



SEND Information Report: Templemoor Infant and Nursery School 2023/2024

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 and Disabilities (SEND) does the school provide for?

Templemoor Infant and Nursery School is a mainstream school, which strives where possible to provide the best learning opportunities for **all** children. We endeavour to provide our children with a learning experience which is underpinned by developing our school's core values of 'Caring, Achieving and Making a Difference Together', reflecting our inclusive school community. The school provides for a range of special educational needs within the four broad areas of need as outlined in the SEND Code of Practice. These are – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical. We also provide support for children with disabilities and medical needs, following the SEND Code of Practice and 'Supporting Children with Medical Conditions in School' guidance. 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, within the parameters of our available resources.

2. How do we identify individual pupils with SEND and assess their needs?

Early identification and assessment, and then making effective provision, are vital in order to improve the long-term outcomes for children with SEND. There are a number of ways in which children may be identified as having special educational needs/disability, including:

- Information or concerns shared by parents or nursery/previous school.
- Information or concerns shared by other professionals from education, health or social care.
- Ongoing teacher assessment and observations.
- Monitoring of progress.
- A change in the child's emotional well-being.

Throughout the year, class teachers 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 any additional support required. Any concerns from school about a child's progress will be discussed with parents at the earliest opportunity, and a plan for how to support the child in school will be agreed. A decision may be made at this point to place the child on the school's SEND Support Register. In some cases, the class teacher, SENDCO and/or parents, may feel that it is necessary to refer concerns to

additional specialists e.g. Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist (OT). Referrals to external agencies can only be made with signed consent from parents. 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 and Disabilities Coordinator (SENDco). The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with SEND.

3. How does the school consult with parents of children with SEND to involve them in their child's education and to assess and review progress?

We work hard to build positive and effective partnerships with parents. We value the expertise of parents in helping school to identify children's individual strengths and needs, and plan appropriate support. Review meetings with parents of children on the SEND Support Register are planned each term. During these meetings class teachers, parents/carers, and where appropriate the SENDco, share progress information and plan future targets, which are recorded on an Individual Education Plan (IEP).

Parents/carers of children with an Education Health Care Plan (EHCP), and all professionals involved in supporting that child, will be invited to an Annual Review meeting. The Annual Review is an opportunity to review and amend outcomes and targets in the EHCP, and ensure that provision continues to meet the individual needs of the child. The school will always obtain the views of the child and their parents in preparation for reviews as part of our child and family centred approach.

Parents are welcome to contact the school at any point during the year if they would like further support or information, to ask questions or raise concerns. Parents can contact their child's class teacher, or if they would like to speak to the SENDco they can email or telephone the school office.

4. What adaptations does the school make to the curriculum and learning environment for pupils with SEND?

We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children. The curriculum will differ according to the individual needs of children in each class. The school is an inclusive environment where all children are given the support they need to make progress. This means that children with SEND access a curriculum that is personalised, meaningful, engaging and appropriate to their individual needs. The class teacher, SENDco, external professionals, and parents/carers, will agree any changes to teaching and learning arrangements that need to be made to support children with SEND. Examples include personalised timetables or individual or small group interventions. Where it is appropriate, adjustments will be made to the school environment for children with SEND. The school will seek and follow advice from external professionals to ensure that we meet the needs of individual children effectively. Examples of adjustments to the environment include: hand rails, toileting aids, enlarged texts, specific seating positions, access to learning aids e.g. sloped writing board, technology.

5. What approach does the school have to teaching my child with SEND?

All pupils in school receive 'quality first' teaching. 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. Teachers use a variety of teaching styles and a wide range of resources, and are aware of the needs of each child in their class. Sometimes children need additional support to make good progress. Additional support may include:

- Small group support in/out of class
- Individual support in/out of class
- Access to specific resources (e.g. technology, specific aids)
- Nurturing interventions
- Specifically differentiated materials

The school has a graduated whole school approach to SEND support. All teachers are teachers of SEND. Everyone in school is responsible for the wellbeing of all our pupils. Where appropriate following a referral, the school works with external professionals to ensure that our provision meets the needs of individual children. In some cases, this means that a pupil has very personalised curriculum e.g. using autism specific teaching approaches.

6. How does the school make sure that my child is able to engage in activities in school?

We are committed to ensuring that every child is included in all aspects of school life. We plan carefully to ensure that all children are able to take a full part in events and activities. Children with SEND are included in all educational visits and experiences, and appropriate support is provided. 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. Children in all year groups are offered opportunities to take part in lunchtime activities. Where possible, we will remove barriers to ensure that children are able to take part in after school clubs and activities. We understand the positive contribution that attending extra-curricular activities can make to the wellbeing of our children with SEND.

7. What support will there be for my child's overall emotional, social and mental health?

The social, emotional wellbeing and mental health of our children is a priority. All children are supported with their social, emotional and mental health through the curriculum and at playtimes. Through the taught curriculum, including PSHE and assemblies, pupils learn how to listen and respect the views of others, recognise and name emotions, and develop skills to manage their emotions effectively. We use Emotion Coaching to support children who are dysregulated. Parents are signposted to and are encouraged to attend Trafford Sunrise workshops which cover a variety of topics including anxiety, sleep and behaviour. The school website has a wealth of information and links to support mental health and wellbeing. The Senior Leadership Team, teachers and teaching assistants, ensure that they are available to listen to the views of all children within the school. All staff work hard to build positive and trusting relationships with the children and their families. All adults model and promote the positive behaviour and attitudes they expect to see from the children. We regularly discuss and review our routines and expectations, to develop a consistent approach to supporting pupils socially and emotionally. 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.

8. How does the school work with other services to meet the needs of pupils with SEND and their families?

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 may include:

- A nurse, from the School Nursing Service, who may help to put a care plan in place around medical needs.
- Behaviour Support professionals who give advice and strategies if required.
- Outreach support who are professionals from specialist schools and offer advice and support.
- Speech and Language Therapists (SALT) and Educational Psychologists (EP) who may be accessed via a strict referral process to the Local Authority. Templemoor Infant and Nursery School does not have a SALT or EP exclusively attached to the school.

We seek advice from the Trafford SEND 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.

9. 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 SEND. Training may include the following - induction training for new staff, in house CPD sessions on new initiatives or interventions, and courses related to a child's specific needs (e.g. autism), medical training (e.g. Epi-Pen, asthma, diabetes). The SENDco attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

10. How accessible is the school environment?

The school has an Accessibility Policy and Plan which is reviewed annually. This is available on the school website. 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 at the front of the school. If a child has specific physical and/or sensory needs, more planning maybe necessary. The SENDco will arrange an access visit with the Occupational Therapist/Physiotherapist in the summer term before the child starts school. The visit to school, with parents/carers and the child, is an opportunity for the OT/physiotherapist to ensure that the school is accessible and to provide advice to school staff. Sometimes additional resources are provided by OT to support accessibility e.g. toilet frames.

11. Who can I contact for further information?

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

12. How will the school prepare and support my child 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 SEND, an additional transition plan may be put in place. Before children start in reception they have induction afternoons 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. Sometimes a phased transition, through a part time timetable, may be appropriate to support a positive start to school. This will be discussed with individual families before the child starts school.

When joining our school from another school or nursery the class teacher/SENDCo 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 SENDco's also meet to discuss the needs and priorities of individuals on the SEND 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 moorlandsjuniorschool.com

13. What should I do if I have a complaint about SEND provision?

If you have any concerns or questions about SEND provision, please speak to your child's class teacher, as worries can usually be dealt with very quickly. You are also welcome to contact the SENDco, Mrs Berry. The school telephone number is 0161 9691622. Complaints can be made following the school's complaints procedure with the complaints policy. A copy of the policy is available on the school website.

14. What other support is available?

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

Trafford SEND Information Advice and Support Service (SENDIASS): 0161 912 3150 or by email: sendiass@trafford.gov.uk or via the website <https://sendiass.trafford.gov.uk/Home.aspx>

The Link SEND Newsletter can be accessed via: [The Link Newsletter](#)

Trafford Parents Forum: by email: hello@traffordparentsforum.org or via the following website [here](#).

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

School Nurse Services: 0161 912 3441

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory 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