

# Templefield Lower School

## Special Educational Needs and Disabilities Policy



Templefield Lower School

### Overview

This policy includes the processes identified to respond to pupils with Special Educational Needs and Disabilities (SEND). It should be read in conjunction with the SEND Information report which is published annually and can be found on our school website.

### Legislation and guidance

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools](#)
- [SEND Code of Practice: 0 to 25 years](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Schools SEN Information Report Regulations 2014](#)
- [Part 3 of the Children and Families Act 2014](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [The National Curriculum in England Key Stages 1 and 2](#)
- [Teachers' Standards](#)

### Aims

*'All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood'.*

(SEND Code of Practice, 2014)

We aim to raise the aspirations and expectations for all pupils, including those with SEND. We will do this by:

- Working within the guidance provided in the Code of Practice (2014).
- Providing a SENDCo who will oversee the implementation of the SEND policy.
- Identifying any additional needs early in order to provide effective provision for all pupils.
- Providing high quality provision that focuses on inclusive practices and removing barriers to learning for all.
- Providing support and advice for all staff working with pupils with SEND.
- Providing support and advice for the parents of pupils with SEND.
- Involving parents of pupils with SEND in decisions regarding provision provided by the school and other professionals.

### Definitions

A pupil has Special Education Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. Pupils with

SEND may have needs which lie in one or more of these specific areas.

### **Identifying pupils with SEND and assessing their needs**

We recognise the importance of early identification and aim to identify pupils' special educational needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry and build on information provided by any previous settings. The purpose of identification is to work out what action the school needs to take. As part of this process, the needs of the 'whole child' are considered, not just the special educational needs and disabilities of the pupil.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Additional support and intervention**

Every term, the class teacher meets with senior leaders to discuss any pupils that are not making expected progress. Where progress continues to be less than expected, the SENDCo, in conjunction with the class teacher and other senior leaders, should assess whether the child would benefit from any interventions. These will be mapped across the school.

The SENDCo may:

- Meet with the class teacher to discuss the needs of the pupil, drawing on the teacher's assessments and experience of the pupil, their prior progress and attainment and any other relevant information, which may include attendance or behaviour. Pupils own views may be taken into account at this point, as may any concerns raised by parents.
- Carry out classroom observations or one-to-one assessments, if appropriate, to further understand the pupil's needs.
- Suggest appropriate interventions that can be delivered on a one-to-one or small group basis outside of the classroom.
- Meet with the teaching assistants that will be working with the child to discuss the pupil's needs and focus of the intervention.
- Meet with parents, where necessary, to discuss the areas of difficulty and suggested plan for intervention.
- With the consent of parents, seek the advice of outside professionals. This may include making a referral to appropriate services.

The SENDCo will regularly review the effectiveness of the interventions. This may involve some observations of the interventions in practice. Where interventions are having a positive impact on progress, they may continue if there is further scope for progression, or be discontinued. Where interventions are resulting in limited or no progress, alternative interventions will be put into place.

### **A graduated approach to SEND support**

We follow a graduated approach to SEND provision which includes three stages of provision.

Stage 1 includes outstanding classroom practice and quality first teaching approaches.

Stage 2 provides additional interventions for individuals or groups of learners to provide extra support in their learning. This should be linked to specific targets in a SEND support plan and will be listed as a provision.

Stage 3 may involve seeking provision and support from an external agency for children with special educational needs.

### **Quality first teaching**

Class teachers are responsible and accountable for the progress and development of all the pupils within their class. We place a high emphasis on developing high quality first teaching, which includes the importance of marking and feedback, self-assessment by pupils, behaviour for learning and the use of assessment information to inform planning and delivery. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching and ensure that any underperformance in teaching is quickly addressed so the impact on pupils is minimised. Regular continuing professional development (CPD) is provided to enhance staff skills and their understanding of SEND.

During pupil progress meetings, class teachers discuss the attainment and progress of every pupil in their class. Where a child is identified as underachieving, the class teacher will use their assessments to identify gaps and plan for appropriate provision and intervention to be put in place. This may be in the form of:

- Differentiated work as part of quality first teaching
- Whole class or group teaching
- In-class support
- One-to-one interventions
- Small group interventions
- Use of differentiated teaching resources or specialist equipment

### **SEND support**

Where pupils continue to make less than expected progress and interventions have had limited impact on the pupil's progress, the class teacher, after discussion with the SENDCo, may consider providing the pupil with SEND support and listing them on the school's SEND register.

We follow the four-part cycle of 'Assess, Plan, Do, Review' to support pupils in need of SEND support.

- **Assess** – the child's needs
- **Plan** – what you need to do, the provision needed and what outcome should be achieved
- **Do** – put the provision in place
- **Review** – what difference is it making towards outcomes

### **Assess**

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Standardised testing, criterion referenced assessments, screening assessments

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents of that pupil must be formally notified. The class teacher and/or SENDCo will arrange a meeting with parents to discuss this. During this meeting, the SENDCo and/or class teacher will agree, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review (SEND Code of Practice, 2014).

The class teacher will make sure that all staff who work with the pupil are aware of the child's additional needs and the strategies that are used within class.

## **Do**

The class teacher remains responsible for working with the pupil on a daily basis. Where interventions involve one-to-one or small group teaching away from the classroom, the class teacher should work closely with the staff delivering these interventions.

## **Review**

The effectiveness of the support and interventions, and their impact on the pupil's progress should be reviewed regularly. This will usually be within one term of the original meeting but may be sooner depending on the needs of the pupil.

The SENDCo, in conjunction with the class teacher, will evaluate the effectiveness of SEND support, including any interventions that have been used. Parents will be invited into school to discuss the impact of the support and any interventions provided, and plan the next steps. For children receiving SEND support, this process will generally be repeated once a term unless the needs of the pupil require more frequent reviews.

## **Managing pupils needs on the SEND register**

When review meetings are held for pupils on SEND support, if expected progress has been made, gaps in learning have closed and pupils are achieving in line with their peers, a decision will be made by the class teacher and SENDCo about whether the pupil needs to remain on SEND support. If the decision is made that the pupil no longer needs SEND support, the class teacher and/or SENDCo will arrange to meet with parents to discuss this and share progress.

If the SENDCo, class teacher or senior leaders judge that the pupil is making inadequate progress, despite the delivery of high quality targeted interventions, the SENDCo may choose to seek parents' consent to make a referral to one of the following:

- ASD Advisory Service
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Early Years SEN Advisory Team (EYSENAT)
- Educational Psychologist
- Hearing Impairment Team
- Jigsaw Behaviour Outreach Support Service
- Mental Health Support Team (MHST)
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Speech and Language Therapy
- Weatherfield Learning Outreach
- Any other agency as appropriate

## **Statutory assessment**

If, despite the best efforts of all involved, a child has not made the expected progress, it may be necessary to consider asking the local authority to carry out an Education, Health and Care Needs Assessment (EHCNA).

The local authority must respond within 6 weeks of the request with a decision on whether or not to carry out the assessment. If the local authority decides to carry out an assessment they must gather advice from relevant professionals about the child's education, health and care needs. This process must be completed within 16 weeks and parents informed as to whether or not they will be issuing a draft Education, Health and Care Plan (EHCP).

Once the draft EHCP is issued, parents will have 15 days to respond and request a school placement. The school in question is then consulted. The EHCP has to be finalised within 20 weeks of the initial request for statutory assessment.

## **Education, Health and Care Plans**

Once an EHCP is finalised the local authority must ensure that the specified special educational provision is secured. We will use all available resources to meet the needs of these individual children to the best of our ability.

The Children and Families' Act (2014) requires local authorities to review an EHCP within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All annual reviews will be chaired by the SENDCo and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHCP. If this option is chosen, the SENDCo will support the family in accessing the services they require.

### **Roles and responsibilities**

In line with the recommendations in the SEND Code of Practice (2014), the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintaining the school's SEND register and overseeing the records on all children with SEND.
- Co-ordinating the specific provisions made to support individual children with SEND, including those with an EHCP.
- Advising staff on the graduated approach to providing SEND support.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Supporting teachers in the assessment of children with SEND and advising on effective implementation of support.
- Liaising with the parents of children with SEND, keeping them informed of progress and listening to their views.
- Providing relevant training to staff.
- Implementing a programme of annual reviews for all pupils with an EHCP.
- Carrying out referrals to the local authority to request high needs funding and/or EHC needs assessments.
- Overseeing the smooth running of transition arrangements and transfer of information for pupils with SEND support plans and EHCPs.
- Creating and monitoring provision maps of interventions and their effectiveness.
- Monitoring SEND support plans and their effectiveness in the classroom.
- Evaluating regularly the impact and effectiveness of additional interventions for children with SEND.
- Meeting with class teachers to review pupil progress and revise targets and provision for children with SEND in their class.
- Arranging regular meetings with the SEND governor.
- Attending local SENDCo study sessions and training as appropriate.
- Liaising closely with a range of outside agencies to support children with SEND.
- Ensuring staff receive up-to-date, high quality training on SEND.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Ensure that the school has procedures to identify, assess, support and review the progress of pupils with SEND.

The headteacher will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of pupils with SEND.
- Ensure that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensure teachers have an understanding of different types of SEND.
- Establish a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consult with health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each child's progress and development and deciding on any changes to provision.
- Ensuring they follow this SEND policy.
- Identifying and discussing initial concerns, and monitoring progress and attainment.
- Providing quality first teaching to all children within a broad and balanced curriculum that is differentiated appropriately to meet individual needs.
- Showing provision for children with SEND in their planning.
- Reviewing SEND support plan targets each term and writing new SMART targets for SEND support plans, in conjunction with parents and pupils.
- Ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are 'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies.
- Ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for children with SEND.
- Ensuring SEND documents are readily available to adults working in school so they can access them when needed.
- Requesting support and advice for children with SEND and liaising with specialists from outside agencies.
- Meeting with the SENDCo to discuss children with SEND.

### **Partnership with parents**

We aim to work in partnership with parents. We do this by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome by having an 'open door policy'.
- Encouraging parents to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Valuing and listening to the views, contributions and concerns expressed by parents.
- Focusing on the child's strengths as well as areas of additional need.
- Inviting parents in to see their child's work each term to celebrate their successes and progress.
- Giving parents opportunities to discuss ways in which they and the school can help their child.
- Involving parents in drawing-up targets on SEND support plans and monitoring progress against these.
- Keeping parents informed and giving support during assessment and any related decision making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way.

### **Involvement of pupils**

We believe all pupils have the right to be heard and involved in making decisions and exercising their choice. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new personal targets.
- Monitor their success at achieving the targets on their SEND support plan, where appropriate.

### **Supporting pupils and families**

All services available in the local area are identified by the local authority in the Local Offer. This can be found on the Special Educational Needs page on the school's website.

The provision for SEND at our school is identified in our SEND Information Report which can be found on the school's website.

The school will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through an Early Help Assessment or through direct referrals to services facilitated by the SENDCo. The SENDCo will also signpost families to relevant agencies who may be able to provide additional support for them.

Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENDCo.

Where a child with SEND is due to transition to our school, or from our school to another setting, the SENDCo will ensure smooth transition of information. The SENDCo will also arrange a transition meeting and additional transition visits as necessary to meet the child's needs.

### **Supporting pupils at school with medical conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision. In these cases, the school follows the guidance set out in the SEND Code of Practice (2014).

For further information, please refer to the school's Supporting Pupils with Medical Conditions policy.

### **Training and resources**

We recognise the importance of high quality continuous professional development (CPD) for all staff to ensure the quality of teaching and provision for pupils with SEND remains high. We identify training needs through lesson observations, monitoring activities and performance management, and then respond to these needs at both a whole staff and individual level.

Any member of staff who joins the school has a thorough induction, which includes a meeting with the SENDCo to explain the systems in place within school to support children with SEND.

The SENDCo maintains professional networks with colleagues from other schools and attends SENDCo study group sessions within the local authority to keep abreast of local updates. The SENDCo is also a member of NASEN to ensure they are informed about national issues related to SEND.

### **Monitoring and evaluation of SEND**

The monitoring and evaluation of SEND provision is an integral part of the 'Assess, Plan, Do, Review' cycle. It is also an essential part of the whole school monitoring, evaluation and review process.

Throughout the year, the SENDCo and other senior leaders will:

- Carry out observations of whole class and group teaching.
- Carry out observations of small group and one-to-one interventions.
- Gather the views of pupils and parents in order to evaluate the overall effectiveness of the school's SEND provision.

In addition to this, the SEND governor will visit the school regularly to monitor SEND provision and report back to the governing body.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all pupils. Every pupil is encouraged to go on our residential trip to Grafham Water and all pupils are encouraged to take part in sports day, school plays and enrichment days. No child is ever excluded from taking part in these activities because of their special educational need or disability.

### **Admissions arrangements**

Admission arrangements for pupils with SEND are no different to those for other pupils and are outlined in the school's Admissions policy. No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### **Complaints about SEND provision**

If a parent is unhappy about how their child's special educational needs have been identified, or how their needs are being addressed, they should speak to the SENDCo in the first instance.

If they feel that their concerns have not been addressed, they should make an appointment to speak to the headteacher. If they are still concerned, they should write to the clerk to the governing body.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Local Offer**

For further information about Central Bedfordshire Council's Local Offer, please follow the link:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

### **Monitoring arrangements**

This policy will be reviewed annually or earlier if changes need to be made. At every review the policy will be approved by the governing body.

### **Links with other policies**

This policy is linked to the following school policies:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure
- Equality Information and Objectives
- SEN Information Report
- Supporting Pupils with Medical Conditions Policy

All documents can be found on our school website: [www.templefield-lower.co.uk/policies/](http://www.templefield-lower.co.uk/policies/)

**Approved by governors:** July 2026

**Last reviewed:** June 2026

**Next review:** June 2027