



SEND Information Report

This template is designed to meet statutory requirements under the SEND Code of Practice (2015) and SEND Regulations (2014). Schools should populate each section with their own information. The report details how the Trust SEND policy is implemented in school. The report should be updated annually, but any changes occurring during the year should be updated as soon as possible. The report should include arrangements for supporting children and young people who are looked after by the local authority and have SEND. As per the SEND Code of Practice please ensure you use ensure that the information is easily accessible by young people and parents/carers and is set out in clear, straightforward language.

Section 1: School details

School Name	Temple Moor High School
Academic Year	2026-27
SENDCo and Contact Details	Mrs Helen Britton TMHSInfo@tmhs.rklt.co.uk
Link to Trust SEND Policy	SEND Policy - Red Kite Learning Trust
Link to Local Offer	Leeds SEND Local Offer Leeds Local Offer
SEND Statistics and needs:	SEN Support: 163 (Post 16 =9) EHCP: 33 and 15 in draft format or awaiting first draft. (Post 16= 1)

Section 2: Types of SEND provided for and current needs of cohort

Area of need	Pupil no (It should be noted that some students have needs that cross more than one category and for this we have used a best fit model)	% of school	% of SEND	
Communication and Interaction	62	5.2%	31	We have an extensive range of resources and interventions that are used throughout the school to support the development of children's speech, language, and communication skills. We also provide support for children with social communication difficulties. A variety of strategies and tailored approaches are used to help them access learning, develop confidence, and succeed within the classroom environment.
Cognition and Learning	56	4.7%	28.5%	We support students with Cognition and Learning Difficulties through high-quality first teaching and effective adaptation, with the understanding that some students may have hidden barriers linked to C&L. This includes students with Specific Learning Difficulties (SpLD), such as dyslexia

				and Developmental Coordination Disorder (DCD/dyspraxia), as well as those with moderate learning difficulties and multiple learning difficulties. Adaptation may include breaking learning into manageable and achievable steps, providing appropriate scaffolding, adapting resources, using additional visual supports, and utilising assistive technology to promote access to learning and enable students to achieve their full potential. Step Lab utilised as a consistent CPD platform to support and develop high-quality teaching and learning.
Social, Emotional and Mental Health	64	5.4%	32.6%	Where appropriate, referrals can be made through the Cluster service, and we work closely with the MindMate Single Point of Access (SPA) to access further support. We also liaise with a range of external agencies, including CAMHS (Child and Adolescent Mental Health Services) and STARS. Within school, students may be offered mentoring, targeted interventions, or small-group support programmes. Recognising the growing importance of mental health provision, we are further strengthening our support offer by training two members of staff as Emotional Literacy Support Assistants (ELSAs), enabling us to provide additional targeted emotional wellbeing support within school.
Sensory and/or Physical	14	1.2%	7.1%	Alongside our partnership with East SILC, we work closely with a range of specialist external agencies (Leeds VI and HI team) to ensure that students with physical and sensory disabilities are fully included in all

				aspects of school life. We access advice, training, assessments and specialist resources from professionals, enabling us to provide effective and personalised support for each student's individual needs. Where necessary, reasonable adjustments are made to teaching strategies, learning materials, classroom environments and school routines to support participation and achievement. Staff work collaboratively with specialist teachers, therapists, healthcare professionals and families to ensure that support is both effective and responsive to students' changing needs. Our school building is wheelchair accessible and includes care suite facilities to support students with personal care and medical needs.
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Section 3: Identification and Assessment

For all areas of need we would use a variety of indicators outside of the classroom including attendance, behaviour and emotional well-being.

Communication and Interaction	Identification may involve staff observations, discussions with parents/carers, progress monitoring, and referrals to Speech and Language Therapy or other specialist services where appropriate. We use Speech and Language Link to screen all our KS3 student and where this identifies concerns, we complete further testing with a view to refer through the NHS SALT pathway.
Cognition and Learning	Assessment information, observations, and progress data are used to identify needs and inform appropriate interventions and support strategies.

	Transition information is used to identify students who may need additional support prior to joining the school. These students are offered enhanced transition opportunities to support a smooth and successful move to secondary education. We also provide a 'Developing towards Secondary pathway', in which students are taught in smaller classes and receive targeted intervention in reading and handwriting to help them develop the skills and confidence required for secondary school.
Social, Emotional and Mental Health	Identification is based on observations, discussions with families, behaviour monitoring, pastoral support records, and, where appropriate, involvement from external professionals. We have two STARS-trained Neurodiversity Practitioners who support students on the Right to Choose pathway while they are awaiting assessment. They deliver targeted six-week intervention programmes, enabling additional observations and evidence to be gathered to inform the assessment process. These interventions also provide students with opportunities to learn, develop, and implement personalised strategies to support their individual needs, helping to improve their engagement, independence, and overall educational experience.
Sensory and/or Physical	Information from parents/carers, health professionals, observations, and specialist assessments contributes to identification and planning. Reasonable adjustments and appropriate support are implemented to ensure full access to learning and participation. We work closely with Leeds City Council to ensure students with visual impairments can access learning and strategies such as reading braille. We have a TA designated to produce resources and support students. We also

	have a TA who works specifically with students how have hearing impairment.
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Section 4: Recording and information sharing

The school utilises EduKey Provision Map to record assessments, interventions, reviews, and SEND documentation. As part of our ongoing development, we are working towards ensuring that all SEND provisions are fully costed within Provision Map to provide greater accountability and oversight of resource allocation.

The SENDCO, Assistant SENDCO, SEND Advocate, and SEND Administrator are responsible for maintaining pupil records and uploading documentation as it is received from parents and carers. This includes assessment reports, Education, Health and Care Plans (EHCPs), annual review documentation, and pupil passport reviews.

Provision Map is used to create and manage Pupil Passports, which are reviewed twice annually. Phase Leaders support the review process by evaluating academic progress following each school data collection cycle. Information from these reviews is used to inform and adapt provision to meet identified needs.

Interventions are planned, recorded, and monitored through EduKey Provision Map. Each intervention includes details of the identified need, intended outcomes, staff responsible, duration, and review dates. Students' progress is tracked through baseline and exit assessments, academic progress data, intervention-specific assessments, teacher feedback, and student voice. The impact of interventions is reviewed regularly by the SEND team and discussed during pupil passport reviews and progress meetings. This ensures provision remains responsive to student need and enables interventions to be adapted, continued, or discontinued based on evidence of impact. Provision Map also allows the school to evaluate the effectiveness and cost-effectiveness of interventions at both an individual and cohort level.

EHCP Annual Reviews are conducted in line with statutory requirements and take place on a yearly cycle. Outcomes and recommendations from these reviews directly inform updates to Pupil Passports and provision planning.

During 2026, the school introduced a new Pupil Passport format. All existing passports are being rewritten using the revised template, with the aim of completing this transition by the end of the Autumn Term.

The school uses a range of assessment and screening tools to support the identification of need, including:

- Dyslexia Screening
- Speech and Language Link
- Lexia
- Bedrock Learning

The school is also compliant with Access Arrangements and Examination Concessions testing requirements.

Staff can raise concerns regarding a student's progress, engagement, or learning needs through a dedicated Microsoft Forms referral process. This enables early identification and appropriate follow-up by the SEND team.

The school maintains a comprehensive record of all parental enquiries, communications, and actions taken, ensuring effective collaboration with families and clear evidence of support provided.

Section 5: Approach to teaching – support and provision

High-Quality Inclusive Teaching – Whole school approach	https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching Our whole-school approach to inclusive teaching aligns with Education Endowment Foundation (EEF) guidance, recognising that high-quality teaching is the most important factor in improving outcomes for all pupils, including those with SEND and disadvantaged learners. Universal classroom approaches are complemented by targeted adaptations and additional support where required.
Communication and Interaction	• Use of clear, concise language and chunked instructions. • Visual timetables, task boards, visual prompts and symbols. • Pre-teaching and overlearning of key vocabulary and concepts. • Processing time provided before responses are expected.

	• Use of modelling, repetition, and structured routines. • Opportunities for supported social interaction and collaborative learning. • Access to communication aids and assistive technology where appropriate (e.g. speech-to-text, text-to-speech, communication software). • Small-group interventions targeting speech, language and communication skills. (Foundation Pathway) • Staff trained in supporting pupils with communication needs.
Cognition and Learning	• Quality first teaching with carefully scaffolded learning. • Differentiated and adaptive teaching approaches which maintain high expectations. • Explicit instruction and modelling of new concepts and skills. • Retrieval practice and repetition to support retention. • Chunking of tasks and reduction of cognitive load. • Access to assistive technology, including laptops, reading pens, text-to-speech and spell-checking software where appropriate. • Targeted interventions to address identified gaps in literacy, numeracy and learning skills. • Additional adult support to facilitate independence rather than dependence. • Alternative methods of recording learning where required.
Social, Emotional and Mental Health	• Positive behaviour approaches and restorative practice. • Consistent routines and predictable classroom expectations. • Trusted adults identified for support and pastoral check-ins. • Emotional regulation strategies and self-regulation support. • Safe spaces available for pupils requiring short periods of regulation. • Social skills development and friendship support opportunities.

	• Individual risk assessments and behaviour support plans where required. • Access to counselling, mentoring, wellbeing interventions or external agency support as appropriate. • Promotion of pupil voice and belonging across the school community.
Sensory and/or Physical	• Flexible seating arrangements and appropriate positioning within the classroom. • Access to sensory resources and sensory regulation strategies. • Consideration of noise, lighting, visual distractions and classroom acoustics where possible. • Movement breaks incorporated where appropriate. • Adapted equipment, furniture and resources to support access. • Accessibility planning to ensure full participation in lessons and wider school activities. • Support with personal care, medical needs and mobility requirements where applicable. • Collaboration with health professionals and specialist services.
Curriculum accessibility and adaptations	• Broad and ambitious curriculum accessible to all learners. • Reasonable adjustments implemented to remove barriers to learning. • Flexible methods of accessing, engaging with and demonstrating learning. • Adapted resources, including enlarged print, coloured overlays, simplified layouts and alternative formats. • Use of technology to increase curriculum access. • Targeted intervention programmes informed by assessment data. • Examination access arrangements implemented in line with identified need (e.g. extra time, reader, scribe, rest breaks, use of a word processor, separate room). • Ongoing assessment used to inform adaptations and provision.

Environmental accessibility and adaptations	• Accessible classrooms, learning spaces and communal areas where possible. • Clear signage and visual supports throughout the school. • Consideration of sensory needs in classroom and shared environments. • Wheelchair-accessible routes and facilities where required. • Quiet spaces available for regulation, reflection and intervention work. • Safe and inclusive social, recreational and enrichment opportunities. • Regular review of accessibility arrangements in line with the school's Accessibility Plan. • Adaptations to the physical environment made in response to individual pupil needs and professional recommendation.
Equipment and auxiliary aids available	• Provision of laptops • Access to lifting hoists • Access to one braille machine

Section 6: Staff Expertise

Whole School approach	Our SEND provision is underpinned by a whole-school commitment to inclusive practice, supported by appropriately qualified staff and a robust programme of continuous professional development (CPD). Staff training is aligned with evidence-informed approaches to inclusive teaching and learning, ensuring that all teachers are equipped to meet the needs of learners with SEND through high-quality adaptive teaching. Staff have had input from STARS and the ADHD Foundation. Leadership of SEND and inclusion is supported by: • Associate Deputy Principal – Holds the National Professional Qualification for Headship (NPQH) and is currently
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	registered on the National Professional Qualification for SENCOs (NPQSENDCO). They have extensive experience in leading pastoral support, including attendance, behaviour, safeguarding, and support for vulnerable student groups. • Senior Assistant Principal (Teaching and Learning) – Holds the NPQH qualification and provides strategic leadership for teaching, learning, and inclusive classroom practice. • Assistant SENCO – Holds the National Award for SEN Coordination (NASENCO) and supports the implementation and monitoring of SEND provision across the school. All qualified teaching staff are supported by a comprehensive CPD programme focused on the delivery of high-quality universal provision and evidence-informed inclusive teaching approaches, informed by Education Endowment Foundation (EEF) guidance on inclusive teaching Guide to Inclusive Teaching EEF
Communication and Interaction	• Higher Level Teaching Assistant (HLTA) delivers targeted interventions and support programmes. Specialist qualifications and intervention training are reviewed regularly to ensure effective practice. They also work with the foundation pathway group. • Staff receive ongoing training delivered by our T&L lead to support students with communication and interaction needs through adaptive teaching strategies.

Cognition and Learning	• Qualified teachers teach in every classroom and are responsible for the progress of all learners, including those with SEND. • Teaching assistant support is deployed in line with the EEF's Deployment of Teaching Assistants guidance to maximise pupil independence and learning outcomes. • Students benefit from a structured reading programme, including targeted interventions using: ◦ Bedrock Learning ◦ Lexia Deployment of Teaching Assistants EEF
Social, Emotional and Mental Health	The school has developed specialist expertise to support students' social, emotional and mental health needs: • SEND Advocate – A STARS-trained Neurodiversity Practitioner who provides targeted support and advocacy for students. • Neurodiversity Practitioner – Holds STARS Neurodiversity Practitioner training and is also qualified as an Emotional Literacy Support Assistant (ELSA). • ELSA Worker – Provides tailored emotional literacy and wellbeing support to students requiring additional SEMH intervention.
Sensory and/or Physical	• A specialist Visual Impairment (VI) Teaching Assistant works closely with the Local Authority Visual Impairment Service to develop accessible resources and provide specialist support for students with visual impairments in lessons. • Staff receive advice and guidance from external agencies where required to ensure appropriate adaptations and support are in

	place for students with sensory and physical needs. We work with the Leeds VI and hearing-impaired team and seek advice from East SILC where appropriate.
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Section 7: SEND team staffing, expertise and training

Name	Role	Qualification/training/expertise
Helen Britton	Associate Deputy Principal Inclusion and Attendance	Holds the National Professional Qualification for Headship (NPQH) and is currently registered on the National Professional Qualification for SENCOs (NPQSENDCO). 3-day local authority SENDCO training undertaken. Extensive experience in leading pastoral support, including attendance, behaviour, safeguarding, and support for vulnerable student groups. Designated teacher for CLA including all training for this role. Deputy designated safeguarding officer.
Rebecca Hall	Assistant SENDCO	- Holds the National Award for SEN Coordination (NASENCO) and supports the implementation and monitoring of SEND provision across the school. - Due to complete access arrangements training and qualification in October - Designated Safeguarding training
Sally Thackary	SEND Advocate	- BA (Hons) in Teaching and Learning (Primary Education) - STARS Level 2 and 3 Autism Practice
Sumia Ahmed/Julie Godrich	HLTA- 1 full time equivalent	- HLTA qualification with SEND/Literacy (ENG) - Catch Up Literacy - Ruth Miskin Read Write Inc Phonics (Fresh Start) - Autism Training (Autism Education Trust) through School - Introductory Level 1 - Speech Language and Communication CPD course (done independently through 'I Can') - DLD and Me Course

		• Moving and handling
Sue Cordingly	Neurodiversity and ELSA practitioner	• CACHE Level in Supporting Teaching and Learning in Schools. • TKUK Level 2 Understanding Autism (RQF) • AET Making sense of Autism Secondary • ELSA Practitioner training
Victoria Parle	Inclusion room lead	• ELSA Practitioner Training
Louise Harrison	ELSA practitioner	• ELSA Practitioner Training
Sue Walsh Tracey Hewson Maisie Samson Anne Marie Tamaro Chelsea Mclean Kath Milner	TA X4 full time X2 part time	Moving and handling training Safeguarding Training Whole school education TA training

Section 8: An explanation of how additional specialist SEND expertise is secured when needed.

The school ensures that additional specialist SEND expertise is secured promptly when a pupil requires support beyond that which can be provided through universal and targeted provision. Decisions are made collaboratively with parents/carers, school staff, and external professionals to ensure that needs are accurately identified and appropriate support is put in place.

Specialist expertise is accessed through referrals to relevant external agencies, including education, health, and social care services. These referrals enable the school to obtain assessments, specialist advice, recommendations, and direct support tailored to individual pupils' needs.

The school works closely with Trust SEND support services, drawing upon specialist knowledge, guidance, training, and quality assurance to support pupils with more complex needs and to further develop staff expertise.

In addition, the school works with MindMate and TNHP cluster, accessing guidance and support to promote pupils' emotional wellbeing and mental health. MindMate resources and services help staff identify needs early and provide appropriate interventions and signposting where necessary.

For pupils with neurodevelopmental needs, specialist advice and support can be accessed through services such as Autism STAR and the ADHD Foundation. These services provide

recommendations, staff training, assessments, and strategies to support children and young people with autism, ADHD, and related needs.

Through these partnerships, referral pathways, and multi-agency working arrangements, the school is able to secure the specialist expertise required to ensure that all pupils with SEND receive support where possible that enables them to achieve their full potential.

Section 8: Involving Parents, carers, pupils, staff and other stakeholders

Parents/carers	Parents and carers are actively involved in decisions regarding their child's education, welfare and support. Consultation takes place through: • Regular parent/carers meetings and review appointments. • Telephone calls, emails and home-school communication systems. • Annual reviews and person-centred planning meetings. • Transition support and SEND parents evenings prior to starting in Y7. • Opportunities to contribute to support plans, targets and intervention strategies. • Information evenings, workshops and school events. • Students have one parents evening a year. • Discussions with key staff members, including class teachers, SENCO and pastoral staff. Parents/carers are encouraged to share their knowledge of their child's strengths, needs and aspirations to ensure support is tailored appropriately. Their views are recorded and considered when planning provision and reviewing progress
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Children/Young people	Children and young people are placed at the centre of the decision-making process and are encouraged to express their views, wishes and feelings. This is achieved through: • Individual conversations with teachers, key workers and support staff. • Participation in pupil review meetings and target-setting discussions. • Pupil voice activities, surveys and school council opportunities. • Person-centred planning approaches that focus on the child or young person's aspirations and outcomes. • The use of age-appropriate communication methods, including visual aids, symbols or assistive technology where required. • Regular opportunities to provide feedback on the support they receive and their experiences in school. The views of children and young people are taken seriously and used to inform planning, provision and reviews, ensuring they are actively involved in decisions that affect them
Staff	Staff contribution: • Identification of need referral form • Round Robin contributions to progress reports • Data inputs twice yearly
Other stakeholders	Other stakeholders' involvement: • Cluster team referrals • Governors updated termly • PEP and CLA termly meetings for CLA students with SEN.

Section 9: Monitoring and reviewing progress and outcomes

Parents/carers	Parents/Carers • Parents/carers will be involved in setting and reviewing outcomes through regular communication with school staff. • Progress will be monitored through review meetings, phone calls, emails, home-school communication records and parental feedback. • Parents/carers will be informed of progress towards agreed targets in the EHCP review meetings and through twice-yearly reports and will have opportunities to discuss any concerns or suggest adjustments to support strategies. • Any changes to provision or targets will be agreed collaboratively with parents/carers to ensure consistency between home and school.
Children/Young people	• The child/young person will be involved in reviewing their progress in an age-appropriate manner. • Their views, wishes and feelings will be gathered through discussions, questionnaires, observations and pupil voice activities. • Progress towards targets will be monitored regularly by teaching staff and reviewed at agreed intervals. • The child/young person will be encouraged to reflect on their achievements, identify what is working well and contribute to setting new goals.

	Outcomes and support strategies will be updated as required to ensure they continue to meet the child/young person's needs and promote positive progress.
Staff and other stakeholders	- Staff provide assessment data twice yearly - Phase Leaders analyse data and complete follow up progress reports - Staff contribute to the review of CLA student targets and pupil passport targets. - Two weekly inclusion meetings focus on the progress and support for specific cohorts of SEN students.

Section 10: Evaluating the effectiveness of the provision made for children and young people with SEND

The school has a robust assessment cycle in place for each year group. Assessment data is analysed by leaders within each faculty area to monitor the progress and attainment of every student. This enables staff to identify any barriers to learning, evaluate the effectiveness of interventions, and make adjustments where necessary.

For students with Special Educational Needs and Disabilities (SEND), the school follows the **Assess, Plan, Do, Review (APDR)** cycle to ensure provision is effective and responsive to individual needs:

- Assess** – Information is gathered from assessment data, teacher observations, student voice, parental feedback, and, where appropriate, external agencies to identify a student's strengths and areas of need.
- Plan** – Outcomes and support strategies are agreed in collaboration with the student, parents/carers, teachers, and SEND staff. Clear targets and success criteria are established.
- Do** – The agreed interventions, reasonable adjustments, and support strategies are implemented. Class teachers remain responsible for the progress of all students, including those receiving additional SEND support.

- **Review** – Progress towards agreed outcomes is reviewed regularly through assessment data, feedback from staff, students and parents, and evaluation of interventions. Support is then adjusted, continued, or ceased depending on its impact.

All interventions are targeted, time-limited, and have clear intended outcomes. Their impact is monitored through the APDR process to ensure that support remains effective and that students continue to make progress.

Students with identified bespoke needs have an individual **Student Passport**, which is created collaboratively with the student and shared with relevant staff. The passport outlines the student's strengths, areas of difficulty, preferred learning approaches, and the support strategies required to help them achieve their potential and feel happy, safe, and successful at school. These passports are reviewed regularly as part of the APDR cycle to ensure that provision remains appropriate and responsive to changing needs.

Section 11: An explanation of how inclusion works in the school to ensure that learners with SEND can participate fully and enjoy all aspects of school life including clubs, trips and visits

At our school, we are committed to providing an inclusive curriculum and a rich enrichment offer that enables all children and young people, including those with Special Educational Needs and Disabilities (SEND), to participate fully in school life. We believe that every pupil should have access to the same high-quality learning experiences, opportunities, and aspirations as their peers. Our approach is underpinned by the Education Endowment Foundation's guidance on inclusive teaching, which highlights the importance of high-quality universal provision, effective adaptations, and targeted support to ensure that every child can participate, achieve, and thrive. Inclusive teaching is viewed as support for all learners, with adaptations and additional provision implemented where required to remove barriers to learning and participation.

Through our inclusive curriculum, teachers use a range of evidence-informed strategies, including scaffolding, explicit instruction, effective feedback, adapted resources, assistive technology, and flexible grouping arrangements. These approaches ensure that pupils with SEND can access the same curriculum entitlement as their peers whilst maintaining high expectations for achievement. Pupils with SEND are actively encouraged and supported to participate in all aspects of school life, including:

- Educational visits and residential experiences.
- Extra-curricular clubs and enrichment activities.
- Sports, performing arts, and cultural events.
- Leadership opportunities, including pupil voice groups and school councils.

- Social times, including break and lunchtime activities.

Reasonable adjustments are made where necessary to ensure full participation. This may include additional adult support, adapted equipment, personalised planning, environmental adjustments, or alternative methods of communication.

Our enrichment offer is designed to be accessible and inclusive for all learners. We recognise that participation in wider school activities supports personal development, wellbeing, confidence, independence, and social inclusion. Where barriers to participation are identified, staff work collaboratively with pupils, families, and external professionals to ensure these can be reduced or removed.

The school's SENDCo, pastoral team, teaching staff, and support staff work together to monitor the participation and engagement of pupils with SEND, ensuring that they are able to access the full life of the school and develop a sense of belonging within our community.

By combining a strong inclusive curriculum with targeted support and an accessible enrichment programme, we aim to ensure that every pupil is valued, included, and enabled to achieve their full potential. All SEND students have access to 2 periods of enrichment within the timetable each week.

Section 12: Support for improving emotional and social development

At Temple Moor High School, we are committed to providing a strong pastoral support system that promotes the emotional wellbeing, social development and personal growth of all students, including those with Special Educational Needs and Disabilities (SEND). Our inclusive safeguarding culture ensures that students feel safe, valued and listened to, enabling them to thrive both academically and personally.

Students with SEND benefit from a range of pastoral support arrangements, including access to Form Tutors, Pastoral Officers, the SEND Team, safeguarding staff and external agencies where appropriate. We work closely with families to identify and respond to individual social, emotional and mental health needs, ensuring appropriate support is in place. Our pastoral provision is underpinned by a whole-school commitment to safeguarding, wellbeing and inclusion.

Student voice is a key aspect of our SEND provision. Students are encouraged to share their views about their education, support and wellbeing through regular discussions with staff, annual review meetings where appropriate, and our wider Student Voice Programme, which takes place at least once each term. This helps ensure that the perspectives of young people inform decision-making and school improvement.

Our Personal Development Programme further supports emotional and social development through a planned curriculum that promotes resilience, positive relationships, respect, diversity,

mental wellbeing and healthy lifestyles. Assemblies, tutor activities, enrichment opportunities and targeted interventions help students develop the skills and confidence needed to participate fully in school life.

Temple Moor High School maintains a robust anti-bullying culture and takes all incidents of bullying seriously. The school's anti-bullying work includes awareness-raising assemblies, trained peer mentors, professional mentoring support, appropriate interventions and clear reporting systems. Students are encouraged to speak out and seek support, and the school promotes tolerance, kindness, acceptance and respect for difference. Dedicated support is available for both those affected by bullying and those displaying bullying behaviours, helping to create a safe and inclusive environment for all students

Section 13: Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood

The school is committed to ensuring that transitions between phases of education are carefully planned and tailored to meet the individual needs of children and young people with SEND.

Transition from Primary to Secondary School

To support a successful transition from primary to secondary education, the school works closely with feeder primary schools. This includes:

- Meetings with key primary school staff, including the SENDCo and Safeguarding Officer, to share relevant information and ensure continuity of support.
- Attendance at Transition PEP (Personal Education Plan) meetings for Children Looked After (CLA), where appropriate.
- Additional transition visits and enhanced transition programmes for pupils who may require further support to become familiar with the school environment, routines and expectations.
- Opportunities for pupils to meet key staff members, including pastoral staff, form tutors and members of the SEND team, prior to starting secondary school.
- Additional meetings and opportunities for parents/carers to discuss concerns, share information and plan appropriate support arrangements before the transition takes place.

Preparing for Adulthood and Post-16 Transition

Preparation for adulthood is embedded throughout a student's time at school and is tailored to reflect their aspirations and future ambitions, including further education, employment, independent living and participation in society.

To support transition into Post-16 education, training or employment, the school provides:

- Individual guidance and support with Post-16 applications.

- Access to impartial careers education, information, advice and guidance from the school's Careers Officer.
- Additional careers interviews for students with SEND to explore suitable pathways and future options.
- Support with researching and comparing colleges, sixth forms, apprenticeships and training providers.
- Additional visits to colleges and other Post-16 providers, where required, to help students become familiar with new environments and support informed decision-making.
- Liaison with Post-16 settings to ensure that relevant information and support strategies are shared, with parental consent, to aid a smooth transition.

Support for Post-16 Leavers

For students leaving Post-16 provision, the school works with young people, families and external agencies to support progression into higher education, employment, apprenticeships or training opportunities. Support may include:

- Careers guidance and action planning.
- Assistance with applications, CV writing and interview preparation.
- Signposting to external services and support agencies.
- Liaison with colleges, universities, employers and training providers, where appropriate, to ensure continuity of support and successful transition into adulthood.

Section 14: An explanation of the arrangements for supporting looked after children with SEND

Students who are looked after and have SEND access additional support from the Pastoral Officer and Phase Leader.

Termly reviews and Personal Education Plan (PEP) meetings take place to ensure that the **Assess, Plan, Do, Review** cycle is implemented consistently.

Where appropriate, funding is used to provide additional resources, targeted support, and interventions.

Students are prioritised for assessment and support, with this process beginning during transition. Additional transition opportunities are offered where needed.

Staff attend a transition PEP meeting for all Children Looked After (CLA) before they start at Temple Moor.

Section 15: Accessibility

Accessibility Plan can be viewed [HERE](#)

At **Temple Moor High School**, we are committed to ensuring that all students can access a broad, balanced and ambitious curriculum within our inclusive mainstream setting. We recognise that some students may require additional support, adaptations or specialist provision to enable them to achieve their potential academically, socially and emotionally. Temple Moor High School is an inclusive mainstream school and works to ensure that students are included in all aspects of learning and school life.

Our accessibility arrangements include:

- Access to the **Sanctuary** provision for students requiring emotional regulation support, a calm environment, or targeted intervention during periods of increased anxiety, distress or sensory overload.
- Planned **movement breaks** and sensory regulation opportunities to support concentration, self-regulation and engagement in learning.
- A **Not Secondary Ready Pathway** for students requiring a personalised curriculum and increased levels of support to prepare them for adulthood and future education pathways.
- Access to a range of **assistive technologies**, including laptops, speech-to-text software, reading and writing support tools, visual overlays, adapted resources and other technologies identified through individual assessment.
- Implementation of **dyslexia-friendly strategies** across the curriculum, including multi-sensory teaching approaches, adapted presentations and resources, vocabulary pre-teaching, scaffolded writing tasks, reduced copying demands and appropriate use of technology.
- **Speech and Language Therapy (SaLT) interventions**, delivered through targeted programmes and specialist support, alongside communication-friendly classroom practice and language development strategies.
- Physical adaptations and reasonable adjustments to ensure students with disabilities can access the curriculum, school environment, extracurricular activities and educational visits.
- Individual support plans, healthcare plans, risk assessments and examination access arrangements where appropriate.

We follow a graduated approach to SEND support. Details of our provision can be found within our SEND Information Report and Provision Map, which outline support available at:

- **Wave 1** – Quality First Teaching and universal provision available to all learners.
- **Wave 2** – Targeted interventions and additional support for students requiring short-term or focused intervention.
- **Wave 3** – Specialist, personalised and intensive support for students with the most significant needs.

SEND Information Report and Accessibility Information:

<https://www.tmhs.co.uk/for-students-parentscarers/send/> [tmhs.co.uk]

Provision Map (Waves 1, 2 and 3):

<https://www.tmhs.co.uk/seecmsfile/?id=12560>

Accessibility arrangements are reviewed regularly to ensure that provision remains effective, inclusive and responsive to the changing needs of our students.

Section 16: Arrangements for handling complaints from parents of children with SEND about the provision made at the school and information regarding the local offer [Provide complaints procedure and LA guidance links]

Parents and carers can book an appointment to attend a meeting with our SENDCO or Assistant SENDCO and the students Pastoral Officer, where they can meet directly with a member of the SEND team to discuss any concerns they may have regarding their child.

They can follow the guidance on contacting school and request an appointment.

[Temple Moor High School & Sixth Form - Red Kite Learning Trust - Contact](#)

If a parent or carer continues to have concerns following this meeting, then they can follow the school's Complaints procedure available on the school's website.

[Temple Moor High School & Sixth Form - Red Kite Learning Trust - Policies](#)

If a resolution cannot be reached between the parent/carers and the school, parents and carers will be advised to seek independent support from the Leeds SEND Information, Advice and Support Service (SENDIASS):

Telephone: 0113 395 1200

Website: www.leedssendiass.co.uk