



# Knights Templar Community Church School and Nursery

*Work at it with all your heart*

Head Teacher: Mrs Laura Weaver, BA Hons QTS

# SEND Policy

<i>Date Approved by the Governing Board</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>September 2025</i>  <i>Signed: Linda Bulpin</i>	<i>Bi- Annually</i>	<i>September 2027</i>  <i>Chair of Governors</i>

## **Compliance**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 2014. The code provides statutory guidance on duties, policies and procedures relating to:

- SEN Code of Practice 0-25 (2014)
- Part 3 of the Children and Families Act 2014 and associated regulations;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010;
- Statutory Guidance on Supporting pupils at school with medical conditions April 2015;
- Schools Admission Code 2012;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014;
- Child Protection and Safeguarding Policy;
- Accessibility Plan;
- Teacher's Standards 2012;
- Statutory Framework for the Early Years Foundation Stage

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## **Mission Statement**

*As a Church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this policy, the governors have considered their responsibilities to achieve these aims and the School's Christian foundation.*

*Knights Templar Community Church School and Nursery are inclusive in their policies, practices, and outlook. We aim to minimise any barriers to learning for children with special educational needs and recognise that many pupils may require additional support at some point in their school life. By implementing this policy, we believe pupils will be helped to overcome their difficulties and reach their potential.*

*We have high expectations for all children. Those with Special Educational Needs and Disabilities (SEND) are fully included and supported in both their educational and emotional development. Support is guided by the principles of the SEND Code of Practice, with a strong emphasis on early identification and close collaboration between the child, their parents, and external agencies.*

*As part of our ongoing commitment to inclusion and community support, we are proud to have a specialist SEND Unit within our setting. This provision enables children with more complex needs to access the specialist support they require while remaining within their local area. Our aim is to offer a nurturing, high-quality learning environment that enables every child to thrive as part of their own community.*

## **Aims and Objectives**

*There is a whole setting approach to children with special needs in which the teaching and learning achievements, attitudes and wellbeing of every child matters. We aim to:*

- Provide access to a broad, balanced and relevant education which takes into account the varied life experiences of each child*
- Provide a differentiated curriculum appropriate to the individual child's needs and abilities*
- Ensure the early identification and assessment of children with SEND*
- Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment*
- Ensure that pupils are involved in decisions about how they should be supported (where age/maturity allows)*
- Maintain a school where all teachers are inclusive teachers of children with SEND and are fully involved in providing for each child's needs.*

## **Admission Arrangements**

The Governing Body, in line with current government legislation, believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that:

The School Admissions Code of 2012 requires children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an Education Health Care Plan (EHCP) on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHCP (SEND CoP 1:27)
- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability (SEND CoP 1:28).

## **Definition of Special Educational Needs and Disabilities (SEND)**

Children have SEND if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

## **Somerset's Graduated Response Tool**

Somerset's Graduated Response Tool (SGRT) has been co-produced with stakeholders from education, health, social care, parent carers and support service teams. The SGRT sets out the barriers to learning that children and young people may experience and provides guidance on the strategies and provisions that could be in place to support them.

Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.

The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.

Further information can be found at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/>

## **Roles and Responsibilities for Special Educational Needs and Disabilities**

### **Knights Templar Community Church School's SENCo**

The SENCo plays a crucial role in the school's special educational needs and disabilities provision and this involves working closely with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for children with SEND in school
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND in school and nursery
- Liaising with parents of children with SEND in school
- Contributing to the in-service training of staff
- Liaising with local middle schools so that support is provided for Y4 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children having SEND support and the quality of their provision.

### **Knights Templar Nursery's SENCo**

The SENCo plays a crucial role in the nursery's special educational needs and disabilities provision and this involves working closely with the Early Years Lead, the school's SENCo and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for children with SEND in nursery
- Liaising with and advising the nursery team
- Overseeing the records of all children with SEND in the nursery
- Liaising with parents of children with SEND in the nursery
- Contributing to the in-service training of staff
- Liaising with local first schools so that support is provided for children as they prepare to transfer into school
- Liaising with external agencies including the Early Years Area SENCo, health and social services and voluntary bodies

- *Co-ordinating and developing strategies for the identification and review of children with SEND.*
- *Making regular visits to the different rooms to monitor the progress of children having SEND support and the quality of their provision.*

### **The Head Teacher**

*The Head Teacher oversees the wellbeing and progress of all children in the school and nursery. The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher should keep the governing body fully informed and also work closely with the school's SENCo. As part of his duties, he monitors the work of the Teachers, SENCo and Teaching Assistants.*

### **The Teachers and Keyworkers**

*Teachers are responsible for the delivery of high quality teaching and the monitoring and assessment of all children in their care including SEND children. SEND is a whole setting responsibility. Central to the work of each class/room is a continuous cycle of planning, assessment and evaluation, which takes account of the wide range of abilities, aptitudes and interests of children. Most children will learn and progress within these arrangements. Teachers/keyworkers are key in identifying the children who do not make progress as some children with SEND need to be provided with an enhanced level of provision that supports and enhances their learning. They must work in tandem with the SENCo in identifying, planning and being analytical about each child causing concern and robust in their planning for each child not making expected progress.*

### **The Teaching Assistants**

*As with teachers, the Teaching Assistants have a responsibility to ensure all children reach their maximum potential. Each group of children have a learning objective for each lesson and the teacher decides how the lesson is to be carried out and this is outlined in the lesson plans. Each assistant will receive planning and is expected to feedback at the end of each lesson how the group worked and whether the objective was achieved. This will inform the teacher for future planning. It is expected that all groups will be taught in rotation by all staff. Some staff have responsibility for individual children and they are known as key workers. They may work with other children as well but their primary focus is with their nominated child.*

### **The Governing Body**

*The School's SEN Governor is: Mrs Linda Bulpin.*

*It is the legal duty of the governing body to as detailed in the Governors Handbook to:*

- *use best endeavours to ensure that the necessary special education provision is made for any pupil who has SEND;*
- *ensure the special educational needs of pupils are known to all who teach them;*
- *ensure that teachers are aware of the importance of identifying and providing for those who have SEND;*

- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- ensure that there is a qualified teacher designated as special SENCO for the school;
- have regard to the Code of Practice when carrying out their duties towards all pupils with SEND.
- where an LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend on an SEND statement or EHCP, the governing body must admit the child to the school. Before naming a maintained school on a statement, the LA must consult the governing body of the school;
- cooperate with the local authority in developing the local offer;
- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014;
- ensure the school has arrangement in place to support children with medical conditions (section 100 Children and Families Act 2014).

The Governors, in consultation with the Head Teacher, determine the School's SEND policy and provision for pupils with SEND, establish the appropriate staffing and funding and generally oversee the school's work in meeting the needs and implementing the Policy.

#### **Identification of children with Special Educational Needs and Disabilities**

The Code of Practice (CoP 2014) describes four broad categories of need (page 97 6.28 onwards) –

- communication and interaction
- cognition and learning
- emotional, social and mental health difficulties
- Sensory and/or physical needs

We also recognise, as laid out in the CoP 2014, that there other factors that will have an impact on progress that do not constitute SEND, such as:

- disability (the CoP outlines a 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEND);
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of pupil premium;
- being a look after child;
- being a child of a serviceman/woman.

At Knights Templar Community Church School and Nursery we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are fully integrated into mainstream classes. All pupils have full access to the National Curriculum and are encouraged to take part in all aspects of school life.

The CoP 2014 makes it clear that:

- all teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND;
- all teachers/keyworkers are responsible for identifying pupils with SEND and in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with SEND is a priority. The school and nursery will assess each child's current levels of attainment on entry to the setting in order to build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified SEND in the Early Years setting, or has arrived from another school, information will be transferred to the school. The SENCo and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment process to identify any learning difficulties;
- ensure ongoing observation and assessment to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- involve the parents and the child in the information gathering process and in implementing a joint learning approach at home.

The school's and nursery's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, class teachers or keyworkers may need to consult the SENCo to discuss what else might be done to help the child. The SENCo may carry out further investigations through observation or further assessment of the child's difficulties. This may lead to the conclusion that a child requires help over and above that which is normally available within the class or particular subject.

The key indicator of the need for additional action is evidence that current rates of progress are inadequate. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- closes the attainment gap between the child and his / her peers;
- prevents the attainment gap growing wider;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

If a child's progress is inadequate the class teacher or keyworker will provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum offer and strategies.

A variety of assessments are employed in school to help teachers identify the needs of all children. These include:

- tracking against the Development Matters framework
- analysis of pupil tracking data and test results at pupil progress meetings;
- progress against national data and based on their age and starting points;
- evidence obtained by teacher and TA observation and assessment;
- standardised screening of spelling and reading ability;
- records and information from previous settings;
- information from and views of parents;
- assessments in English and Mathematics;
- ongoing pupil progress records;
- when necessary, individual diagnostic testing is carried out to identify specific areas of learning difficulty;
- SATs
- Phonics Screening
- Baseline Reception profile
- Behaviour Logs

Success is evaluated by reviewing children's progress on a regular basis. In addition the school ensures that all possible outside help has been sought to aid with the assessment, programme planning and teaching of pupils with SEND.

### **Effective Support for children with SEND**

At the heart of the work of our school and nursery is a continuous Assess, Plan, Do and Review cycle that takes account of the wide range of abilities, aptitudes and interests of children. Those children, whose overall attainment / achievement in specific areas falls significantly outside the expected range, may have SEND.

The SENCo and the child's class teacher/keyworker will decide on the action needed to help the child to progress. This may include:

- additional support through differentiation within the curriculum;
- provision of specialist equipment;
- in-class group or individual support by class teacher or a teaching assistant;
- periods of withdrawal to work on specific programmes with a teacher or teaching assistant;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to outside agencies for advice on strategies or equipment.

### **Universal:**

High quality teaching should ensure good progress for the majority and interventions should not replace a lack of good quality teaching. The teacher/keyworker adapts the curriculum to meet the needs of each individual child. In school, the delivery of the lesson will take into account the different learning styles of the class. There are Teaching Assistants in each school class. As part of high quality teaching, different children would be in the groups according to their strengths and weaknesses. All Teaching Assistants will feedback to the teacher on progress and attainment of targets. This in turn will be used to inform the teacher for future planning of the support in school. We also provide support resources that all children can access at different times ie key words in the classrooms, Talking Tins, use of computers to record their work and scribes.

### **SEN Support:**

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN Support will be triggered by evidence that despite receiving quality first teaching, pupils:

- make little or no progress;
- demonstrate difficulty in developing literacy or numeral skills;
- present persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

The SENCo, in collaboration with teachers/keyworkers, will support the further assessment of the child and assist in planning future support through the graduated response and monitoring of the action taken. The class teacher/keyworker will remain responsible for working with the child on a daily basis and will liaise with the SENCo and relevant TAs on the delivery of individualised programmes. Parents will be kept informed of any necessary actions. Outside agencies from the LA may be consulted in relation to further assessment, advice, strategies and planning programmes for the child. In some cases outside professionals from health or social services may be involved. Where these professionals have not already been working within the school or nursery, the SENCo will seek parental agreement to contact them. Some pupils with SEND may have emotional / mental health difficulties and follow the same graduated response

### **High Needs:**

Within the Somerset Framework of SEND, High Needs refers to SEND pupils who have severe and complex needs. These pupils have been allocated additional top-up funding following an audit process in which the pupil's needs are matched against stringent criteria. There will be ongoing involvement with Somerset Support Services.

HN intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated and a sustained level of support, a child:

- still makes little or no progress in specific areas over a long period;
- continues to work at levels considerably lower than expected for a child of similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional or social or mental health difficulties that often substantially impede the child's learning;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from outside agencies;
- has communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

### **A request for an Education Health and Care Plan (EHCP)**

Where a request for an EHCP is made to the LA, the child will have identified complex needs that would meet the additional funding criteria or an equivalent in Early Years settings. The child's needs are unlikely to be met without:

- a) intervention or support from a special school placement or placement in a designated school or resource base attached to a mainstream school and /or
- b) significant multi-agency response required to address the complexity of need

The whole process of gaining an EHCP from the point when an assessment is requested (or a child or young person is brought to the local authority's attention) until the final EHCP is issued, must take no more than 20 weeks, unless there are exceptional circumstances as detailed in Section 9.42 of the CoP.

The school will need to provide the following information:

- the action followed with respect to SEND Support;
- support plans and evidence of the impact of cycles of support
- the pupil's IEPs;
- records and outcomes of regular reviews undertaken;
- information on the pupil's health and relevant medical history;
- pupil progress data;
- English/Mathematics attainments;
- other relevant assessments from specialists such as support teachers and Educational Psychologists;
- the views of both parents;
- where possible, the views of the child;
- involvement of other professionals such as health, social services or educational welfare service.

An EHCP assessment will not always lead to an EHCP being issued. The information gathered during an EHCP assessment may indicate ways in which the nursery or school can meet the child or young person's needs without an EHCP.

EHCPs, which cover an age range of 0-25, should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHCPs should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

EHCPs must be reviewed annually. The aim of the Annual review will be to:

- assess the pupil's progress in relation to their support plan outcomes;
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it;
- set new outcomes for the coming year.

With due regard for the time limits set out in the CoP the school will write a report of the annual review meeting and forward it to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **Planning and reviewing children identified as having SEN**

Once children are in receipt of additional support, objectives will be set for them in conjunction with the parents and the child. The targets will be reviewed on a termly basis. Progress towards these objectives and the creation of new ones will be drawn up in partnership with the parent. It will state the provision in school or nursery and the support to be given at home and by other agencies. The teacher or nursery keyworker will be responsible for the provision and assessing progress.

**In school:** regular meetings are held between the teaching team and the SENCo to check progress and to adapt provision if necessary. The SENCo joins the Head Teacher for Pupil Progress meetings with individual teachers. At these meetings, all children are discussed and the provision for all children is assessed. Also at these meetings, the effectiveness of resources and interventions is monitored. If at those meetings, it becomes apparent that specialist services need to be engaged these will be referred by the SENCo or teacher, whichever is more appropriate. The SENCo and teacher will work together to put together any additional evidence or report (including Early Help Assessments) required for these services or higher-level needs funding.

**In nursery:** regular meetings are held between the keyworkers and the nursery SENCO to check progress and to adapt provision if necessary. All the group staff will discuss individuals to update the provision map and to inform planning at the termly meetings. The individual children are also

discussed with the SENCo and Nursery Manager and, if specialist services need to be engaged, these will be contacted by the nursery SENCO. The EY SENCo advisor will also be asked for advice and support with regular meetings to discuss provision.

### **Outside agencies**

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/hers peers.

Outside agencies may include:

- Learning support advisory teachers
- Educational psychologists
- Autism and communication advisory teachers
- Speech and Language Therapists
- Occupational Therapists.
- Physiotherapists
- School Nurse
- Paediatrician and GP
- Health Visitors
- Counsellor

### **Coming off the SEND register**

It is expected that, in many cases, children will make enough progress to come off the register for additional SEND support because the gap has narrowed. During the regular meetings held between the teaching teams and the SENCo or the nursery keyworkers and SENCo, progress will be discussed and a decision will be made about whether the gap has narrowed sufficiently for the support to be changed. This decision will be discussed with parents and, if appropriate, the child. As part of the changes, children will be given strategies to help them and the transition will be managed according to the individual needs of the child. Children will be monitored carefully and parents will be kept informed by the teacher or keyworker.

## **Supporting Children with Medical Conditions**

*Knights Templar Community Church School and Nursery recognises that pupils with Medical conditions should be properly supported so that they have full access to education. Some children with medical conditions maybe disabled or have a special educational need but not always. We will ensure that the treatment of children with medical conditions complies with the Equality Act 2010 and the SEND Code of Practice 2014. The school and nursery work closely with external professionals, such as the School Nurse and the PIMS Team (Physical Impairment and Medical Support Team).*

## **Partnership with Parents/Carers**

*The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEND will be encouraged and supported to play an active role in their child's education. Parents will be informed as soon as the school becomes concerned about a pupil's learning development or behavioural, emotional or social needs.*

*Parents will be kept informed of their child's progress and will be invited to regular reviews of their child's progress. They will have access to written information about their child and be involved at each stage of their child's education. Parents will be consulted and permission obtained before their child is referred to an outside agency.*

*The school's SEND policy is available to all parents; it is on the school's website and available in hardcopy if so required.*

## **The Den**

*The Knights Templar Community Church School Unit will accept between six to eight children from EYFS to Year 4 whose needs falls within: Moderate and Severe Learning Difficulties and will be run by a trained teacher supported by two Teaching Assistants.*

*This group of children typically have their primary need related to cognition and learning with the key area of need being significant delays within cognitive and learning development. This group will require a multi-sensory and often play-based approach to learning in a lower stimulation environment and the curriculum required will be significantly behind age-expectations. This need area commonly occurs alongside Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN). Children will sometimes present with emotional, behavioural and communication needs that require support as part of their cognition and learning needs and some children will also have health/medical needs.*

Children attending The Den will have an EHCP at Specialist Band 5. They will have been identified as requiring provision that goes beyond what is typically available within an inclusive mainstream setting and/or as a specially resourced provision (resource base). Children suitable for a SEND Unit will typically be identified by the LA as requiring a placement that is specialist.

Some access to the mainstream environment is our aspiration for children within The Den in order to support them in learning skills which will benefit them in adulthood. This will be a long term goal to work towards for some children.

The Den provision is not for children whose needs can be met in mainstream school with significant additional support and funding. Whilst those children may benefit from SEND Unit provision, the Unit provision will prioritise those whose needs can only be met in a specialist environment.

### **Local Offer**

The Local Authority are responsible for ensuring the parents know what they can expect from the Education department. Funding arrangements and parent support networks are clearly signposted on <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

This school has access to parent support advisers who can support carers. Many agencies including schools can refer as can parents /carers themselves. Parenting courses are run locally on a termly basis. Parents are encouraged to seek help/support as soon as possible and all teachers and keyworkers are available to discuss any concerns about their child's education. The Headteacher and the senior leadership team are available to meet with parents/carers if they have any concerns.

### **Transition between settings**

The SENCo and teacher/keyworker meet with the SENCo and staff from other settings in order to plan the provision of children with known SEND needs when either entering or leaving Knights Templar Community Church School or Nursery. When a child is entering the school and has complex needs, a pre-school entry meeting will be held in order to ensure provision is in place ahead of the child's entry to school.

### **Monitoring and Evaluating Special Educational Needs Provision**

Knights Templar Community Church School and Nursery regularly monitor their inclusive practices including special education and disability provision. In school, the progress of each child is closely scrutinised through book monitoring, assessments and lesson feedback. We use pupil questionnaires, parent questionnaires as well as interviews with children and parents. Lessons and interventions are observed by the SENCo and Head Teacher and Subject Leaders. Governors also regularly attend and monitor lessons and participate in activities. Outside agencies and specialist teachers monitor provision for individual children and make recommendations for provision. Compliance of the recommendations and practicalities are discussed and monitored.

## **Allocation of resources**

The school and nursery intends to try and meet the extra or special needs of children with SEN through the careful allocation of resources. The aim is to provide for children's educational, social, physiological and emotional wellbeing. The SENCo and Head Teacher allocate resources following allocation of SEND money (on a formula basis), Higher Level Needs funding and Pupil Premium.

The type and amount of resources are based on the following:

- Half termly liaison between SENCo and teacher/keyworker
- Feedback from SEND learning support assistants/nursery assistants
- Consultation meeting with Support Services
- Pupil progress meetings
- Training needs of staff
- School and Nursery Development Plans
- Class or group observations
- Pupil Premium funding – use of PPG for those children who also are SEND.

## **Training**

All staff are given an induction into school policies and practice before starting in their role. SEND workshops are held with different foci so that all staff can improve their knowledge about approaches, conditions, positive strategies.

Staff are also encouraged to attend training outside of school to improve their own knowledge or to become familiar with specific intervention programmes.

## **Accessibility**

Knights Templar Community Church School has an accessibility plan which complies with current legislation and is available online. We will use our best efforts to adapt the curriculum and other school activities in order for disabled students to have access to the same experiences as other pupils. The school will also use their best efforts to provide information and access to disabled parents and carers as far as practically possible.

## **Concerns or complaints**

We ask parents/carers to come into school or nursery whenever they have a concern regarding their child so that we can discuss the matter and hopefully resolve it at an early stage. In the first instance, parents/carers may want to talk over a concern with the class teacher or keyworker. If they have a formal complaint, it should normally be made to the Headteacher. It is hoped that in most cases, complaints will be dealt with at this informal level.

However, if the complaint cannot be resolved with the Headteacher, the parent should submit his/her complaint in writing to the Clerk of the Governors. The Clerk will acknowledge receipt of complaint and inform the Governing body. If the Governing Body cannot resolve the matter, then the complaint is referred in writing to the Secretary of State who will address the issue as appropriate.

### **Related Policies**

Other policies that are relevant can be found on the school website

<https://www.knightstemplarfirst.co.uk/> :

- Accessibility
- Anti-bullying
- Supporting Positive Behaviour Policy
- Equality Statement
- Pupil Premium Policy
- Child Protection and Safeguarding Policy

Appendix 1- Nursery Provision Map

Area of Need	Universal	SEN Support	High Needs
Cognition and Learning	<ul style="list-style-type: none"> <li>✓ 2 Year checks – Liaise with Health Visitor.</li> <li>✓ Termly meeting with SENCo Health visitor and nursery staff.</li> <li>✓ Safe and supportive learning environment</li> <li>✓ Nursery environment set out to support the characteristics of effective learning.</li> <li>✓ In the moment planning.</li> <li>✓ Observational and small group planning feeding in to individual next steps.</li> <li>✓ Visual aids / visual timetables</li> <li>✓ Numicon</li> <li>✓ ICT</li> <li>✓ Letters and sounds activities.</li> <li>✓ Clickerty books</li> <li>✓ Keyworker.</li> <li>✓ Keyworker/parent meetings.</li> <li>✓ Focus booklets for parents.</li> <li>✓ Individual pathways – Individual tracker – Cohort tracker – Individual / Cohort planning.</li> <li>✓ Planning accessible to parents.</li> <li>✓ Yearly observational record booklet.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small group support and intervention</li> <li>✓ Differentiated resources</li> <li>✓ Speech and Language support</li> <li>✓ Specific activities planned for pairs, groups within the nursery sessions.</li> <li>✓ Numicon</li> <li>✓ Adapted Home/Nursery communication book.</li> <li>✓ Additional Parent consultation meetings, SENCo, Keyworker.</li> <li>✓ Talkboost</li> <li>✓ BOOZOO.</li> <li>✓ Area SENCo support</li> <li>✓ Developmental journal</li> <li>✓ Assess – Plan –Do – Review</li> <li>✓ Attention Bucket</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individual Education plans detailing specific additional strategies with achievable targets.</li> <li>✓ Speech therapy and 1:1 support</li> <li>✓ Advice from the Learning Support Team</li> <li>✓ Additional planning and individual transition arrangements</li> <li>✓ SENCo/Parent contact</li> <li>✓ Support services meetings</li> <li>✓ Area SENCo support</li> <li>✓ Developmental journal.</li> <li>✓ Numicon</li> <li>✓ Assess – Plan –Do – Review</li> </ul>
Communicatio	<ul style="list-style-type: none"> <li>✓ Individual planning and monitoring.</li> <li>✓ Increased visual aids / modelling</li> <li>✓ Visual timetables, STC</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional activities</li> <li>✓ Talkboost</li> <li>✓ ECAT.</li> <li>✓ Home / Nursery communication profile.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speech and Language support from SALT, followed up in nursery.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Daily routines.</li> <li>✓ Speaking and listening activities</li> <li>✓ Role play</li> <li>✓ Singing and music</li> </ul>	<ul style="list-style-type: none"> <li>✓ STC</li> <li>✓ Letters and sounds activities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Support for alternative forms of Communication, STC.</li> <li>✓ Letters and sounds activities.</li> </ul>
<i>Emotional, Behavioural and Social</i>	<ul style="list-style-type: none"> <li>✓ Modelling social skills and behavioural expectations.</li> <li>✓ Liaison and partnership with parents</li> <li>✓ Collaborative approach for consistency between staff</li> <li>✓ Wow moments linked to the Characteristics of effective learning.</li> <li>✓ Carpet time.</li> <li>✓ Emotional support resources/Visual aids/Emotion cards.</li> <li>✓ Parachute Games.</li> <li>✓ Group activities.</li> <li>✓ Christian Values</li> <li>✓ Visits in the community, Visitors.</li> <li>✓ Staff made aware of vulnerable children.</li> <li>✓ Health visitor support.</li> <li>✓ Forest School</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small group Circle Time</li> <li>✓ Individual reward systems</li> <li>✓ Support for unstructured times</li> <li>✓ Visual timetables, talking through changes to routines</li> <li>✓ Additional Transfer visits</li> <li>✓ Key Worker</li> <li>✓ ABCC</li> </ul>	<ul style="list-style-type: none"> <li>✓ Organised activities with significant adults</li> <li>✓ Transfer visits and meetings</li> <li>✓ Staff use of knowledge from emotion coaching training.</li> <li>✓ ABCC</li> <li>✓ Personal Support Plan</li> </ul>
<i>Sensory and Physical</i>	<ul style="list-style-type: none"> <li>✓ A range of fine motor/Gross motor activities accessible at all times.</li> <li>✓ Key times in the nursery daily routine for physical activity.</li> <li>✓ A wide range of sensory /malleable/tactile activities/resources accessible throughout the nursery day.</li> <li>✓ Characteristics of effective learning.</li> <li>✓ Staff aware of implications of physical impairment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional support with motor skills</li> <li>✓ Specific activities tailored for sensory needs.</li> <li>✓ Pens to paper</li> <li>✓ Healthy Movers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ OT support plan, visits meetings with keyworker.</li> <li>✓ Outdoor Education.</li> <li>✓ Healthy Movers.</li> </ul>

	<ul style="list-style-type: none"><li>✓ <i>Medical support</i></li><li>✓ <i>Brain Gym</i></li><li>✓ <i>Healthy Movers.</i></li></ul>		
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Appendix 2- Whole School Provision Map

Area of Need	Universal	SEN Support	High Needs
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> <li>✓ Quality First Teaching</li> <li>✓ Safe and supportive learning environment</li> <li>✓ Classroom organisation for developing independent access to equipment, learning tasks</li> <li>✓ Collaborative learning activities and use of different grouping strategies across the school day</li> <li>✓ Differentiated curriculum</li> <li>✓ Active learning encompassing a range of teaching and learning styles</li> <li>✓ Assessment for Learning</li> <li>✓ Visual aids / visual timetables</li> <li>✓ Numicon</li> <li>✓ Key words, spellings, word and sound cards personal dictionaries throughout the school.</li> <li>✓ Progressive reading scheme and additional phonic reading books</li> <li>✓ Focused group work- Guided Reading</li> <li>✓ Daily phonics (EYFS, KS1 and 2) following Letters and Sounds, Read, Write, Inc.</li> <li>✓ Calculation Policy               <ul style="list-style-type: none"> <li>✓ Handwriting-differentiated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ In class support from TA</li> <li>✓ Small group support and intervention, including phonics, handwriting, speaking and listening, Maths</li> <li>✓ ICT- Communicate in Print, Easyspell</li> <li>✓ Differentiated resources</li> <li>✓ Speech and Language support</li> <li>✓ Targeted 1:1 reading support</li> <li>✓ Specific activities planned for pairs, groups within classes</li> <li>✓ Numicon</li> <li>✓ Adapted Home/School communication book</li> <li>✓ Additional Parent consultation meetings, SENCo, Headteacher</li> <li>✓ Talkboost</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individual Learning Plans detailing specific additional strategies with achievable targets.</li> <li>✓ Intense literacy or numeracy support</li> <li>✓ Additional Reading/Spelling tests</li> <li>✓ Adapted catch up programmes e.g. Speed up</li> <li>✓ Additional phonics support- RWI tutoring</li> <li>✓ Additional individual reading</li> <li>✓ ILLI</li> <li>✓ Dyslexia support</li> <li>✓ Speech therapy and 1:1 support</li> <li>✓ Numicon</li> <li>✓ Advice from the Learning Support Team</li> <li>✓ Additional planning and individual transition arrangements</li> <li>✓ SENCo/Parent contact</li> <li>✓ Support services meetings</li> <li>✓ Precision Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Talk for Writing</li> <li>✓ Illustrated dictionaries</li> <li>✓ ICT</li> <li>✓ In class support from TA</li> <li>✓ Planning accessible to parents</li> <li>✓ Reports</li> <li>✓ Specific Parent Consultation Meetings</li> <li>✓ Home/School Logs</li> <li>✓ Pupils self-assessing</li> <li>✓ ITS Factfiles</li> </ul>		
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> <li>✓ Quality First Teaching</li> <li>✓ Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</li> <li>✓ Increased visual aids / modelling</li> <li>✓ Visual timetables, STC</li> <li>✓ Structured school and class routines</li> <li>✓ Speaking and listening activities <ul style="list-style-type: none"> <li>✓ Role play</li> <li>✓ Singing and music</li> <li>✓ ITS Factfiles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ In class support from TA with some focus on supporting speech and language.</li> <li>✓ Additional use of ICT</li> <li>✓ Vocabulary development programme</li> <li>✓ Talkabout</li> <li>✓ Talkboost</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speech and Language support from SALT, followed up in school</li> <li>✓ Input from Autism Outreach Team</li> <li>✓ Support for alternative forms of Communication, STC, Communicate in Print</li> <li>✓ ICT</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Emotional, Behavioural and Social</i></p>	<ul style="list-style-type: none"> <li>✓ Quality First Teaching</li> <li>✓ Whole school behaviour /social skills</li> <li>✓ Meet and Greet</li> <li>✓ Trauma Informed Schools approach</li> <li>✓ Use of PACE</li> <li>✓ PSHE activities</li> <li>✓ Liaison and partnership with parents</li> <li>✓ Collaborative approach for consistency between staff</li> <li>✓ Talk and Play sessions (TAP time- KS2)</li> <li>✓ Knights Awards</li> <li>✓ House Points</li> <li>✓ Class reward and sanctions systems</li> <li>✓ Circle Time / Parachute Games</li> <li>✓ Wide range of playground activities</li> <li>✓ Vulnerable children identified to staff on duty</li> <li>✓ School Council</li> <li>✓ Christian Values</li> <li>✓ After school clubs</li> <li>✓ Home/school log book</li> <li>✓ Visits in the community, Visitors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small group Circle Time</li> <li>✓ Individual reward system</li> <li>✓ Support for unstructured times</li> <li>✓ Visual timetables/Now and Next Boards</li> <li>✓ Preparation for planned changes to routines</li> <li>✓ Circle of friends</li> <li>✓ Social skills group</li> <li>✓ Lego Therapy</li> <li>✓ Mindfulness sessions</li> <li>✓ Additional Transfer visits</li> <li>✓ Key adult identified</li> <li>✓ Individual Learning Plan</li> <li>✓ PFSA support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individual support from PFSA</li> <li>✓ Emotional Literacy Support Assistant (ELSA)</li> <li>✓ Nurture-based activities</li> <li>✓ Draw and Talk intervention</li> <li>✓ Organised activities with significant adults</li> <li>✓ Social Skills activities</li> <li>✓ Circle of Friends</li> <li>✓ Relational Support Plan</li> <li>✓ Positive Behaviour Card</li> <li>✓ Personal Education Plan (for looked after children)</li> <li>✓ Differentiated Transfer package</li> <li>✓ Transfer visits and meetings</li> <li>✓ Access to significant adult</li> <li>✓ Use of Big Emotional Drawings (BED)</li> <li>✓ Mindfulness sessions</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> <li>✓ Quality First Training</li> <li>✓ PE</li> <li>✓ Swimming</li> <li>✓ Thinking skills</li> <li>✓ Brain Gym</li> <li>✓ Flexible teaching arrangements</li> <li>✓ Staff aware of implications of physical impairment</li> <li>✓ Medical support</li> <li>✓ Learn to Move, Move to Learn</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional support with motor skills</li> <li>✓ Additional handwriting practice</li> <li>✓ Access to equipment e.g. writing slopes,</li> <li>✓ Support for Dyspraxia, Visual difficulties</li> <li>✓ Learn To Move, Move To learn</li> </ul>	<ul style="list-style-type: none"> <li>✓ Motor skills programme for small group</li> <li>✓ Individual support in class during PE, Swimming, Outings,</li> <li>✓ Physiotherapy/ O.T. Programme</li> <li>✓ Vision Support Team</li> <li>✓ Hearing Support Team</li> <li>✓ Handwriting- Speed Up programme</li> </ul>

			<ul style="list-style-type: none"><li>✓ ICT - individual needs e.g. laptop</li><li>✓ Learn To Move, Move To Learn</li><li>✓ Outdoor Education</li></ul>
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