



A new SEND Code of Practice was published in January 2015. All schools are now requested to publish their offer for pupils with Special Educational Needs. Every effort has been made to make this report accessible to parents and carers, but if there are any aspects that you would like explained please contact the SENCo via the school office or at [senco@templewood.herts.sch.uk](mailto:senco@templewood.herts.sch.uk)

<p>1.</p>	<p><b>How does the school know if children need extra help? What should I do if I think my child may have special educational needs?</b></p>	<p>Monitoring pupil’s progress and attainment is an ongoing process at Templewood. Teachers will discuss with the Special Educational Needs Co-ordinator (SENCo) any concerns they may have with any of the children in their class when they arise. Each term we hold Pupil Progress Meetings (PPM); meetings are attended by the class teacher(s), Head teacher and SENCo. All children’s progress is monitored and children who are not reaching age related expectations or who are not making at least expected progress are identified. Discussions on how best to support any child identified in this process then takes place. In the first instant we would identify strategies that the class teacher(s) and Teaching Assistant (TA) could use within the class. Sometimes a child may need to have additional small group work or 1-1 support. We aim to support each pupil’s learning style by high quality teaching within the classrooms and by the early identification of any special educational needs or disabilities.</p> <p>If a child starting at Templewood has been identified as having special educational needs or some concerns have been highlighted in a previous setting, transition meetings will take place with professionals involved, parents and external agencies.</p> <p>If you have any concerns about your child, please make an appointment to see your class teacher during a Monday Parent Surgery in the first instance or email the SENCo at <a href="mailto:senco@templewood.herts.sch.uk">senco@templewood.herts.sch.uk</a></p>
<p>2.</p>	<p><b>How will school staff support my child?</b></p>	<p>All pupils should have access to a broad and balanced curriculum. Careful planning, differentiation and high quality first teaching should mean that all pupils, including those</p>



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		<p>with special educational needs or disabilities (SEND), should be able to access the full curriculum and achieve their potential.</p> <p>In addition to this, we will keep you informed if we feel your child needs additional support and work in partnership with you as to how best school can support your child. You will be involved in this process and invited to discuss your child's progress at our Parent Consultation evenings in the Autumn and Spring Terms. Throughout the year parents can make an appointment to see their child's teacher and/or the SENCo during a Monday afternoon Parent Surgery.</p> <p>At Templewood we use Class Provision Maps to show what support is in place for each child. If a child is in receipt of additional support / interventions they are recorded on the SEND register and at the beginning of each term a letter is sent home to parents or carers noting which interventions their child will be receiving.</p> <p>For those children whom we feel will benefit from a personalised, child-centred target, the school will invite the parents, teachers, SENCo and pupil to attend a meeting known as Assess, Plan, Do, Review (APDR). A target is created by the child, with guidance from parents and staff, which can be achieved in a term. At the end of each term the target is reviewed and a new target may be agreed for the following term. In addition, some children on the SEND register will have a Pupil Passport which identifies the child's strengths and any needs. A child may be removed from the SEND Register when it is considered by both parents and teachers that the child is either working within expected age related levels or no longer requires the additional support as significant progress has been made.</p> <p>If additional support or a specific intervention is identified this may range from weekly to daily sessions depending on the need of each individual child. It is ultimately the teacher's responsibility to provide for children with SEND. The SENCo provides advice, monitoring and links with outside agencies such as the Educational Psychology Service.</p> <p>However, many pupils can have points in their education where for various reasons they</p>
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		<p>experience difficulties. Often, just by offering additional resources to support your child or providing simple strategies can make a difference in a child’s achievement and progress.</p>
<p>3.</p>	<p><b>How will I know how my child is doing?</b></p>	<p>Throughout the year parents are invited to two Parent Consultation evenings and receive a written report at the end of the summer term. If your child receives additional support you may be invited to attend additional meetings including the opportunity to meet with the SENCo during Parent Surgeries or during the Parent Consultations.</p> <p>Teachers will also try to keep parents updated between these times through quick exchanges of information at the end of the day and more detailed discussions during Parent Surgeries. Parents of children in Reception, Year 1, Year Two and Year Six will be provided with further details of assessment in July in line with National Assessments that take place. If external agencies are involved with your child you may be invited to additional meetings throughout the year to discuss your child’s progress, such as with the Speech and Language Team. Furthermore, if your child has an Education Health and Care Plan (EHCP) or is undergoing the assessment process for an EHCP, annual review meetings will be held along with additional meetings if required.</p>
<p>4.</p>	<p><b>How will the learning and provision be matched to my child’s needs?</b></p>	<p>All pupils have access to materials and apparatus to support them in lessons. This may be, for example, counting apparatus to support in a maths lesson, a key words sheet or an iPad to support a child with story writing. Some pupils will require additional resources and input over and above what is usually available to all pupils and this will be tailored to support an individual child’s needs. Teachers will take advice from the school SENCo and also from external agencies, for example, a Speech and Language therapist.</p> <p>The views and experiences of all parents and pupils are valued. Our aim is to ensure any barrier to a child’s learning is identified early and that effective provision is put in place. On a daily basis, teachers differentiate lessons to match the need of their pupils. Throughout a lesson, teachers constantly assess their pupils understanding so that they can either</p>



		<p>challenge pupils further or adapt the lesson if a child is having difficulty accessing the learning.</p> <p>At Templewood, teachers aim to teach lessons that inspire and motivate all pupils to work to the very best of their ability.</p>
<p>5.</p>	<p><b>What support will there be for my child's overall wellbeing?</b></p>	<p>At Templewood we have a strong focus around pupil well-being with termly updates of your child's Helping Hand support network, and delivery of the Protective Behaviours programme through PSHE lessons in class, Circle Times and regularly in whole school assemblies. All staff and pupils have a clear understanding of the schools Visions and Values which are displayed in our entrance hall on our Values Tree and in the hall.</p> <p>Positive relationships with parents and carers are modelled to the children and we have strong links with the local Family Support Worker.</p> <p>Good behaviour is acknowledged and rewarded in a number of ways. Each week we have a Gold Assembly where positive behaviour, attitudes and achievement are celebrated. Two children from each class are entered into the Gold Book and have a gold leaf on the tree in the hall. One child, nominated by a member of staff, will receive the Smile Award and one child the Super Brain award. We have School Houses and all children can earn house points. Children in Key Stage Two (KS2) are Reading Buddies to children in Reception and Key Stage One (KS1) classes. Year 5 pupils have the opportunity to take on the role as a 'Buddy' for Reception and KS1 pupils which provides them with opportunities to develop their leadership and empathy skills and model qualities of a good friend. In addition, all pupils at Templewood are encouraged to attend a wide range of extra-curricular activities each term. There is a School Council and also an Eco Council. PHSE lessons are held each week in all classes following the PSHE Association Toolkit and sometimes, Philosophy 4 Children. Each of the classes also have Circle Times on a regular basis.</p>



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<p>6.</p>	<p><b>What training have staff had in supporting children with SEND?</b></p>	<p>All teachers are teachers of children with SEND. Staff are actively encouraged to work on continuing their professional development. The Senior Leadership Team will assess the level of expertise amongst the staff team and organise training to ensure we have a staff team that are able to support all the pupils in our school. We monitor need within the school on a regular basis. Training can be completed during INSET days or in SEN surgeries run by the SENCo each term. Any gaps in staff knowledge is also addressed during Performance Management Meetings and actioned.</p> <p>Our Foundation Stage staff make careful observations of your child on entry to school and throughout the year. This information is shared regularly with parents throughout the Nursery and Reception year at school (Learning Journeys) and early identification of difficulties can often result in strategies being put in place early on. Staff supporting a 1-1 child or a teacher with a child in their class with a specific need will attend more in-depth training that is relevant to the child.</p> <p>All staff are trained in First Aid and Safeguarding and our Early Years Team are Paediatric First Aiders. We have a named first aider and three Designated Senior Persons (DSPs) for safeguarding concerns and all staff have their child protection training updated each year.</p> <p>We follow statutory guidance to support pupils at school with medical conditions. Regular medication can be administered. Please feel free to discuss this with our office staff. All staff are trained in administering Epi-pens and receive training annually.</p>
<p>7.</p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>We work closely with other agencies who can offer us advice. Our school has a link Educational Psychologist and a link Speech and Language Therapist. We also work with Advisory Services for pupils with autistic spectrum disorders and other communication disorders, hearing and visual impairment, occupational therapists, educational support outreach for pupils with behavioural, emotional and social difficulties. We work closely with The Counselling in Schools Service and Lakeside School for pupils with complex learning</p>



		<p>difficulties.                  Furthermore, we have strong links with Monk’s Walk School for sporting and science activities as well as transition planning with all local schools. In addition, we have links with Applecroft Base which has an extensive resources bank available for the school to access. We have access to the Local Offer and we have a member of staff who regularly attends the Delivering Specialist Provision Locally meetings (DSPL).</p>
<p>8.</p>	<p><b>How will you help me to support my child’s learning?</b></p>	<p>We fully encourage parents in supporting their child’s learning. Parents of children with SEND are invited to regular meetings throughout the year to discuss together how best to support and to review progress. We produce Partnership booklets including Progression in Written Calculations, Phonics, Reading, e-Safety and more. All parents can request any of these booklets from our school office at any time.</p> <p>Year Group meetings are held every July to introduce parents to the curriculum and routines of their child’s class in September. Class information letters are sent home termly and are displayed along with class pages on the school website. There is also access to information on the curriculum and other related information on the website.</p> <p>During Parent Consultation meetings and in APDR meetings, parents may also receive advice on how to support their child’s learning.</p> <p>If you have any queries regarding how best to support your child, please see your child’s class teacher in the first instance.</p>
<p>9.</p>	<p><b>How will I be involved in discussions about and planning for my child’s education?</b></p>	<p>There are formal occasions such as Parent’s Consultation Evenings where parents are involved in discussions about their child’s education. Parents are also able to arrange a meeting with the class teacher, SENCo or a member of the Senior Leadership Team if there is a particular issue they wish to discuss in between these occasions, including any reasonable adjustments they feel their child may need in order to access their education.</p> <p>Parent/teacher surgeries are held every Monday afternoon and are booked via the school</p>



		<p>office.</p> <p>We have an active Parent and Teacher Association (PTA) known as Templewood School Association (TSA) and parents are represented on the school governing body.</p>
10.	<p><b>How will my child be included in activities outside the classroom including school trips?</b></p>	<p>All children are included in school trips and where necessary, reasonable adjustments and medical support are put in place. A risk assessment is carried out to ensure the children’s safety. Additional staff and parent helpers may be required to accompany a class or a particular child, and specialised transport if needed. If the trip is being led by a guide then they would be made aware of a particular child’s needs when appropriate.</p> <p>We also have a large number of lunch time and after school clubs that are open to all children, although some will be age specific.</p>
11.	<p><b>How accessible is the school environment?</b></p>	<p>Our school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. Due to the School being Grade 2 Star Listed we do have to comply with Historical England standards. The school currently has one disabled toilet and we are currently in the process of adapting toilets in KS2 to include access equipment for those pupils who may require it. All classrooms can be made accessible for wheelchair users. There are permanent ramps to allow disabled access to the Nursery, Key Stage 1 classrooms and the main entrance.</p> <p>Any child with a medical condition will have an individual medical care plan to ensure their health and physical needs are met within school.</p>
12.	<p><b>Who can I contact for further information?</b></p>	<p>The school Special Educational Needs Coordinator (SENCo), Mrs Rachel Howes by telephoning the school office, 01707 324251 or emailing <a href="mailto:senco@templewood.herts.sch.uk">senco@templewood.herts.sch.uk</a></p>
13.	<p><b>How will the school prepare and support my child to join the</b></p>	<p>We have a comprehensive transition programme for all phases of school life. Pupils starting Nursery have a home school visit whereby a Nursery key worker will visit you and your child</p>



	<p><b>school, transfer to a new school or the next stage of education and life?</b></p>	<p>in the home. Children in Nursery and Reception have the opportunity to visit school for two 'Stay and Play' sessions before starting the new school year. If felt appropriate, some pupils will receive a transition booklet featuring photographs of their new staff and classroom. Some pupils may also be given the opportunity to have extra sessions to visit school/new class. We also hold Nursery and Reception Induction meetings.</p> <p>In Year 2 children are provided with information and support with their transition into Year 3, such as being shown the KS2 entrance and morning routines such as lining up outside the classrooms.</p> <p>All pupils in Year 6 receive information on what to expect and the opportunity to visit their new schools. Transition programmes are put in place for those children whom it is deemed necessary when transferring to secondary school and the SENCo from both schools will meet to discuss transition arrangements. Parents of children with SEND are also provided with the DSPL Transition leaflet for Year 6 to Year 7 pupils. Further information and guidance can be found at <a href="http://www.hertfordshire.gov.uk/services/healthsoc/childfam/dspl/">http://www.hertfordshire.gov.uk/services/healthsoc/childfam/dspl/</a>.</p> <p>All pupils, regardless of their year group will have access to social stories to aid transition if staff and parents feel this will be beneficial to the child.</p> <p>The catering company (Hertfordshire Catering Ltd.) are made aware of pupils with allergies and parents receive a dinner menu twice yearly, at Easter and October half-term so that they are able to discuss choices with their children. They are also able to work with parents to meet other medical dietary needs.</p>
<p>14.</p>	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>The school has an amount identified within its overall budget called the notional SEND budget. This is used to employ Teaching Assistants to meet the needs of children with SEND, to purchase specialist equipment, books and provide specialised training for staff. In some circumstances, where pupils require a very high level of support, school may be able to apply for further funding through the local authority (Exceptional Needs Funding). The school SENCo will notify parents if an application is going to be made.</p>



		During termly Pupil Progress Meetings, staffing and resources may be addressed if needs are identified for specific pupils and additional support is required.
15.	<b>How is the decision made about how much support my child will receive?</b>	The amount and type of support offered to a child is determined by assessing the child's needs, level of barriers to their learning and their age. This may be discussed with the class teacher, Head teacher, SENCo, parents and external agencies, given the level of need. The programmes of support throughout the school are reviewed and monitored regularly.
16.	<b>Where can I find out about the local authority's local offer of services and provision for children with SEND?</b>	Hertfordshire Local Authority has a local offer of services and provision for children with SEND and can be accessed at <a href="http://www.hertsdirect.org/localoffer">www.hertsdirect.org/localoffer</a> . For more specific information regarding provision in our local area within Hertfordshire through the DSPL (Delivering Specialist Provision Locally) please see this website for contact details <a href="http://www.southfield.herts.sch.uk/page/?pid=52">http://www.southfield.herts.sch.uk/page/?pid=52</a>