



How Temple Mill identifies individual special educational learning needs

- Where pupils have an identified special educational need or disability before they join Temple Mill, we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.
- The Children and Families Act 2014 places a duty on maintained schools and academies to plan to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of a pupil. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.
- If parents believe that their child has a special educational need, we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy or Occupational Therapy. We will always share the findings with parents and, in consultation, plan the next steps to best support their child.
- Sometimes teachers feel that a pupil has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help pupils achieve success. We will observe the pupil's learning characteristics and how they cope within our learning environment. We will assess their understanding of what they are learning in school and, if appropriate, use on-going assessments to help us pinpoint the difficulty. This will help us to identify the pupil's needs and plan strategies to support their learning.
- If school has become concerned about a pupil, parents will be contacted by the class teacher or the school's SENCo (Mrs Nicola Caselton) and their thoughts and opinions will be sought. We will then work together to create a SEND support plan to best suit the pupil and review this regularly.

There are 4 broad types of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

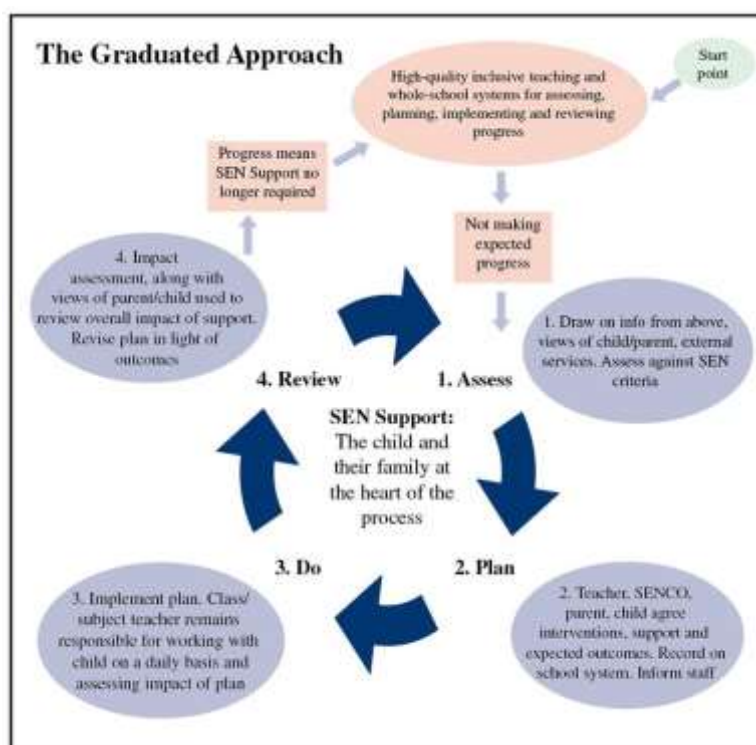
Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How Temple Mill involve pupils and their parents/carers in identifying special educational needs and planning to meet them

- We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child.
- When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home. We take this into account, and work with our parents so that we are helping their child in the same way and helping them make progress.
- Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers in the form of an SEND support plan. If children make little or no progress after an agreed period of time, we will write and review targets with pupils and parents/carers in the form of a School Based Plan and invite other professionals to work with and support the child. A copy of either document will always be available to all. We hold regular termly meetings that allow the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.



- We have an open-door policy which means that staff can be contacted to address concerns and celebrate successes. Appointments can be booked with teachers or the SENCO when a more in-depth discussion is required. In order to give these discussions the time they need, please email or call the office and ask for an appointment (office@templemill.medway.sch.uk 01634 338200).
- We share information about support groups and strategies via our website, and encourage parents to engage with these.
<http://www.templemillprimaryschool.co.uk/1061/wellbeing>
- Information about Medway's local offer can be found here:
https://www.medway.gov.uk/info/200307/local_offer/831/about_medways_local_offer



Who are the best people to talk to at Temple Mill about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of a pupil and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing SEND Support Plans (SSP) or School Based Plans (SBP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular pupil in school are helped to deliver the planned work/programme for the pupil, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo (Mrs Nicola Caselton 01634 338200)

Responsible for:

- Coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all pupils get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the pupil's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEND in the school to achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable pupils.



- Coordinating Learning Support Assistants (LSA) to ensure the best support is given to the pupils on the SEND register and those with Education, Health and Care Plans.

Co-Headteachers (Mrs Lisa Lewis and Mr David Bignell)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for pupils with SEND.
- Giving responsibility to the SENCo and class teachers but is still responsible for ensuring that the pupils' needs are met.
- Making sure that the Local Academy Board is kept up to date about any issues in the school relating to SEND.
- Support the school SENCo in terms of budgeting the SEND provisions.

SEND Governor (Mrs Barbara Fincham)

Responsible for:

- Making sure that the necessary support is made for any pupil who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL pupils are reaching their full potential.

How we use other adults at Temple Mill to support pupils with special educational needs or disabilities

- Our team of LSAs are able to effectively support individuals or groups of pupils in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.
- We work with an external Speech and Language Therapist and Occupational Therapist to support the school in identifying need and providing appropriate support.
- Our Home School Support Worker/ ELSA (Mrs Sara Gabriel) has excellent knowledge of how to support our pupils and their families and may also be able to sign post you to other services.
- We have regular contact with external agencies to support staff and children in school including, but not limited to:
 - Educational Psychologist
 - CAMHs
 - Speech and Language Therapist
 - NHS Speech and Language
 - Marlborough Outreach Team
 - Occupational Health
 - Occupational Therapist
 - Specialist Support Services, including Hearing and Visually Impaired services
 - School Nursing Team



- Early Years advisors
- Young Carers
- Physiotherapy
- Paediatricians
- Early Help Team
- Virtual Schools for Looked After Children
- Other specialist professionals.

How we use specialist resources to support pupils with SEND at Temple Mill

- Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We have a range of technology to support different learning styles and help motivate and access learning. These include tablets, computers, recordable whiteboards and neos.
- We use intervention rooms, pictures, objects, visual timetables and equipment such as countdown timers for pupils who need it.
- We use pre-teaching and precision teaching to support with learning new vocabulary and concepts, as well as to support accelerated progress.
- We work closely with the Marlborough Outreach Team (MOT) to ensure that our school supports pupils with ASD.
- We offer a range of sensory circuits and support.
- We seek advice from external agencies as and when the need arises.

How we modify teaching approaches for individual pupils at Temple Mill

- Our curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.
- We give pupils the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.
- In all year groups, parents/carers have the opportunity to join with their children's learning in our parent sharing sessions.
- We celebrate our curriculum and learning through parent assemblies.
- Our curriculum aims to bring learning to life and, wherever possible, enables the pupil to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all pupils to access and benefit from this learning.
- We are an inclusive school and believe all pupils should be able to benefit from and access the classroom experience and environment and will provide differentiated resources and appropriate support this. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.
- On occasion and when appropriate, staff are deployed to give pupils additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.
- We use class and personal visual or object timelines to help pupils to understand what activity is coming next.



How we assess pupil progress towards the outcomes we have targeted for pupils and how we review this progress so that pupils stay on track to make at least good progress at Temple Mill

- Teachers assess the pupils' progress half termly, this data is discussed with the Senior Leadership Team (SLT) so that strategies can be put in place to intervene early and support the pupil.
- At bi-termly meetings (3 times a year) we discuss a pupil's progress and attainment and gather theirs and their parent's views. This will help formulate next steps to support a pupil's progress.
- We regularly (6 times a year) use staff meetings (PDMs) to get all teachers to assess pieces of work to check that our judgements are correct (moderating).
- We set challenging targets for all pupils, from their starting points, based on nationally agreed guidelines on progress.
- Our marking of pupil's work informs our planning and we identify next steps.

What other activities are available for pupils with SEND in addition to the curriculum at Temple Mill?

- Our pupils with SEND are given the same opportunities as their peers, with differentiation where required.
- When circumstances allow, we have a lunch club and a library club to provide support and quiet spaces during this busy time.
- We strive to ensure that all of our trips and extra-curricular activities are fully inclusive and we work with parents and external professionals to do this.

How we support pupils in their transition into our school and when they leave us at Temple Mill

- Pupils who join in Nursery or Reception are welcomed into our school community with a personal home visit by Nursery or Reception staff. A series of parent and child taster sessions follows in preparation for their start.
- Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.
- We will plan a pupil's transition to us with information from parents and all professionals already involved in supporting them. This helps to enable a smooth and supportive start for a pupil.
- As a pupil makes the transition to Secondary school, again we will contact and discuss their needs with our Secondary school colleagues, invite them to observe the child in our setting and, through dialogue with parents and the child, set up appropriate transition visits to support a smooth transition.
- When necessary, extra transition support is arranged for pupils with SEND with MOT or Bradfield's Outreach Team (BOT).

How additional funding works at Temple Mill

- Schools receive funding for all pupils with SEND and we are able to provide what pupils need from this (including equipment).
- The local authority will top-up funding for pupils with a high level of need.



- If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used.
- Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

<http://www.templemillprimaryschool.co.uk/424/policies-and-statutory-documents>

Where pupils can get extra support at Temple Mill

- We listen to what pupils tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our pupils are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of staff at all times.
- We have play ambassadors in the playground and pupils can approach any adult if they have any concerns.
- Temple Mill welcomes parents to share any concerns that they may have, however big or small.

Where parents/carers can get extra support at Temple Mill

- Our inclusive philosophy aims to support parents of children with SEND so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parents' views and it is important that they are satisfied with what happens as a result of our collaboration.
- Our SENCo (Mrs Caselton) and Home School Support Worker/ELSA (Mrs Gabriel) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please contact us to discuss.
- Medway have lots of links to support groups on their Local Authority Page https://www.medway.gov.uk/info/200307/local_offer/823/family_help_and_support

Local Academy Board at Temple Mill

- Our school's governors meet regularly to discuss the needs of ALL pupils at Temple Mill Primary School.
- Our SEND link governor (Mrs Barbara Fincham), meets during the academic year with the school's SENCo to discuss the school provision and progress.

Complaints at Temple Mill

- As a school, we are committed to working with families to ensure the best support possible for all of our pupils whatever their need. We believe that good communication is central to achieving this.
- If you are dissatisfied with the support that your child is receiving for their additional needs, our first point of contact is always to speak to the class teacher about this. If this does not resolve the issue, please contact Mrs Caselton (01634 338200 inclusion@templemill.medway.sch.uk) to discuss the issue further.
- If you are still unhappy with the support and outcomes, please follow our complaints procedure which can be accessed here:

<http://www.templemillprimaryschool.co.uk/424/policies-and-statutory-documents>



Temple Mill SEND information report 2020/2021

