The Knights Templar School

Headteacher:
Mr E. Hutchings, BSc MA

Park Street
Baldock
Herts
SG7 6DZ

Email: admin@kts.school
Website: http://kts.school

Tel: 01462 620700

The Knights Templar School
Special educational needs and disabilities (SEND)
Information Report
2026-27

How does the school know if a student needs extra help and what should I do if I think my child may have SEND?

The SEND Code of Practice 0-25 (2014) states that 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
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

The Department for Education has defined four types of SEND:

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

Students are identified as having SEND through a variety of ways, including:

- Liaison with previous school (including end of KS information)
- Baseline assessments; reading age assessment and CAT4 tests (Access Reading and Single word spelling tests for identified students only)
- Progress / report data
- Concerns raised by parents, carers or teachers
- Reports and information from outside professionals

Students who are identified as having SEND will be included on the school's SEND register. Parents and carers will be informed of this. This information is also available to all teachers and support staff.

The Assistant Headteacher and SENDCO is Mrs L Moore and she can be contacted directly by email sendteam@kts.school

Mrs L Moore holds the following qualifications: BSc (Hons), PGCE, MA, NASENCO, PAPAA

Mrs Moore is line managed by Mr E Hutchings, Headteacher. He can be contacted directly by email: ehutchings@kts.school for further information.

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Our SEND Trustee is Mrs P Buckle. He can be contacted on pbuckle@kts.school

Complaints

SEND concerns should be raised with the SENDCO, Mrs L Moore, in the first instance. Should a concern need to be escalated, a formal complaint can be made through the school's complaint procedure. A link to the complaints policy can be found here:

Complaints Policy (kts.school)

Specific information about complaints regarding EHCP's and the Local Authority can be found here:

If you're not happy with a decision (hertfordshire.gov.uk)

How will school staff support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach students with a range of additional learning needs and are responsible for making the curriculum accessible to all students.
The Knights Templar School implements the 'Model of Inclusive Practice' and students will be identified as:
Wave 1 – Quality First Teaching
Wave 2 – Additional provision within the school setting
Wave 3 – For complex needs, normally involving external professionals.

The Assistant Headteacher SENDCO is responsible for:

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with SEND
- Providing support for teachers and support staff to ensure that they are aware of individual students' needs
- Liaising with stakeholders, professionals and outside agencies, e.g. speech and language therapists, educational psychologists

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How will I know how my child is doing?

Close links between home and school are encouraged in many different ways:

- Students' progress in continually monitored by their classroom teacher
- Progress reports are sent home on a termly basis
- Parents' consultation meetings are held on an annual basis for parents to meet with subject teachers
- The progress of students with EHC plans are reviewed at annual review meetings organised by the SENDCO with parents, student and relevant outside agencies attending
- The progress of students on the SEND register is regularly monitored by the SENDCO
- There are additional information evenings for parents and students e.g. Information and Guidance evenings for all year groups. Year 9 Information evening to cover 'Options' and Work Experience.
- Specific 'SEND Review' days are held to offer longer parent/carer meetings at least once a year.

How will the learning and development provision be matched to my child's needs?

Subject teachers and support staff will make reasonable adjustments by differentiating in a number of ways including:

- Visual, auditory or kinaesthetic activities
- Scaffolding activities
- Small group work
- Providing additional apparatus or materials
- Personalised and targeted support
- Adapted resources and materials
- Specialist intervention groups
- Differentiated class and homework

What support will there be for my child's overall wellbeing?

The overall wellbeing of all students is supported in many ways, including:

- RSE curriculum in year 7-13 which cover a range of PSHE topics and include Healthy Minds
- Support from Form Tutors, Heads of Year and Pastoral Teams
- Access to School Counsellor and external agencies such as CAMHS.
- Peer mentoring
- Support from Teaching Assistants (where appropriate)
- In school interventions such as Drawing and Talking, ELSA and brick by brick

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What specialist services and expertise are available at or accessed by the school?

The SENDCO liaises with many specialist services and outside agencies to ensure that the provision in place in appropriate to meet individual needs. The school works closely with many external professionals including:

- Health – GPs, school nurse, Child and Adolescent Mental Health Service (CAMHS), paediatricians, speech and language therapists, occupational therapists
- Children services – locality teams, social workers, child protection teams, educational psychology team (where available)
- Specialist teachers – hearing and visual impairment, physical disabilities, autism and communication team
- SEND team and the officers

What training is available for staff to support students with SEND?

All teachers are teachers of SEND and have regular training and updates is part of the school's regular CPD (continuing professional development). All teaching and support staff have access to training that is relevant for them, based on the needs of the students currently in school.

SENDCO leads staff training at the start of every academic year on student individual needs. A range of inset/twilight training opportunities are held throughout the year. SEND updates are given to whole staff during weekly staff briefings.

How will you help me to support my child's learning?

Support for parents includes:

- Teachers are available to discuss students' progress or any other concerns parents may have about their child
- The SENDCO can be contacted by parents to discuss their child's progress and any strategies that might be needed to support in meeting their additional needs
- Specific curriculum information is available from subject teachers
- Use of SatchelOne helps provide students the opportunity to review tasks in their own time and parents have their own access to this.

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How will I be involved in discussions about and planning for my child's education?

Parents/ carers will be involved with the planning of their child's education in a number of ways, including:

- Meetings as and when needed with subject teachers to discuss progress and relevant strategies
- Meetings as and when needed with SENDCO to discuss progress and relevant strategies
- Annual review meetings for students with EHC plans involving outside agencies when relevant
- Invites to attend SEND Review day meetings
- Parent Evening appointments with SENDCO/Assistant SENDCO

How will my child be included in activities outside the classroom, including school trips?

- All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. Where necessary, appropriate provision and reasonable adjustments will be made. A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety is not compromised.
- Where a student has additional needs a member of the Learning Development Team will accompany the trip
- Meetings with parents/carers will be implement before the trip to ensure the students safety

How accessible is the school environment?

- The school is on a large site with buildings of one or two stories. Close liaison between the SENDCO and the faculties to ensure all efforts are made to achieve accessibility for all students within the school.
- VI and HI audits have been carried out
- Resources and teaching are adapted/modified according to individual students' needs.
- Please see our accessibility plan for further information.

Who can I contact for further information?

The Assistant Headteacher - SENDCO, Mrs L Moore, can be contacted by telephone, through the school office or by email on lmoore@kts.school / senco@kts.school

Mr D Valerio (Deputy SENDCO) – dvalerio@kts.school / senco@kts.school and Mrs V Webber (Assistant SENDCO) vwebber@kts.school / senco@kts.school

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How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school supports students joining KTS in a number of ways:

- Transition from the feeder primary school is carefully planned
- All students who accept a place at The Knights Templar School, visit in the summer term, they spend a day at the intake day and parents have access to an information evening. Additional visits can be arranged for vulnerable students
- The Head of Year 7 works closely with the SENDCO to visit primary schools and meet the students, gathering their strengths and background information
- Teachers are provided with information about all new students' needs, strengths and background at the beginning of a new academic year
- Part of the first day of the school year in September is just for year 7 giving them opportunity to settle before the whole school returns
- The SENDCO arranges for additional transition visits for vulnerable groups and individual students
- The SENDCO will attend Year 6 EHCP annual reviews
- The SENDCO will meet and liaise with external professions where needed.

The school supports KS3-4 and KS4-5 transition in a number of ways:

- During Year 9, the SENDCO liaises closely with relevant staff to ensure that the KS4 curriculum is suited to the individual students with SEND and that they are supported to make good choices
- Students are assessed for examination access arrangements at the end of Year 9/beginning of Year 10, liaising with parents and subject teachers to ensure that students are accurately identified
- Students in KS4 meet with the school's careers adviser to support them with their Post 16 choices
- Students with EHC plans meet with a personal adviser from Services for young People (Sfyp) to support them with their post 16 choices (Preparing for adulthood meetings).

The school supports students joining The Knights Templar School in year in a number of ways:

- Communication with previous school
- Communication with parents about their needs and provision
- A student 'buddy' is chosen to support the new student to settle in for the first week
- Where requested school photographs and a map can be provided in advance of a student starting school
- Additional visits during or after school can be arranged with the SENDCO

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How are the school's resources allocated and matched to children's SEND?

- The school budget ensures funding for supporting children with SEND. In consultation with the SENDCO and Board of Trustee, the Headteacher decides on the deployment of resources for SEND.
- The SEN budget is allocated in the following areas: 13 Teaching Assistants (6 Full-time, 7 Part-time); 1 Inclusion Manager; 1 SENCO; 1 Assistant SENCO; 1 Learning Support Administrator/Intervention manager.
  The department has a number of resources including laptops, specialist vision impairment equipment, literacy and numeracy resources.
  The needs of each child are assessed individually and resources are allocated as and when needed.

How is the decision made about how much support my child will receive?

- Parents, staff and students will be involved in all stages of the decision-making process. The type and amount of support will be based on each individual student's needs.

How can I find information about the local authority's Local Offer of services and provision for children and young people with SEND?

- The Local Offer is designed to improve choice and transparency for families. It is an important resource for parents to support them in understanding the range of services and provision in the local area. This can be found on the school's website.
- In addition to the Local Offer, a list of contact details of support services for parents of students with SEND can be found on the school website.

Hertfordshire Local Offer: The Hertfordshire Local Offer

Please see school's admissions policy for information on arrangements for the admission of pupils with disabilities.

Please see school's accessibility report for information on accessibility linked to the Hertfordshire SEND strategy.

Please see link to Hertfordshire's Ordinarily Available provision strategy: Ordinarily Available Provision