



# **Knights Templar Community Church School**

## **Special Educational Needs Information Report**

Date to be reviewed: September 2026

## Types of Special Educational Needs and Disabilities

There are four types of Special Educational Needs and Disabilities (SEND), identified by the Department for Education:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory or physical (including medical)

If your child has SEND, then their needs will fit into one or more of these areas.

### Introduction

At Knights Templar Community Church School, Special Educational Needs (SEN) is a whole school responsibility, this includes the Governing Body, the school's Head Teacher, the SENCo, the SEND Governor and all other members of staff.

We welcome everybody into our community and strive to make the school accessible to all. We work together to make Knights Templar Community Church School a happy, safe place where all children can achieve their full potential and develop as confident individuals.

Our aims are to ensure that:

- Children with learning difficulties are able to access the curriculum
- Children with SEND are educated alongside their peers so that they reach their full potential
- Levels of additional support and provision match the individual learning needs of the child
- Parents are involved in the identification of need and kept up to date with a child's progress and attainment
- SEN are identified and assessed as early as possible
- Support from external agencies is sought where appropriate
- Support and training is offered to all staff as part of a cycle of continuous professional development
- The school building is accessible to all pupils, staff, parents/carers and visitors

### Somerset's Graduated Response Tool

**Somerset's Graduated Response Tool** (SGRT) now replaces the Somerset Core Standards. This has been co-produced with stakeholders from education, health, social care, parent carers and support service teams.

SGRT sets out the barriers to learning that children and young people may have and 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/what-to-expect-from-education/>

## **Who will support my child?**

### **Class teacher:**

He/ She is responsible for:

- Ensuring that all children have access to good quality teaching and that the curriculum is adapted to meet a child's individual needs
- Checking on the progress of a child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.
- Writing individual learning targets, sharing and reviewing these with parents.
- Ensuring that all members of staff working with a child in school are aware of the child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with a child in school are supported in delivering the planned work/programme for a child, 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.
- Ensuring that the school's SEND Policy is followed in their classroom.

### **The Special Educational Needs Co-ordinator (SENCo)**

Is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents are:
  - Involved in supporting a child's learning
  - kept informed about the support a child is getting
  - involved in the assess, plan, do, review process for their child
- 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 record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of all children's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting and advising class teachers to implement measurable targeted interventions for your child to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of any child within our school

### **Head Teacher**

The Head Teacher is responsible for:

- The management of all aspects of the school, this includes the support for children with SEN and/or disabilities. The head teacher will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that all children's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

### **How will the school support my child?**

During the time your child is in our school, there are occasions that they may need extra support. This may be to improve an aspect of their learning, to develop their confidence and resilience, to give them further challenges, or due to a crisis e.g. they have broken their leg. Some children need longer term support and this will be planned in liaison with their parents or carers, and other professionals that may be involved. We constantly monitor children's needs in the school and adapt our provision in order to meet the individual needs of the children. A child benefits most when there is close liaison between the family, teacher and the SENCo to ensure that the most appropriate support is being given.

### **Somerset Graduated Response Tool**

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

Discover more at [www.somerset.gov.uk/localoffer](http://www.somerset.gov.uk/localoffer) and [www.facebook.com/LocalOfferSomerset](https://www.facebook.com/LocalOfferSomerset)

In our school, the graduated response involves:

#### **High Quality Teaching for All ~ Universal Offer**

In class, the teacher adapts the curriculum to meet the needs of each individual. The delivery of the lesson will take into account the different learning styles of the class. There are Teaching Assistants in each class. As part of high quality teaching, different children would be in the groups according to their strengths and weaknesses. All Teaching Assistants feedback to the teacher the progress and attainment of the children they work with. This in turn will be used to inform the teacher's future planning. We also provide support resources that all children can access at different times ie key words in the classrooms, computers to record their work and Talking Tins.

## **Interventions alongside High Quality Teaching ~ SEN Support**

Sometimes children need a specific intervention delivered in small groups which may take place in class or in another learning space. Groups are often in addition to the quality first teaching in that curriculum delivered in class. The school offers a range of interventions:

### **Cognition and Learning:**

- Differentiated work
- Interventions run by a Teaching Assistant focusing on Literacy/Maths
- Access to additional resources

### **Communication and Interaction:**

- Talkboost intervention
- Talkabout intervention
- Friendship Groups/social skills groups

### **Social, Emotional and Mental Health:**

- Emotional Literacy Support Assistant (ELSA) group
- Time to Talk
- PFSA involvement
- My Happy Mind

### **Sensory and/or physical needs:**

- Learn to Move intervention
- Integrated Therapy Services (ITS) recommendations
- Equipment (ear defenders, weighted blankets)Co
- Handwriting group eg Theodorescu.
- Coordination groups such as Write Dance and Funky Fingers
- Speed up ~ a programme that combines all types of coordination difficulties.

## **Specialist input ~ High Needa**

These are usually programmes designed for individuals and progress is sometimes overseen by external agencies. A child will generally work with a Teaching Assistant in a separate learning space.

Assessments are carried out by the SENCo and referrals are made to outside agencies. Children working within Wave 3 are added to the SEN register.

### **Assessments/Strategies used:**

- Boxall
- Dyslexia Portfolio
- YARC
- TALC (language comprehension)
- Sandwell Maths Assessment
- Sensory checklists and strategies
- Universally Speaking checklist
- Social stories
- Specific ITS care plans
- 1:1 ELSA support

- 1:1 TA support in class
- BPVS
- WRAT
- SDQ Questionnaire
- STC

#### **Outside Agencies:**

- Speech and Language Therapy
- Autism and Communication Service
- Educational Psychology Service
- Paediatrician
- Hearing/vision support
- Learning Support Service
- CAMHS
- Occupational Therapy Service
- Physiotherapy Service
- Outreach Team

#### **Specific 1:1 interventions:**

- Individual Literacy Intervention (ILI) ~ this is an intensive literacy programme that combines all elements of literacy.
- Precision Teaching ~ this is tailored to the needs of each individual child and allows children to practice basic skills on a daily basis.
- Individual reading programme
- Individual speech and language programme carried out by staff out at school
- Individual maths programme to address identified gaps in maths
- Occupational therapy programme carried out by staff at school
- Physiotherapy programme carried out by staff at school
- Key worker for the child to support them integrate in the classroom, and access
- Individual curriculum designed by the class teacher and SENDCo with an assistant to enable the child to learn
- ELSA (Emotional Literacy Support Assistant)

#### **How will the school measure my child's progress?**

- As a school, we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where further support is needed. We track children's progress from Reception through to Year 4 in various ways.
- Children who are not making expected progress are identified through termly Pupil Progress Meetings, led by the Head Teacher and Deputy Head/SENCo. For pupils who are struggling, further support can be given to aid their progress.
- The SENCo monitors the effectiveness of the provision made for children with SEN.

## **What is the pastoral, medical and social support available in the school to ensure my child's overall wellbeing?**

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they are the first point of contact. If further support is required, the class teacher works with the SENCo, Teaching Assistants and sometimes outside agencies such as Health and Social Services.
- As a school, we have two members of staff trained as an Emotional Literacy Support Assistant (ELSA) and a member of staff trained as a Mental Health First Aider. Referrals for support for these groups are made by the class teacher in discussions with the SENCo.
- We provide weekly sessions with a holistic therapist.
- We have a Trauma Informed School practitioner who can support children individually and all staff are trained in the impact of trauma and ACEs on children.
- Our Parent Family Support Assistant (PFSA) offers support to children and their families who may be experiencing difficulties. This can be long term or short term support.

## **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines in school. Parents need to contact the school office if medication needs to be taken during the school days and forms will need to be completed which are then authorised by the Head Teacher or Senior Teacher.
- If a child's health care needs are longer term, a medical or health care plan will be put into place. This will be done by health care professionals, parents and the SENCo.
- Staff receive regular training related to first aid and medicine in school. Specific health care training is offered to those staff working with specific children.
- If a child requires personal care, a Toileting Plan/Personal Care Plan will be put in place.

## **How will the school support a child with an identified special need starting school?**

### **Transition into Reception from nursery:**

- Key staff make visits to nursery
- Transition dates are organised between the nursery and school
- School Entry Plan meetings are held in advance of starting school involving all professionals involved with the child and this is reviewed within the Autumn term
- Photo books may be used to support the child to become familiar with key staff and the school site
- Home School visits will be arranged
- Additional school visits may be organised

### **If a child joins from another school:**

- The SENCo will undertake a pre-visit where appropriate
- Transition dates/taster sessions are organised
- Photo books may be used to support them understanding moving on
- Contact with the previous SENCo will be made to ensure special arrangements or support is in place on transition

#### **If your child moves to another school:**

- Contact with the SENCo of the new setting will be made to ensure special arrangements or support is in place on transition
- Where possible a meeting with the SENCo from the new school will be arranged
- Records are passed on as soon as possible

#### **Year 4 Transition:**

- The SENCo will discuss the specific needs of your child with the SENCo of the child's middle school
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school
- Enhanced transitions will be organised for vulnerable pupils which may involve key school staff accompanying your child for additional visits

### **How can I express my concerns about my child's progress?**

If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher.

### **How will the school let me know if the school has any concerns about my child's learning?**

As required by the SEND code of practice 2014, we offer a graduated response to meeting your child's needs.

When a teacher or you as a parent have raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.

We also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. The SENCo also meets with each class team on a regular basis to discuss the provision of SEND children or children causing concern. In addition, the Senior Leadership Team regularly observe each class and monitor the children's work.

All of these processes may lead to the identification of a child who is not making as much progress as expected despite differentiation in class. Then, when identified as not making sufficient progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. There will be a review carried out within an agreed timescale. If the child is still not making expected progress the school will discuss with you any concerns. We will also discuss any further interventions or referrals to outside professionals to support your child's learning. Your permission will be sought if we, as a school feel an outside agency would be beneficial. Key to any discussion is how the school and parents could work together, to support their child at home and school. Your involvement will be vital in all stages of a plan do review cycle.

## Who can I contact for further information or to discuss a concern?

- Your child's class teacher is the first point of contact to share your concerns.
- You could also arrange to meet with the SENCo through the school office,  
Phone: 01984 634385 Email: [office@ktcc.uk](mailto:office@ktcc.uk)
- Visit our website for more information on Special Educational Needs
- Somerset SENDIAS is an organisation that provides independent advice and support for families
- For more information on the Local Authority Offer please visit the link below:  
<https://choices.somerset.gov.uk/>

## Useful Websites:

Hearing impairment: [www.ndcs.org.uk](http://www.ndcs.org.uk) [www.signature.org.uk](http://www.signature.org.uk)

Autism: [www.autism.org.uk](http://www.autism.org.uk)

Vision Impairment: [www.somersetsight.org.uk](http://www.somersetsight.org.uk) [www.rnib.org.uk](http://www.rnib.org.uk)

NHS: [www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer](http://www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer)

SENDIAS: <https://somersetsend.org.uk/>

## What if I have a complaint about the provision made at Knights Templar?

- If you are not satisfied with the provision put in place for your child at school or feel they are not making adequate progress, please speak to your child's class teacher first.
- If you are still not satisfied, please speak to our school SENCo. You may also request to meet with the Head Teacher or the SEN Governor.