

SEND Information Report 2022

Temple Moor High School is an inclusive, oversubscribed mainstream High School. We work to ensure that students are included in all aspects of learning and school life and aim to provide a high standard of education which develops and inspires all our young people. We work in partnership with the East Specialist Inclusive Learning Centre (East SILC), providing places for 50 students with complex needs.

Who is the school SENDCO and how can I contact her?

Further information and support about SEND issues is available from our SENDCO, Ms Sarah McAndrew, who can be contacted via telephone on 0113 3900770, or by email mcandrews@tmhs.rklt.co.uk

What training have the staff supporting children with SEND had or are currently having?

Our SENDCO is an experienced qualified teacher who has extensive experience working with students with complex needs, in a variety of educational settings including mainstream, the Medical Needs Teaching Service and SILC provision.

We regularly invest time and money in training our staff to improve Quality First Teaching delivery, small groups and 1:1 interventions. We have a Higher Level Teaching Assistant (HLTA) trained to deliver literacy and numeracy interventions to small groups. We also have an EAL coordinator to teach and support our EAL students. We train staff to deliver Wave 2 and 3 interventions and TAs receive bespoke training relevant to the needs of the students that they support. This is delivered by the SENDCO in house and other external specialists in the appropriate areas. We have a rota of staff who are First Aid and Epi Pen trained.

All of our teachers hold Qualified Teacher Status and all teaching and non-teaching staff have had training to develop literacy and numeracy across the curriculum. Some of our staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge.

We work closely with the local educational services; including Educational Psychologists, SENIT, Learning and Language Support, Traveller Support, Occupational and Physiotherapy Services, Speech and Language Therapists, Deaf and Hearing Impaired Services (DAHIT) and Visually Impaired Services (VIS).

How will the school prepare and support my child when joining the school or transferring to a new school?

Temple Moor is part of the Red Kite Learning Trust. The Trust is the admissions authority for all of the schools within it and as such, is responsible for setting fair, clear and objective arrangements and criteria for each constituent school. In doing so the trust has complied with the School Admission Code (December 2014) Equality Act 2010, Human Rights Act 1998 and the Schools Standards and Framework Act 1998.

We recognise that transition and induction are vital to ensure that a student makes a successful start at high school, particularly in light of the impact of COVID on education. Students in need of more intensive academic and/or emotional support are identified during the Year 6-7 transition work which occurs between Temple Moor and our feeder primary schools in the summer term. Additional visits to Temple Moor may be arranged for students who would benefit, and meetings with parents/carers arranged as appropriate. Parents are encouraged to discuss their child's needs with staff at events, which may be held virtually. Historically the new intake spends the last two weeks of the summer term at Temple Moor gaining real life experience of what it is like to be a student here. When the students return in September, they are already used to the layout of the building, lessons and expectations. However, in the COVID age we have had to amend this process but still aim to allow as many students into school to experience Temple Moor before the September start.

Upon arrival to Temple Moor, we identify a small number of students who will benefit from being in a smaller group with additional support. In this group, students, where possible, are taught by fewer teachers and have a higher staff to student ratio, thereby having access to a higher level of support

than students who are taught wholly in larger classes. However, students in this group have a full, broad and balanced curriculum, being a full part of the school community. This offers an invaluable experience to the students and greatly eases the future transition that some of them will make into different groups in Year 8. For those students who require it, a Foundation Group continues through Year 8 and into Key Stage 4.

Depending on the needs of the student we arrange visits or discuss with previous settings to help ensure that new students settle well. If additional support is needed or outside agencies are involved, we try to ensure it is in place before the student starts. At the beginning of each new academic year we ensure that the new subject teachers have all the relevant information about your child, through robust transitional processes.

We have a Sixth Form at Temple Moor and a significant number of students continue their education with us, Post 16 each year, benefitting from the continued knowledge of the school's staff of the students' strengths and needs. Additionally, our schools' Careers Officer works very closely with students with SEND throughout KS3 and 4, accompanying students on college visits to aid the transition to further education.

What should I do if I think my child has Special Educational Needs?

Our staff are vigilant in raising any concerns and parents/carers are encouraged to speak to our SENDCO, Ms Sarah McAndrew. Our inclusive ethos ensures meetings are held as soon as possible once a concern is raised. We liaise with outside agencies and welcome joint meetings and contact with any professionals involved with your child. We pride ourselves on building positive relationships with parents with honesty and openness at the core.

What kinds of Special Educational Needs are provided for here at Temple Moor High School?

We make provision for students with SEND within each of the four categories identified in the 2014 SEND Code of Practice.

Communication and Interaction: This includes children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have an extensive range of resources which are used with the school to support Children's Speech and Language development. We also make provision for children with social communication difficulties. These students may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use a variety of strategies to enable them to succeed within their classrooms.

Cognition and Learning: We support students with Cognition and Learning Difficulties through Quality First Teaching which include effective differentiation. This includes those with Specific Learning Difficulties such as dyslexia or Development Coordination Disorder (dyspraxia). We also support students with moderate learning difficulties and those with multiple learning difficulties. Differentiation may be in the form of breaking down work into more manageable and achievable chunks, scaffolding, providing resources and additional visual supports or additional technology.

Social, Emotional and Mental Health: Some students may require additional or different provision to support their social and emotional development. We can make referrals to Cluster, liaise with Mindmate SPA as necessary, and work with outside agencies such as CAMHS (Child and Adolescent Mental Health Service) or STARS. Within school, mentoring and small group work may be provided. We also have Mental Health Practitioners in school who can provide CBT and Counselling support to students. Recognising that we need to invest further in our mental health provision, we are training two members of staff as Emotional Literacy Support Assistants (ELSAs)

Sensory and/or Physical: Alongside our HCP with East SILC, we also liaise closely with outside agencies to enable us to best support students who have sensory or physical difficulties. We source additional resources and training from experts. If necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all. Our building is wheelchair accessible and has care suite facilities. Our school has a hydrotherapy pool and rebound facilities.

We endeavour to involve parents and carers in all decisions and value their expertise and unique knowledge of their child's needs.

How does the school ensure that children who need extra help are identified early?

Through close liaison between our Pastoral and Phase Leader for Year 6 into 7 and all our feeder Primary Schools in the spring and summer terms, extensive knowledge of each individual student that will be joining us in September is gained. Any additional needs are shared, appropriate testing carried out and provision made well before students arrive. This allows a relatively seamless transition to high school for learners who may otherwise struggle.

At Temple Moor High School we track and monitor the progress of all students throughout the school year. Every day subject teachers are encouraged to evaluate their lessons and consider whether individual students are making expected progress through formative assessment. In addition to this every teacher makes a summative assessment of progress made every half term for every student they teach. This data is analysed by leaders within each faculty and is utilised to inform future planning.

If a teacher has concerns at any point they may raise them with parents/carers or the SENDCO. Concerns may also be raised by parents, outside agencies, or following health assessments.

How will the school support my child?

As a school we are committed to following the SEND Code of Practice to ensure SEND students:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our SENDCO oversees all additional support programmes and all teachers are teachers of inclusion and special educational needs. Decisions are made as to the most appropriate way of meeting the

needs following the Assess, Plan, Do, Review cycle. We track the progress and attainment of all our students and use the data and assessments to identify any additional needs as well as to celebrate achievement.

Once needs have been identified we match provision to need. We then monitor the impact of interventions through half termly data tracking.

We use a mixture of research-informed and evidence-based interventions which are monitored and evaluated at regular intervals to ensure effectiveness.

If a student is not making progress, the support is re-evaluated.

Who will explain my child's curriculum and their needs and progress to me?

Parent Teacher Consultation (PTC) evenings are held throughout the year for every year group where parents/carers have the opportunity to discuss their child's needs, support and progress. The SENDCO is available for appointments on these evenings and parents/ carers of students on the Inclusion register are encouraged to make an appointment to discuss their child's progress. You are also welcome to make an appointment at any time to meet with your child's form tutor, SENDCO or Phase Leader to discuss how your child is progressing.

Written reports are sent home three times a year, and data reports are updated termly; you will have access to a copy through the school's app. We share information about the curriculum on the school's website. The website also has additional information to help families to support their child's learning. SEND specific information is available on the website, and extra resources were added on a Padlet during the last COVID lockdown.

How does the school evaluate the effectiveness of its provision?

The school has an assessment cycle in place for each year group, the data from which is analysed by a leader in each faculty area to monitor the progress of every student. We consider the effectiveness of any interventions and make changes as appropriate. All interventions are time limited and have clear expected outcomes. Students who are identified as having bespoke needs have a student passport. These are created with the students and record their areas of strength, areas of difficulty and the support that they need to progress and be happy at school.

How does the school adapt the curriculum and learning environment for students with SEND?

We are guided by the SEND Code of Practice.

We expect all teachers to deliver Quality First Teaching which includes personalisation to meet the needs of all learners. This may be done for example, through differentiated resources or teaching. Learning is personalised to enable all students to make progress. Our Behaviour for Learning System is also personalised to meet individual needs. New teachers are supported to differentiate and scaffold for their students.

Year 7 students with significantly lower literacy levels benefit from structured programmes such as Fresh Start where students receive intensive support to enable them to close the gap between themselves and their peers. Low levels of numeracy are addressed through smaller group teaching. These programs are delivered by our HLTAs and specialist teachers employed using our Catch-Up money.

What additional support for learning is available to students with SEND?

Our Provision Map, available [HERE](#) on the school's website, gives detailed information about what support is available. All students receive Wave 1 or 'Quality First Teaching'. If additional support is required, then the subject teacher will consult with the Assistant Principal Key Cohorts and if necessary, discuss with parents/carers before introducing a Wave 2 intervention. All interventions are monitored for impact and the desired outcomes are defined at the start.

Additional support may be delivered in a variety of ways, for example, in the form of differentiated resources or the inclusion of appropriate technology. We aim to create independent learners and so are mindful not to create dependency on adults when planning appropriate support.

Students who may need additional arrangements, for example; access arrangements for KS4/5 examinations are identified and assessed as early as possible in order to establish a Normal Way of Working.

How are students with SEND enabled to engage in the activities of the school?

We expect all students to be able to join in with all aspects of the curriculum; including activities outside the classroom. Where there are concerns of safety and access, further consideration is given to ensure that needs are met. We would involve parents/ carers in these discussions and are prepared to adapt and modify when necessary and possible. Risk Assessments are always carried out and plans put into place to meet any requirements.

We believe that all students should be as independent as possible and work to support them to become confident, independent learners. Whenever possible, we therefore offer all students the same opportunities and provide the support needed to ensure success. This may include adaptations, such as equipment, extra time or technological support. We are fortunate to share the expertise of the Partnership in offering enhanced opportunities in activities such as Adapted PE for students with physical difficulties.

We aim to gather student and parent/carer voice. Students on the SEND Inclusion register are invited to share their views at reviews.

How will I be consulted about and involved in the education of my child?

Parents and/or carers are the people who know their child best and we very much value working in partnership with them. We strongly believe that a partnership approach with parents/carers is the best way to support a student's learning and needs. We will always endeavour to see or phone parents/carers the same day a concern is raised and meetings can be arranged on request. There

are 3 reporting cycles that are sent home as a report each academic year along with a PTC evening and a meet the tutor evening for every young person starting in Year 7.

Our website has further information about the curriculum. We always welcome feedback and discussion in order to improve and develop practice.

What support is available for improving the emotional, mental and social development of students with SEND?

All of our staff give a high level of pastoral support and students are encouraged to talk to staff if the need arises; the closest relationships are generally made with form tutors and/or pastoral leaders and these are therefore often the first person that a young person with an issue or a concern will approach. We have a 'Worry Box' system in Form rooms, which is opened daily so that issues raised can be responded to promptly. The SENDCO is very familiar with the students and is available to provide additional support and advice.

Our Behaviour for Learning Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. We are prepared to personalise this system by implementing reasonable adjustments so that it can be applied fairly to all students.

Recognition in the form of positive comments for work, participation, attitude and behaviour are given throughout every day.

We have a Mental Health Practitioner and 2 ELSA's in school and a Level 3 Autism Practitioner, who offer bespoke support based on student's needs.

We have School Ambassadors fulfilling a variety of roles in school. Students are encouraged to share their ideas and 'Student Voice' enables all students to have their opinions heard on many aspects of school life so that they are able to influence policy and practice within the school. Students may also be involved with staff training sessions to give the students' perspective of "what it is like to be a student and learn at Temple Moor".

We rigorously monitor attendance and work with our Pastoral Engagement Officer to take necessary actions to address prolonged, unauthorised absence. A number of staff are trained to support medical needs and we have Health Care Plans written in collaboration with parents and appropriate professionals for supporting students with medical and physical needs.

How are equipment and facilities and specialist expertise secured to support children with SEND?

We have an Accessibility Plan and make every effort to make reasonable adjustments where possible. We have Personal Evacuation Plans for any student who needs one.

The majority of our school is wheelchair accessible and we have disabled toilet facilities.

Adapted resources such as rise/fall tables enable students to access lessons.

Equipment and resources are purchased for students with SEND when needed.

Our Single Equality Policy is a working document and we would ensure that expert advice was sought in the first instance to ensure that we were able to meet the needs of all students.

We work closely with the local Authority and Health Services to provide for our students.

How are other bodies, including health and social services, local authority support services and voluntary organisations involved in meeting the needs of students and in supporting the families?

We are able to refer to Specialist support services and do this having first followed an Assess, Plan, Do, Review cycle. For some services such as the Visual or Hearing Impaired Support Service we would make a direct referral before completion of the plan. We regularly invite other agencies to meetings and always ask parents/carers to pass on our contact details of any professionals working with their children or family in case they wish to contact us. We provide reports when required and are also happy to attend meetings. We have established good links with outside agencies and are able to offer to accommodate meetings when necessary. We are developing links with the voluntary sector and are keen to develop new ways of informing parents about different aspects of SEND and the support which is available.

What should I do if I have a concern or complaint about SEND provision?

If a parent/carer has a concern they are encouraged to speak to our SENDCO and arrange a meeting to discuss the issue further. The school's complaints procedure can be found on the school's website.

If resolution between parent and school cannot be reached then parents will be advised to seek external support through the Leeds SEND Information Advice Support Service (0113 395 1200 www.leedssendiass.co.uk)

How are Governors involved and what are their responsibilities?

Our SEND Governor (Dave Lees) meets regularly with the SENDCO and/or Deputy Principal to discuss provision. Regular reports are written for the local Governing Board meetings. Governors visit the school to observe practice, discuss and take part in training sessions.

What support services are available?

Leeds City Council Local Offer: [Directory \(leedslocaloffer.org.uk\)](http://Directory(leedslocaloffer.org.uk))

Leeds SEND Information Advice Support Service: 0113 395 1200 www.leedssendiass.co.uk