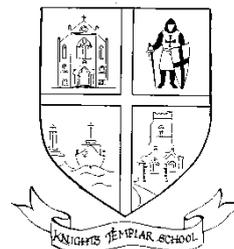


**KNIGHTS TEMPLAR CHURCH OF ENGLAND AND METHODIST
COMMUNITY FIRST SCHOOL and
LITTLE VIKINGS NURSERY**



SEND Policy

Contact information:

Karen Bass is the named Special Educational Needs and Disability Coordinator (SENDCO) and deputy designated teacher for safeguarding. She is also designated safeguarding teacher for Prevent and 'looked after' children for Knights Templar Church School and is a member of the Senior Leadership team.

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Rachel Baker is the designated safeguarding lead for Little Vikings Nursery.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- ✦ Equality Act 2010: advice for schools DfE Feb 2013
- ✦ SEN Code of Practice 0 – 25 (2014)
- ✦ Schools SEN Information Report Regulations (2014)
- ✦ Statutory Guidance on Supporting pupils at school with medical conditions April 2015
- ✦ The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- ✦ Safeguarding Policy
- ✦ Accessibility Plan
- ✦ Teachers Standards 2012

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 Church School and Little Vikings Nursery are inclusive in their policies, practices and outlook. We aim to minimise any barriers children with special educational needs have to learning.

Both settings have a common aim for children with Special Education Needs and disabilities (SEND). We have high expectations for all children and any children with SEND are included and supported for both their educational and emotional needs. The children are supported using the principles of the

Code of Practice, focusing on early identification and working in partnership with the child, parents and outside agencies.

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 are a school and nursery where all teachers and keyworkers are teachers of children with SEN
- All children have access to a broad, balanced and relevant education which takes into account the varied life experiences of each child
- We aim for early identification and assessment of children with SEND
- Effective learning and emotional/behavioural support is given when pupils need it
- Extra support is given in accordance to the individual needs of the child
- We offer the opportunity for children to give their views which will then be taken into account
- The Headteacher, SENDCo and governors will draw up a report annually for parents.

Roles and Responsibilities:

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

- Overseeing the day-to-day operation of the school's 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.

Headteacher: the headteacher oversees the wellbeing and progress of all children in the school and nursery. As part of his duties, he monitors the work of the Teachers, SENDCo and assistants.

Teachers: are responsible for the delivery of high quality teaching and the monitoring and assessment of all children in their class including SEND children. SEND is a whole school responsibility. Central to the work of each class is a continuous cycle of planning, assessment and evaluation, which takes account of the wide range of abilities, aptitudes and interests of children. Most pupils will learn and progress within these arrangements. Teachers 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 curriculum. They must work in tandem with the

SENDCo in identifying, planning and be analytical about each child causing concern and robust in their planning for each child not making expected progress

Teaching assistants: as with teachers, the 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.

Governors It is the legal duty of the Governing Body to (as detailed in the Governors' Handbook 2015) use best endeavours to ensure that the necessary special educational provision is made for any pupil who has SEND. They need to ensure that the special educational needs of pupils are known to all who teach and work with them. Part of the duties is to ensure that pupils with SEND join in with the everyday activities of the school, together with non-SEND children. They need to ensure that there is a qualified teacher designated as difficulty but the onus is on us to identify the underlying issue.

Provision for children with special educational needs

The governing body, the school and nursery's head teacher, the SENDCo and all other members of staff, particularly class teachers, keyworkers and teaching assistants, have important day-to-day responsibilities. All staff in the relevant setting are involved in supporting the child.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the previous years, eg the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners in their Early Years setting and the class teacher and SENDCO 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 or group
- Use the assessment processes to identify any learning difficulties
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

In nursery: the keyworker, after discussion with the SENDCo, will provide additional interventions that are additional to those provided as part of the nursery's differentiated curriculum and the child will be given individual learning targets which will be applied within the group. These targets will be monitored by the keyworker and nursery deputy manager and reviewed formally with the SENDCo, keyworker and parents.

In school: the class teacher, after discussion with the SENDCo, will provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning objectives which will be applied within the classroom or within the withdrawal intervention. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed with the SENDCo, parents and young person.

Our approach to Special Educational Needs Support

We have a graduated approach to SEND support

The school's and nursery's systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers/keyworkers may need to consult the SENDCo to consider what else might

be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class or group.

Universal provision

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 learning support 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 learning support 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, computers to record their work and computer learning programmes.

Additional provision

Sometimes children need some specific input delivered in small groups which may take place in class or in another room. They differ from the previous level of provision because the programme is written specifically to help a child who has specific needs such as dyslexia or who may be challenged in a particular area of the curriculum. These supplementary groups are often in addition to their normal work in that area of the curriculum.

English ~ reading and writing

- Additional individual reading
- Early literacy skills
- Gifted and talented writers

- **Maths**

- Early Maths skills
- KS2 Maths using computers
- Gifted and talented mathematicians

- **Speaking and Listening**

- Language Booster group ~ helping children increase their vocabulary
- Speech sounds group ~ helping children with their speech in conjunction with Speech Therapy.
- One to one ~ helping a child to understand language and how to explain their needs. This also can involve signing.
- Conversation group ~ children learn skills of question and answers and taking turns in conversation.
- Turnabout ~ children learn to use language and to communicate in social situations.
- Narrative ~ sequencing and applying language into writing.

- **Co ordination**

- Handwriting group ~ this includes various published programmes ie Theodorescu.
- Coordination groups ~ programmes include Write Dance, Learn to Move and Funs.
- Speed up ~ a programme that combines all types of coordination difficulties.

Social and Emotional difficulties.

- Social skills groups ~ programmes include Socially Speaking and Time to Talk. The time can be used for children to learn anger management, turn taking, and learning to describe feelings and how to deal with them to enable behaviour to be amended.
- Talkabout ~ How to get one's needs met in the right way and understanding social rules.

Following additional provision, the teacher, with support from the SENDCo if necessary, will assess the progress of individual children at this level. If the progress is not sufficient, the intervention may be changed. These interventions are usually programmes designed for individuals and progress is sometimes overseen by external agencies. The SENDCo will refer children to outside agencies with the agreement of parents/carers. The programmes written by outside agencies to support those children may be delivered in school. The child will generally work with a trained member of staff in a separate room away from the classroom.

Wave 3 interventions

- Individual Literacy Intervention ~ 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
- Individually structured social and emotional programme delivered individually or in a group by a trained emotional literacy worker (ELSA)
- Physiotherapy programme designed for an individual child.

In nursery, the keyworker, with support from the Nursery SENDCo, will plan the activities to support each child with SEND and monitor the child's progress. If the progress is not sufficient, other interventions may be used and also, the Nursery SENDCo may refer the child to an outside agency after discussion with the parents/carers.

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

Assessment, Recording and Reporting

There are various methods of assessment, recording and reporting

- Provision summary for each group or class showing each child's needs eg summer born, medical needs, pupil premium.
- Individual targets and the child's progress towards them
- SEN assessments including WRAT (cognitive), NARA reading test, Renfrew, P Scales, BPVS (vocabulary) Wave 3 Literacy and Numeracy
- High frequency word test (termly)
- Termly Reading Tests (Salford)
- Bi annual spelling tests
- Assessment – continuous assessment of Early Years, Key Stages 1 and 2
- SATs – standard assessment tasks undertaken by every child in Year 2
- Phonics assessment at the end of Year 1
- Optional SATs in Years 3 and 4
- Baseline reception profiles – undertaken by the Reception children on entry to the school
- In-house reading records, which show progression of reading level
- SIMS progress sheets – transfer information passed on to the next class teacher
- SENDCO assessments and observations
- External Agency assessment
- Informal concerns expressed by class teacher, learning support assistant or parent/carer
- Behaviour report sheets

Working in Partnership

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school and nursery keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of their child and the process of decision-making by providing clear information relating to the education of their child.

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 in the cycle of parents' meetings on a termly basis. Progress towards these objectives and the creation of new ones will be drawn up in partnership with the parent. The review will also include agreed priorities in order to narrow the gap in attainment and to increase accessibility to the curriculum. 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 SENDCo to check progress and to adapt provision if necessary. The SENDCo joins the head teacher for Pupil Progress meetings with individual teachers. At these meetings, all children are discussed and the provision for all of them is assessed. Also at these meetings, the efficacy of resources and interventions are monitored. If at those meetings, it becomes apparent that specialist services need to be engaged these will be referred by the SENDCo or teacher, whichever is more appropriate. The SENDCo 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 SENDCO 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 SENDCO and Nursery Manager and, if specialist services need to be engaged, these will be contacted by the nursery SENDCO. The EY SENDCO advisor will also be asked for advice and support with regular meetings to discuss provision.

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 SENDCO, 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 Church School and Little Vikings 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. Please see the policy on Supporting Children with Medical needs on the school website.

Knights Templar Church School and Little Vikings Nursery will ensure that the treatment of children with medical conditions complies with the Equality Act 2010 and the SEND Code of Practice 2014

Supporting Families

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 somerset.local-offer.org/

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 SENDCO and teacher/keyworker meet with the SENDCO and staff from other settings in order to plan the provision of children with known SEND needs when either entering or leaving Knights Templar Church School or Little Vikings 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 Church School and Little Vikings Nursery constantly 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 SENDCo and headteacher 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 SENDCo and Headteacher 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 SENDCo and teacher
- Feedback from SEND learning support 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 Church School has an accessibility plan which complies with current legislation and is available on our website. 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 www.knightstemplarfirst.co.uk:

- Accessibility
- Anti-bullying
- Behaviour
- Data Protection
- Equality Duty and Objectives
- Equality Statement
- Pupil Premium Statement
- Pupil Premium Plan
- Safeguarding

This Policy will be reviewed annually by the governors.

Policy approved _____(date)

Signed _____(Chair of gov's)