



SEN Information Report: Templemoor Infant and Nursery School 2016/2017

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

Templemoor Infant and Nursery School is a mainstream school, which strives to provide the best learning opportunities for **all** children. Our school aim 'to create an environment responsive to the needs and gifts of every child, through the provision of quality education' and 'achievement for all' reflects our inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Throughout the year class teachers/subject leaders and the Senior Leadership Team closely monitor the progress of all children in the school so that when a child is not making the progress that they expect them to in a particular area of learning they can identify and implement the additional support required. This will also be discussed with parents and the child. We operate an open door policy at the school. If a parent is concerned about the progress their child is making they can initially speak to the child's class teacher or alternatively, they can arrange to meet with the Special Educational Needs Coordinator (SENco).

3. How will both you and I know how my child/young person is doing?

At Templemoor, progress is monitored carefully through the use of ongoing and half termly assessments. The progress and attainment of all children is reviewed every half term by class teachers and the SENco at which time provision may be adjusted to meet identified needs. Parents/carers will be invited to a termly meeting as well as a termly parents' evening to discuss the achievements, progress and support that the school is providing and how they can help their child at home. As has already been mentioned, the school also has an open door policy where parents are invited to discuss any concerns or ask any questions regarding their child's progress.

4. How will the curriculum be matched to my child/young person's needs?

We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children. We also aim to make sure our learning environment meets all our children's needs. As part of the school day and in each lesson learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level. Sometimes children will be given additional support in the form of small group or 1:1 teaching sessions based on their needs. We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make increased progress. The Governing Body is responsible for monitoring the effectiveness of the provision we have put in place and the SENCo liaises with the Governor with responsibility for SEN regularly to report back on the progress of children with SEND.

5. How will school staff support my child/young person?

All pupils in school receive 'quality first' teaching. This means that a range of teaching strategies and learning styles are used. We have a highly experienced team of teaching staff who will always make sure that tasks are appropriate and accessible for your child with a curriculum matched to their needs. All of our classes are supported by teaching assistants, who help support groups and individual children with their learning. Our Special Needs Coordinator, Miss Rachel Evans, co-ordinates the provision of SEN in school. She is responsible for coordinating the provision for pupils with SEN, liaising with and giving advice to fellow teachers, overseeing and maintaining records of pupils with SEN and liaising with parents of pupils with SEN. When the School identifies the need for additional support to enable a pupil to make expected progress, parents/carers will be invited to a meeting with the class teacher and/or the SENCo to discuss a plan of support. When children have been identified as requiring additional support an Individual Education Plan (IEP) will be put into place and discussed with the child and parent. Sometimes school may commission Specialist support to work with identified children with a particular focus e.g. speech and language therapists or the Educational Psychologist.

6. How is the decision made about what type and how much support my child/young person will receive?

At Templemoor all staff are aware of high quality, inclusive teaching approaches in order to meet the needs of all children. Regular assessments are carried out to make sure children are making good progress and half termly pupil progress meetings take place to discuss and review the progress individual children are making. If a teacher is concerned about the progress a child is making, despite extra support, discussions between the class teachers, support staff, SENCo and Head Teacher take place to look at and change the support in place if necessary. This is to ensure the best support is in place for the child. The support given to an individual child will be based on that child's needs so the support for each child may be different, depending on their needs and learning style. Support that has been put in place is reviewed regularly to make sure it is the best support for the child to make good progress. Support can be adapted and other support put in place if needed.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

As a school we highly value the benefit of education outside the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any educational visit, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of lunchtime or after school clubs.

8. What support will there be for my child/young person's overall wellbeing?

The social and emotional wellbeing of our children is a priority and we work hard to develop and maintain a strong community ethos. All children are supported with their social and emotional development through the curriculum and at playtimes. Circle times and assemblies take place each week to ensure school is developing children's personal, social and moral education as well as their academic education. The school works with parents and children to encourage high levels of attendance. The school also has a very supportive and strong ethos and a very positive approach to behaviour management is adopted. A weekly Golden Book Assembly enables children to be rewarded for outstanding behaviour, work or effort.

9. What specialist services and expertise are available at or accessed by the school?

As part of our support for all children in school we have regular opportunities to consult with specialist services and health agencies through a multi-agency approach. This sometimes involves completing an Early Help Assessment Form to support the family as well as the child. We discuss the needs and desired outcomes of the individual and the family in school and plan together making the best use of advice and support from other agencies. Professionals who are accessed by the school include:

- Our School Nurse, who may help to put a care plan in place around medical needs.
- Our link Speech and Language Therapist who can advise on strategies from home and school and may suggest assessments.
- Our Educational Psychologist who can suggest and complete assessments and offer advice and strategies.
- Behaviour Support professionals who give advice and strategies if required.
- Outreach support who are professionals from specialist schools and offer advice and support.

We seek advice from the Trafford SEN Advisory Service and invite members of their team to come into school when necessary, to observe, assess and offer expert advice on particular children's needs.

10. What training have the staff supporting children/young people with SEND had?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. All staff have received training on the New SEN Code of Practice 2014. Training may include the following - induction training for new staff, in house CPD sessions on new initiatives or interventions, signalong, courses related to a child's specific needs (e.g. autism, Down's Syndrome, ADHD, dyslexia etc), medical training (e.g. Epi-Pen, asthma, diabetes). The SENCo attends relevant SEN courses, family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

11. How accessible is the school environment?

Our school site is wheelchair accessible. The school is on one level. There are ramps up to some classrooms and a small step up to others. Reasonable adjustments have been made to improve accessibility. We have one hygiene suite on site large enough to accommodate a changing bed. Disabled parking is available in the car park.

12. How are parents involved in the school?

The School prides itself on working in partnership with parents at all stages of their child's education. We have an open door policy and parents are welcome to come and discuss their child's needs at any time. We involve parents in school life in the following ways: Home activities, parent helpers in school, a strong and very active PTA, Parent Focus Groups, annual questionnaires, curriculum meetings etc.

13. Who can I contact for further information?

Parents can contact the child's class teacher as a first point of contact. The named SENCo at the school is Miss Rachel Evans. The Head Teacher is Mr Stuart Hodgson. The designated governor for SEN is Mrs Judith Davenport. They can all be contacted through the school office on 0161 929 1622 or via email at admin@templemoor.trafford.sch.uk and an appointment will be arranged.

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN, an additional transition plan may be put in place. Transition events take place during the summer term for all children who are joining Reception in September. Prior to a child starting Nursery or Reception we will arrange for a 'Home visit' where the new teacher and teaching assistant will visit the child in their familiar surroundings to introduce themselves. This opportunity is used to gather information about the child's like and dislikes and special needs. It is an opportunity for parents to discuss any anxieties and worries they or their child may have. Before children start in reception they have induction sessions where they will be given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. During this time parents are invited to a meeting with the Headteacher and Foundation Stage

Leader where routines of the school day will be discussed and there is an opportunity for parents to ask any questions they may have. When entering part way through a year children are given support with the transition to make them feel welcome at the School. When joining our school from another school or nursery the class teacher/SENCo will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible. We carefully prepare the children in Year 2 for the transition to Moorlands Junior School. Children visit the school to watch various school performances, and to take part in events and activities, so that they are familiar with their new surroundings. All children take part in a "Moving up" afternoon, to meet their new class teacher and find out about expectations for the year ahead. The staff of the Infant and Junior schools meet in the Summer term, to pass on information about each child and the SENCo's also meet to discuss the needs and priorities of individuals on the SEN register. This is to ensure a smooth transition for both children and parents, with teachers at the Juniors knowing as much as possible about the new children they will receive. Further information about Moorlands Junior School can be accessed at www.moorlands.trafford.sch.uk

15. What other support is available?

The following numbers may be useful for advice outside of school:

Trafford Parent and Young People's Partnership Service: 0161 912 3150 or by email: pypps@trafford.gov.uk

SEN Families Support Group: 0161 755 3482 or by email: office@senfsg.com or via the website: www.senfsg.com

Trafford Independent Support Service: 0161 872 6879 Twitter: https://twitter.com/IS_trafford

Trafford Parents Forum: 0161 872 0183 or by email: traffordparentsforum@gmail.com or via the website traffordparentsforum.org

School Admissions: 0161 912 5007 or by email: school.admissions@trafford.gov.uk

School Nurse Services: 0161 746 3810

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafforddirectory.co.uk or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

E-mail: FIS@trafford.gov.uk

Twitter: www.twitter.com/TraffordFIS

Facebook: www.facebook.com/TraffordFIS