

Inclusion and Special Educational Needs & Disability (SEND) Policy

Templewood Primary School

Katherine Martindill

Headteacher

Together we can, together we will

Inclusion and Special Educational Needs & Disability (SEND) Policy

Policy Review

Adopted by Governing Body	November 2025
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NASENCO qualification completed October 2020

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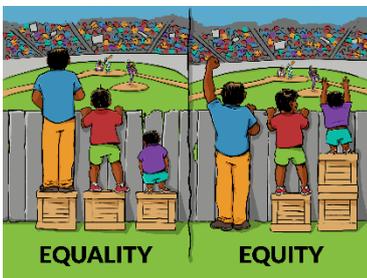
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Our Inclusion Vision:

At Templewood we strive to develop an inclusive culture where all children are valued and supported through an equitable approach. Collaboration with families is key to supporting needs at the earliest point, with access to learning which meets the individual child's needs at any given time. We understand that behaviour is communication and wellbeing is prioritised by all staff.



Introduction

The purpose of this policy is to help to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, sexuality or background and to ensure our school fully implements national legislation and guidance regarding pupils with SEND.

At Templewood we value the individuality of all of our children and believe that building relationships is key to supporting the needs of all learners. We are committed to giving all of our children every opportunity to achieve their best and fulfil their aspirations. We do this by taking account of pupils' varied life experiences and needs and supporting children to become confident learners with lifelong skills to support their future. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Supporting children with SEND is everyone's responsibility within Templewood. All teachers are teachers of SEND and provision is supported by all staff in line with the [Ordinarily available provision - Hertfordshire Grid for Learning](#), Individual EHCP's and reasonable adjustments and interventions in line with parent and pupil voice. The headteacher, Governing body and SENCO hold responsibility for ensuring high quality provision is in place and that all staff understand this policy.

Key Principles of Inclusion at Templewood

We at Templewood, believe that everyone has the right to succeed through provision which is equitable and meets children's individual needs at any given time. Diversity is valued at Templewood as a rich source that can

contribute to the learning of all pupils and staff. Building relationships with children and families is key to supporting children to provide the provision they need.

Inclusion at Templewood is an on-going process that celebrates diversity. It involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background and the utilisation of resources to reduce these barriers. Templewood is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter. We know that wellbeing needs to be prioritised above all else in order for children to feel success. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Scaffolding learning with resources, scripts and manipulatives;
- setting suitable learning challenges;
- responding to children's diverse learning needs;
- making reasonable adjustments as needed;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils; and
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (these may include for example counselling, play therapy, social skills training, speech and language therapy).

All teachers are teachers of SEND and staff are accountable for the provision and progress of children in their class. High quality first teaching, which is differentiated and appropriately scaffolded is the best way to meet children's needs. Intervention can support alongside this to support targeted needs.

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.' - SEND Code of Practice 2014

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Special Educational Needs and Disability (SEND)

The 2014 code of practice states that:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

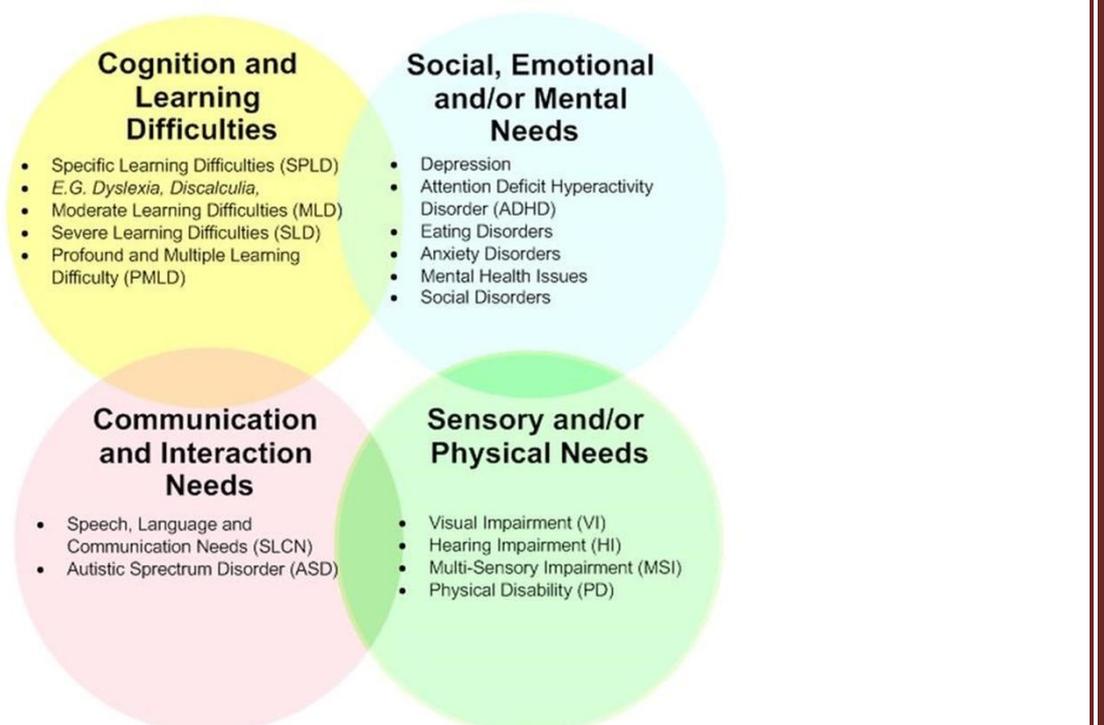
SEND aims and Objectives

At Templewood we aim to:

- create an environment that meets the needs of each child;
- ensure that children with a disability or special educational needs are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- build relationships and work collaboratively with families;
- identify the roles and responsibility of staff in providing for children's SEND;

- enable all children to have full access to all elements of the school curriculum and
- ensure that children are aware of this process and review their own progress where appropriate.

Children identified as having an SEND will be recorded on our internal database, which is reviewed regularly.



This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

Inclusive Provision

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all children are achieving their potential and learning without limits. Teachers also make on-going assessments of each individual child's progress through assessment for learning. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children and differentiate and scaffold work appropriately. Early identification of need is key and implementing support at the earliest stage is always a priority.

To achieve this, teachers ensure that all children:

- are happy and feel valued;
- feel secure and know that their contributions are recognised;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in ways which allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed; and
- participate fully, regardless of disabilities or medical needs.

Admission Arrangements

All places (including nursery places) at Templewood School are allocated in accordance with Hertfordshire County Council's admissions rules. These can be found here:

<http://www.hertsdirect.org/services/edlearn/admissions/links/admissionrules/>

Assessment and Provision of Support

Early identification of disabilities or special educational needs is vital.

Children are assessed when entering the school through teacher assessments and we make continuing assessments throughout the year. This information is used to plan an effective and appropriate curriculum and provision for all of the children.

Class teachers contact parents at the earliest opportunity about any concerns to inform them and work collaboratively. Class teachers assess and monitor the children's progress in line with existing school practices. This is an on-going practice and staff meet termly with the Headteacher, Deputy Headteacher and SENCo to review progress of all pupils at a Pupil Progress Meeting and review provision in place.

The class teacher will record the interventions and provision on the Provision Maps by setting SMART targets. This is monitored regularly and the impact is recorded alongside an assessment of the targets. The SENCO oversees the provision across the school and the impact of interventions for a strategic oversight into planning.

Whilst some strategies will be implemented within the classroom setting, there are times when an external professional may advise that the child should be withdrawn for an intervention or the school feels that this would be a more effective method of support.

Transition is a key point in children's lives and we recognise this and implement enhanced provisions for children who needs this when moving between year groups and also when moving onto secondary school or other settings.

When it is felt that a child's needs are more complex an EHCP can be applied for by the family and school. An EHCP is a legally binding document which forms targets and provision to enable settings to meet an individual child's needs. This is created following a thorough assessment by all relevant professionals. More information can be found her: <https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

Provision for all children is planned through a whole class Provision Map and those on the SEND register will have an individual provision map, which records the graduated approach (assess, plan, do, review). All provision maps are working documents and should reflect ongoing adaptations to provision following the APDR cycle. For children who are on the SEND register, termly meetings will take place to formally review these targets and to co-produce targets with families and children where appropriate. For those children with an EHCP, this process will take place half termly, alongside creating goal based outcomes. Goal based outcomes create child led targets based on the outcomes set out in the EHCP.

Alongside these meetings, Templewood has an open door policy and parents can request a meeting with the class teacher or SENCO at any time.

SEND funding arrangements

If the school, alongside parents, believe that the child would benefit from some additional intervention or reasonable adjustments, the school would utilise funds from its delegated budget in order to facilitate this. This would give the child some targeted support either within or outside of the classroom, to help them access the curriculum and to develop their areas for development in a range of ways.

In a *very small* percentage of children where the support given through the SEND delegated budget may not be sufficient to meet the child's needs and there has been a significant change in need, we may apply for Local High Needs Funding. This process involves the school submitting detailed evidence demonstrating that its actions have been purposeful, relevant and sustained and that the child's needs would be considered 'exceptional' in the local area. If successful additional funding will be allocated to meet the emerging needs of children and young people and those with complex needs for up to 3 terms. For sustained funding to be gained, an EHCP would need to be applied for.

An EHCP will come with a funding level which is based on parents, education providers and professionals working together to identify a pupil's needs and determine what level of funding would be needed in order for a school or educational setting to implement the provision outlined within the EHCP.

External Support & Specialist Provision

At Templewood we develop positive working relationships with external agencies to ensure the best support to meet children's needs. Referrals can be made where appropriate and with parental permission to the following agencies:

- Specialist advisory teachers – Communication and Autism team, Visual Impairment, Hearing Impairment and Physical, Neurological Impairment, Early Years
- Educational psychologists
- Speech and language therapists
- Occupational Therapists
- Behaviour outreach support
- SEND family workers
- School family workers
- School Nurse
- Early mental health practitioner
- Wellbeing practitioners
- Safe space counselling
- SpLD outreach

Evidence of the assess, plan, do, review cycle support these referrals and as a school we would endeavour to implement as much as possible prior to these referrals being made. All staff work alongside external professionals in order to implement and adapt recommendations and provision.

Parent Partnership

The school aims to work closely with parents in support of the children with SEND, through an on-going collaboration with them. We take account of the wishes, feelings and knowledge of parents at all stages and encourage parents to make an active contribution to their child's education.

We hold two parent consultations each year and a formal report is sent home once a year. Pupil's provision targets are reviewed with parents and the pupil on a termly/half termly basis as outlined earlier in the report. We discuss any intervention with parents, and we share the process of decision-making by providing clear information relating to the education of children with SEND.

We have an open door policy and meetings can be requested at any point with class teachers and/or the SENCO as well as having discussions at drop off and pick up.

Monitoring and Evaluation

Class teachers are responsible for completing whole class and individual provision maps and keeping these up to date to reflect the changing needs of the children in their class. Any member of staff delivering interventions also completes monitoring records to evidence progress. The SENCo then collates this information and has a whole school strategic overview of the provision used throughout the school.

The SENCo will be involved with supporting teachers in discussing provision and attending provision meetings as required. Regular meetings are held between the SENCo and the Headteachers to review the needs of the pupils and the provision in place to support. The SENCo and the named governor with responsibility for special needs also hold termly meetings.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded provision maps and one-page profiles.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers

Complaints

Any complaints about issues relating to inclusion, disability or special educational needs at Templewood should be made in accordance with our complaints policy which can be found on the school website.

The Role of the SENCo

The SENCO at our school is Natalie Moore – senco@templewood.herts.sch.uk 01707 324251

In our school the SENCo:

- manages the day to day operation of this policy;
- oversees the provision for and manages the responses to children's needs;
- supports and advises colleagues and contributes to the continuing professional development of all staff;
- has an overview of the school's provision maps;
- supports families in accessing support;
- contributes to and manages the records of all children with SEND;
- completes the documentation required by outside agencies and the Local Authority;
- supports teachers, where necessary, in their links with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies; and
- monitors a range of resources, human and material, linked to children with additional needs.
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

Continuing Professional Development (CPD)

The SENCo identifies any staff training needs and can suggest and arrange continuing Professional Development courses for staff to go on or receive through the local offer and or external agencies. CPD can also be identified through appraisals and other discussions as the needs of the children change. The SENCo also leads staff meetings when required to bring staff up to date or organise whole school inset delivered by a professional from an external agency e.g. the Communication and Autism Team.

Allocation of Resources

The SENCo, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs

The Headteacher informs the governing body of how the funding allocated to support SEND has been employed.

The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

Headteacher and Governor Oversight

The Governing Body has identified a governor to have specific oversight of the school's inclusion provision, including the provision for children with SEND. The link Governor ensures that all governors are aware of the school's provision; including funding, deployment of staff and resources. Monitoring visits also allow the governor and SENCo to work together to develop strategic oversight and Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

The headteacher will:

Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

Make sure that the SENCO has enough time to carry out their duties

Have an overview of the needs of the current cohort of pupils on the SEND register

With the SENCO, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Reviewing and Evaluating the Inclusion and SEND Policy

The inclusion policy is reviewed every 3 years by the SENCO and then taken to the Senior Leadership Team (SLT) and Governors for their views. The amended policy is then taken to a staff meeting for information/dissemination. The amended policy will be included within the Annual Report to Governors.

Other relevant policies:

Equality

Safeguarding of Children

Therapeutic Approach to Behaviour Support

Anti-Bullying Policy

Complaints Policy

Admissions Policy

Accessibility Policy

SEND Information Report

Further Information:

The SEND Code of Practice outlines a description on the four broad areas of need:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

(DfE, Code of Practice, 2015)

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.