

# Special Educational Needs and Disabilities (SEND) Policy

**Our vision:** Templars, a place where everyone belongs. A place where everyone is proud to belong. A school where everyone is welcomed, feels safe and strives to achieve their full potential.


**Our mission:** Every child, Every day, Every chance.

**Our values:** Care, Respect and Honesty.

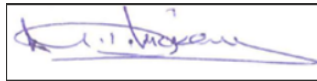
## Document Control

<u>Item</u>	<u>Detail</u>
Policy Author	Sam Hall (AHT)
Policy Owner	Headteacher
Approval	Governing Board
Date Ratified	Autumn 2025
Review Cycle	Annually
Next Review Due	Autumn 2026 (or sooner if statutory guidance)

## Signatures

<u>Role</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Headteacher	Helen Benarous		19.8.25

Chair of Governors Martin Vickery



## Distribution

- Available on the school website
- Available from the school office on request
- Shared with staff on Sharepoint

### **Safeguarding:**

At Templars Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that safeguarding is the responsibility of all the adults in the school community. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse including bullying. All school staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Templars Primary School procedures and processes will be followed at all times in accordance with the Child Protection Policy. Any concerns will be referred to the Designated Safeguarding team, these people are identified on the noticeboard in the staffroom and on the website.

Templars Primary School is an inclusive school. We take safeguarding very seriously and all our policies are developed with a clear emphasis on children's safety and in light of our safeguarding policy. All our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to our behaviour, anti-bullying, supporting children with medical needs, managing medicines in school, the curriculum and assessment policies.

We are all committed to working together with parents, carers and children to improve the quality of SEND provision offered and also the support and information offered to parents. Our school SEND Information Report is available from our school website ([www.templars.coventry.sch.uk](http://www.templars.coventry.sch.uk)) and there is a comprehensive set of Frequently Asked Questions which explains how we support children and parents/carers. The SEND Information Report was produced in conjunction with parents, carers, teaching and non-teaching staff from the school. The website also includes a link to the Coventry Local Offer for parents, carers, children and young people with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **Special Educational Needs Coordinator (SENCo)**

Enquiries about an individual child's progress should be addressed first to the class teacher as he or she is the person who knows the child best.

Other enquiries can be addressed to *Miss Samantha Finn, KS2 or Mrs Julie King EYFS,KS1.*

## Headlines from the 2014 Code of Practice - From September 2014

- Local Authorities will issue no more statements of special educational needs. Statements have been replaced by *Education, Health and Care Plans (EHC Plans)*, which can be used to support children and young people from birth-25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as *Special Educational Needs Support (SENS)*. All children are closely monitored, and their progress tracked each term at set data points. The SENCo provides additional tracking for those children who require SENS.
- There are four broad categories of SEND:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Physical and sensory

We have children in all these categories of SEND.

- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experiences of, and hopes for, their child. Parents are invited at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching'; this means that teachers are expected to assess, plan and teach all children at the level, which allows them to make progress with their learning, providing all the resources that they may require. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register make progress from their starting points, which compares well with the progress made by other children in school or are appropriate to their SEND.


### Defining SEN

The 2014 Code of Practice says that:

*'A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

*Taken from 2014 SEN Code of Practice: 0-25 Years*

### SEND at Templars' Primary School



Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers
- To work with the governing body to enable them to fulfill their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

**Types of SEND**, which we currently have in school; this includes children with a diagnosis, as well as those with learning profiles consistent with the diagnosis:

#### Communication and Interaction

- Autistic Spectrum Disorder (ASD)
- Language Disorders/Delay

#### Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay

#### Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment disorders, emotional difficulties, mental health difficulties

#### Physical and Sensory

- Hearing and vision impaired, sensory processing difficulties

#### Medical Needs

- Epilepsy, asthma, serious allergic reactions, requiring an Epi-Pen, Diabetes, Cystic Fibrosis

## Identifying children at SENS (SEND Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress spite of Quality First Teaching, an Initial Concerns form is completed and sent to AHT for the phase who will then pass to the relevant inclusion team member.
- Class teachers and all those who work with a pupil are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers


In this case staff will complete an Initial Concerns form and send to the AHT for the phase, AHT will then pass to the relevant inclusion team member.

- Parents/Carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. On most occasions the concern can be addressed by, Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on our SEND register.

Although the school can identify special educational needs and make provision to meet the vast majority of those needs, we do not offer diagnoses. If parents/carers are concerned that their child may have ASD, ADHD or some other disability, the school can generally complete the relevant paperwork to allow further assessment to be carried out by the appropriate agency, following the school initial concerns process.

## Working with Parents/Carers and Children

We aim to have good and informative relationships with all our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents' evening meetings or during arranged



meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally agree that their child is being placed at SENS
- discuss assessments that have been completed or are likely to be carried out
- agree a plan and provision for the next term, by completing a Learning Plan and One Page Profile

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents/carers.


Thereafter, parents/carers and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the coming term.

### **Paperwork for Children at SENS (SEND support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Each term, the parent/carer, child and teacher will create/update the child's Learning Plan and those working with the pupil will produce a One Page Profile. The Learning Plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. The One Page Profile is kept in the teachers class book and will show the pupils strengths, resources and support.
- The class teacher will share the targets set out in the Learning Plan with the child in an appropriate way, if it is felt by both school and the parents/carers that the child should not attend the meeting.
- Children who receive personalised provision (in a 1-1 or small group) delivered by either a teacher, higher level teaching assistant (HLTA) or teaching assistant (TA) will have notes kept on Provision Map about the progress they are making towards the targets throughout the term in liaison with the class teacher.

### **Moving to an EHCP (Education, Health and Care Plan)**



If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- With at least three increasingly specific and intensive cycles of interventions based on the Graduated Approach and reviews of provision and progress with parents/carers from at least the preceding 12 months
- The discrepancy between the attainment of the pupil and age-related expectations is widening and the pupil is making no discernible progress
- Significant levels of difficulty will be such that they would usually be experienced by only 1% of the population or where the pupil has exceptional complexity of needs in a number of areas.

If the application for an EHC Plan is successful, the LA will produce the EHC Plan, which will record the child's strengths and areas for development. Along with, the support required by Education, Health and Social Care; in order for the child to meet their long-term goals. Once a year, the school will organise an Annual Review in order to discuss the current support being offered to ensure that it remains appropriate; all relevant agencies will be invited to attend.


### **Teaching and Learning**

We believe that all children learn best with their peers. Our aim is for all children to be working independently, in class, at their full potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available; when considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.



Interventions are planned in blocks, the length of the blocks depends on the intervention being delivered, most run for approx. 6 weeks

- During and at the end of each block, children's progress towards their targets is assessed and recorded on Provision Map.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

### **Adaptations to the Curriculum Teaching and Learning Environment**

Templars Primary School is disability friendly. The school is one level, corridors are wide and we have a number of disabled toilets, along with a changing table. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.


Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to Extra-Curricular Activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Staff Expertise**



All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our HLTA's and or TA's have further qualifications around supporting children with specific SEND, but all deliver interventions and work with all children within the school.


If we identify training needs we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the Local Authority. This includes access to Educational Psychologists and Advisory Teachers from the Complex Communication Team and Social Emotional Mental Health and Learning Team.

### **Children with Social, Emotional and Mental Health Needs**

In some cases, challenging behaviours can be a sign of an underlying special educational need or disability (SEND). While not all behaviour is a SEND need, it's important for schools to consider if a child's behaviours might be related to their specific needs and provide appropriate support. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will support the child/family through that process, in these circumstances we may complete Early Help work with the family's agreement.

If parents/carers and school are concerned that the child may have mental health needs, we can make referrals to the Integrated Primary Mental Health Service or directly to the Child and Adolescent Mental Health Service (CAMHS) through Rise.

If the child is felt to have long-term social, emotional or mental health needs for example with anger management, the school offers a range of interventions. The Pastoral Team generally delivers these; they develop good, trusting relationships with the children. We can also refer the child to the Time for You Relate Counsellor who visits the school once a week.



All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements**

Transition into, within school, plus transition to secondary or alternative educational settings.

We understand how difficult it is for children and parents/carers as they move into a new class or a new school and will do as much as we can, according to the individual needs of the child, to make transitions between classes, including from the nursery; as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- An opportunity to take photographs, of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary School**

Transition reviews for Year 6 pupils with an EHCP are held in the Summer Term of Year 5 or early in the Autumn Term of Year 6, in conjunction with the Local Authority plan coordinator. Meetings are held with the SENCo of secondary schools in the Summer Term of Year 6 to ensure all information is shared for a smooth transition to secondary school. Additional transition arrangements may be made at these meetings e.g. extra visits, travel training etc.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with responsibility for SEND is the Chair of Governors.

## **Complaints**

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **Coventry's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Coventry's Local Offer is available from the following website [SEND Home](#)

You can find the schools SEND Information Report at <https://www.templars.coventry.sch.uk/page/?title=SEND&pid=27>

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, culture, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school and use both British and Templars' Values as the fundamental basis upon which the schools' ethos is based.