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POLICY RATIONALE

This policy is a statutory requirement of the Academy to reflect the new Special Educational Needs and Disability Code of Practice 2015. The policy is to inform parents and members of staff of the procedures the Academy follows for pupils who have, or may have, Special Educational Needs and Disability. This policy only applies to Guru Nanak Sikh Academy.

As an Academy, we operate an open-door policy and the SENCo can be contacted via the school office or email to arrange an appointment. In the first instance, it is advised that any concerns are raised with your child's form tutor or class teacher and for any specific SEND issue you can contact the SENCo. The email address for SEND department is: SEND@gnsa.co.uk

The people responsible for managing and responding to the provisions made for pupils with Special Educational Needs and Disabilities (SEND) are:

Special Educational Needs Co-ordinator (SENCo) – Miss A O'Leary

Vice Principal of Multi Academy Trust - Mr A D'Onofrio

SECTION 1 - AIM AND OBJECTIVES:

Aim:

"To provide an outstanding learning environment which challenges all of us to achieve our full potential and continually to share our knowledge and skills with the local and global community."

This includes pupils with Special Educational Needs and Disability (SEND).

Objectives:

- To ensure all pupils, including those with SEND, have access to high quality educational provision to achieve their best; preparing them for adult life.
- To identify and provide for pupils who have special educational needs and additional needs. Where this is not possible, the Academy will undertake / source the appropriate skilled staff / training to support an identified need.
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with pupils who have special educational needs and disabilities.
- To enable all pupils to achieve their potential through the highest standards of teaching and learning.
- To provide high quality teaching that is differentiated and personalised to meet the individual needs of young people.

SECTION 2 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS

'A pupil has SEND¹ where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

'A child or young person 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'.*

'For pupils aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupils or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers'.

'For a child under two years of age, special educational provision means educational provision of any kind'.

The Code of Practice refers to the following 4 areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

Communication and Interaction – for example, where pupils have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. This can include:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Cognition and Learning - for example, where pupils learn at a slower pace than others at their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have specific difficulty affecting one particular part of their learning performance; such as in Literacy or Numeracy. This can include:

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health Difficulties – for example, where pupils may exhibit difficulties in managing their relationships with other people, withdrawn or isolated, hyperactive or lack concentration, or if they behave in ways that may hinder their and other

¹ 2014 Code of practice section 6.14 'identifying SEN in schools' – page 95.

student's learning, or that they exhibit other challenging behaviour arising from other complex special needs that may have an impact on their health and wellbeing. This can include but is not exclusive to:

- Reviewed and medically diagnosed conditions – anxiety, depression, self-harming, substance misuse disorders, seasonal affective disorders, bi-polar disorders, eating disorders or other medically explained and diagnosed disorders.
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder (ODD)

Sensory and / or Physical Needs – for example, pupils with visual and / or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. This can include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi – Sensory Impairment (MSI)
- Physical Disability (PD)

For further information on how Guru Nanak Sikh Academy can support pupils with SEND, please refer to the SEND information report published on the Academy's website.

SECTION 3 – A GRADUATED APPROACH TO SEND SUPPORT:

The Academy recognises the importance of quality first teaching within the classroom; it is expected that every teacher is a teacher of SEND and provides quality first teaching in every classroom. It is the responsibility of every teacher to differentiate for all the needs within their classroom, particularly where a student may or may not have SEND. All teachers are responsible and accountable for the pupils they teach; including where pupils may have support from teaching assistants or specialist staff.

Therefore, it is the duty of every classroom teacher to refer any pupils with whom they have concerns with regards to a special educational need and disability. All new cases will be processed through the Academy's SEND referral procedure.

Early identification and assessment are extremely important for pupils who may have special educational needs and disabilities. The earlier the action is taken, the more responsive the pupil is likely to be. The Academy will make use of appropriate screening or assessment tools to assist in this process. However, it is important to recognise that assessment should not be regarded as a single event but as a continuing process involving all stakeholders; pupils, parents and teachers.

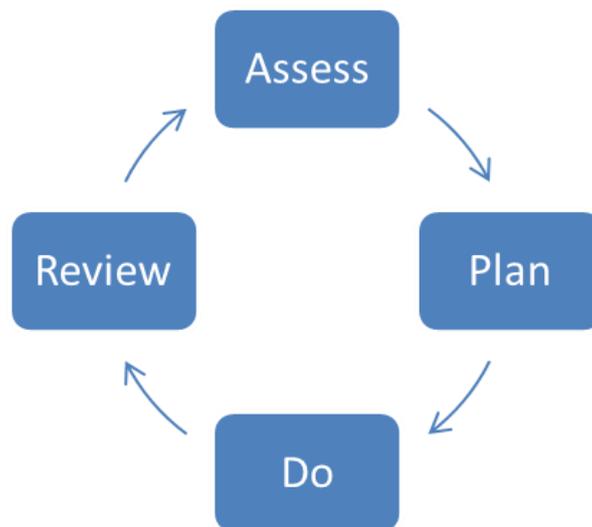
In some cases, external specialist advice may be sought (with parental permission), to either continue current strategies or decide that further action is required.

Once a student is recognised as having a special educational need and disability, contact shall be made with their parent / carer and they will be added to the SEND register as 'K' (identified for SEND support). If a pupil is added on the register as 'K' then an Individual Education Plan (IEP) will be written and appropriate support strategies will be put in place. This information is accessible by all teaching staff on SIMs (the Academy's information management system) as well as Provision Maps, an online tracking tool.

In some cases, support given to pupils through school support may not be sufficient and following consultation with outside agencies such as; Speech and Language Therapy, Hearing Impairment Support, Visual Impairment Support, Parents and the Academy staff, it may be necessary to initiate statutory assessment. The Academy will collate evidence from teachers and external agencies to ascertain that interventions implemented for the pupil have continued for a reasonable period of time without success and alternatives have also been tried. Based on the Education and Care Plan Assessment application completed by the Academy, the relevant local authority - where the student lives - will decide whether the student could be better supported through the issuing of an Education Health Care Plan (EHCP) formally known as a 'Statement'. The Academy will continue the use of an Individual Education Plan (IEP) to set short-term targets for those pupils.

For those pupils who reside in Hillingdon, the Academy may decide to apply for Exceptional Support Funding; details of which can be found on the Local Authority's local offer page detailed on our website. This funding is aimed to support pupils who require a higher level of support but do not meet the criteria for a statutory assessment.

Where a pupil has been identified as requiring SEN support, GNSA will be implementing the four-stage cycle as a part of the graduated approach in accordance with The Special Educational Needs and Disability Code of Practice 2015. These stages include:



Following the above cycle, a student may make progress that is in line with their peers, in this instance they will be removed from the SEND register and no longer be classified as 'K' (SEN support); parents will be formally advised of this change by the Academy. Although a student may be removed from the SEND register, they will still be monitored through the Academy's student progress meetings.

SECTION 4 - MANAGING STUDENT NEEDS ON THE SEND REGISTER

Every child in the Academy on the SEND register has an Individual Education Plan (IEP) where SMART (Specific Measurable Achievable Realistic Time frame) targets are set based on the pupil's individual needs. These IEPs are set and reviewed termly with pupils, teachers and parents. It is the teacher's responsibility to ensure that these IEPs are a working document that is having an impact on the student's learning, if pupils meet targets on the IEPs earlier than the termly review - then the teacher will ensure the review is brought forward. It is the SENCo's responsibility to ensure these IEPs are updated and accessible to all staff who are working with the student.

The SENCo has an up-to-date provision map which provides details of the support every student on the SEND register receives.

It is the SENCo's responsibility to ensure that pupils who have a statement or EHCP, with a personal budget, are having their individual needs met through provisions made within the Academy, including the involvement of outside agencies. The needs of these pupils are reviewed annually, by SENCo, parents, teachers, pupils and in some cases a representative from the relevant Local Authority. The support from the relevant authorities, outlined in their Local Offer, is also used in an effective manner to support student's needs.

SECTION 5 – SUPPORTING PUPILS AND FAMILIES

As an Academy, we believe that parents have a critical role to play in their child's education. As professionals, we expect to work with parents to develop support plans and resolve any concerns that arise. Therefore, parents are encouraged to be fully involved in the school-based responses for their child. It is also expected that parents will positively work with the Academy to resolve any issues and the Academy will keep parents informed every step of the way. To ensure communication between the Academy and parents is effective we will, as much as is possible:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on pupil's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability or communication and linguistic barriers.
- Record formal contact with parents.

The Academy recognises that pupils with special educational needs and disability have a unique knowledge of their own needs and circumstances. Therefore, it is very important that, where possible, pupils with SEND are encouraged to participate fully in the decision-making processes. This may include becoming involved in the setting of learning targets and contributing to IEPs, as well as being able to express their opinions on how they feel about their assessments and the support they receive. We recognise that pupils have a voice that needs to be listened to and heard, where this can, at times, differ from those of the parents. The Academy seeks to support both child and parents.

For a pupil transitioning from a Primary setting to the Secondary setting (be it the Academy's Primary phase or another primary school), the SENCo will liaise closely with the feeder school to ensure that detailed information is collected about the pupil's learning. This process will assist a smooth transition and allows the Secondary staff to prepare a support plan for SEND pupils. The information should be collated by the teacher and passed onto the SENCo during transition meetings; this includes copies of IEPs and any statements of special educational needs/EHCPs. In the case of a pupil with a EHCP entering the Secondary Phase from Primary Phase, the SENCo will ensure appropriate planning is made for the transition to Year 7.

The SENCo ensures that pupils who require access arrangements for examinations are made and that this is implemented with support of the examinations officer. Each student who may require access arrangements are individually considered based on their specific needs. Within the Secondary Phase, Form 8 is used to identify student's needs and permission is sought from the Joint Council for Qualifications (JCQ) at the beginning of Key Stage 4. Examples of access arrangements that can be made include:

- Supervised rest breaks
- Extra time – 25%, 50%+
- Reader or Scribe
- Modified papers
- Use of laptops etc.

SECTION 6 –SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Academy recognises 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 may also have special educational needs and may have an Education Health Care Plan (EHCP). The Academy will follow the guidelines set out in the SEND Code of Practice, as reflected in this policy.

SECTION 7 - MONITORING AND EVALUATION OF SEND

As an Academy, we are continuously reviewing the provision to ensure that the attainment of pupils is at least in line with their peers. To monitor and evaluate the provision for pupils with SEND, the SENCo (in collaboration with the Senior Leadership Team) seek the views of pupils, parents and staff. The SEND governor will monitor that the Academy consistently maintains high standards for the effective provision of SEND. SEND report will be presented to the governing body annually.

As an Academy, we are fortunate to have a wealth of knowledge from across both Primary and Secondary and we will use this knowledge to ensure continual professional development for all of our staff. The Academy uses the SEND Learning Support Assistants (LSAs) across both phases to ensure that the best support is provided according to staff expertise and the needs of the student.

SECTION 8 – TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development

on relevant topics. Such training may be delivered by the SENCo or where a specialist is required; the Academy will use the allocated funding for this service.

The responsible Local Authority, where the child or young person lives, provides additional top-up funding where the cost of SEN provision required to meet the needs of an individual. Most of these resources for pupils with EHCP are determined by a locally agreed funding formula which is discussed with the local school's forum and it will be applicable at GNSA.

The SENCo ensures to keep up to date with information and resources to support pupils with SEND by:

- Attendance of Local Authority SENCo network meetings.
- Utilising the support offered by the Hillingdon Inclusion and Sensory Advisory Teams.
- Working closely with other schools and organisations where required.

SECTION 9 – STORING AND MANAGING INFORMATION

The Academy recognises the importance of confidentiality, therefore, relevant SEND documents that need to be shared to staff are done so through the whole school information management system (SIMS) as well as an online tool, Provision Maps, which is used to share student specific information.

Where information is relevant only to the SENCo, this is stored in a secure place and only accessible by SENCo in accordance with Data Protection Act 2004.

SECTION 10 – REVIEW OF POLICY

In accordance with The SEND Code of Practice 2015, the Academy's Standards and Curriculum Committee will review the policy annually for the governing body to rectify.

SECTION 11 – ACCESSIBILITY

The Academy's building and physical environment allows access to every facility both in the classroom and the wider school environment. Pupils who have a physical disability have equal access to the school environment through lifts in all parts of the building.

It is the responsibility of the SENCo to advise staff of student's individual needs to ensure that appropriate teaching materials are provided and that the student can access the learning within lessons.

As and when new needs arise, the SENCo will review the physical environment of the school and make recommendations to the governing body for appropriate arrangements and modifications that may need to be made.

SECTION 12 – COMPLAINTS

If parents have any initial concerns regarding the SEND provision for their child, they should contact the SENCo - please see first page for contact details.

If other more specific concerns arise as to the provision and welfare of our SEND pupils again, it is advisable that in the first instance the SENCo is contacted and an appointment made to discuss their concerns further.

For parents of pupils applying for an EHCP or whom may already have an EHCP and have concerns on their child's SEND provision, the SEN Code of Practice gives practical and clear guidance for the resolution of disagreements. Section 11 of the SEN Code of Practice therefore identifies the various routes one can take for a variety of SEND specific concerns. This information is available online at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

or can be downloaded directly from this document if accessed online.

SECTION 13 – ADMISSION

The Academy meets its statutory requirements for admission in compliance with The Special Educational Needs Code of Practice 2015 and The Admissions and Appeals Code 2015.

Should you require further information or have any queries about this policy, please contact us at: SEND@gnsa.co.uk.