsibilities include:

- providing high quality teaching for all children.
- being aware of the school's procedures for the identification, assessment and subsequent provision for SEN pupils.
- collaborating with the SENCO to decide what action is required to assist the SEN pupil to progress.
- working with the SENCO to collect all available information on the SEN pupil and develop IEPs.
- working with SEN pupils on a daily basis delivering the individual programme as set out in IEP.
- developing constructive relationships with parents.
- being involved in the development of the school's SEN policy.

### **The role of Teaching Assistants (TAs)**

TA's should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should use the school's procedure for giving feedback to teachers about pupils' progress. TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing IEP's and monitoring progress.

### **Storing and managing information**

Documents relating to pupils on the SEN register will be stored in red I.E.P files in a locked cabinet in the school office. SEN records will be passed on to a child's next setting when he or she leaves Templemoor. The school has a Data Protection Policy and a Retention and Disposal Schedule which applies to all written pupil records.

### **Accessibility**

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility for disabled pupils and to implement their plans. Templemoor liaises with Gill Wilson from Trafford SENAS (Special Educational Needs Advisory Service) for any accessibility issues.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **Working in partnerships with parents**

Templemoor Infant and Nursery School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- continuing social and academic progress of children with SEN.

- personal and academic targets are set and met effectively.
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENco may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Links with other agencies and voluntary organisations**

Templemoor Infant and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENco is the designated person responsible for liaising with the following:

- Trafford Education Psychology Service
- Trafford SENAS (Special Educational Needs Advisory Service)
- Sensory Support Service
- Behaviour Support Service
- Social Services
- Speech and Language Service (Class teacher also liaises)
- School Nurses/Diabetic Nurse/Continence Nurse
- Specialist Outreach Services (e.g. Longford Park, Physiotherapists)
- Healthy Young Minds (Previously known as CAHMS - Child and Adolescent Mental Health Services)
- Attendance Officers

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaint.

### **Reviewing the policy**

The school considers the SEN policy document to be an important document and initiates a thorough review each year in conjunction with the Governing Body.

### **Linked policies/documents**

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality Policy
- Supporting Children with Medical Needs Policy
- Intimate Care Policy

- Local Offer
- Positive Handling Policy
- Retention and Disposal Schedule
- Safeguarding Policy