



Khalsa Primary School

Special Educational Needs and Disability Policy

Reviewed by	Mrs Marta Agrawal/Mrs Pavin Dhaliwal
Approved by	
Date of review	November 2023
Review cycle	Every Year
Next review date	November 2024

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Policy Rationale

This policy is a statutory requirement of the Khalsa Primary School to reflect the new Special Educational Needs and Disability Code of Practice 2015. The policy is to inform parents/carers and members of staff of the procedures the school follows for pupils who have, or may have, Special Educational Needs and Disability.

At Khalsa Primary School 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 Class Teacher and for any specific SEND issue you can contact the SENCo.

The person responsible for managing and responding to the provision made for pupils with Special Educational Needs and Disabilities (SEND) is:

Special Educational Needs Co-ordinator – Marta Agrawal

Section 1 – Aim and Objectives: Our Vision

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." We believe in the value of teamwork and work hard with our parents and carers to ensure our children achieve good results. Our aim is to provide an excellent education for young people and instill a lifelong love of learning.'

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 'acquire' the knowledge and skills that will allow them to 'achieve' their aims and go on to what they 'aspire' to do.
- To identify and provide for pupils who have SEND, where this is not possible the school will undertake/ source the appropriate skilled staff / training to support an identified need.
- To have a collaborative and professional approach with all stakeholders to achieve the best provision for pupils with SEND.
- To provide the knowledge for all staff working with pupils who have SEND to ensure the best outcomes are achieved,
- To provide pupils with a vibrant, safe, dynamic learning space.
- To provide high quality teaching that is differentiated and personalised to meet the needs of pupils with SEND.

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 2 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'.

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)

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

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 students' 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 the school can support pupils with SEND, please refer to the SEND information report published on the school's website.

Section 3 – A Graduated Approach to SEND Support:

Khalsa Primary School 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 adapt 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 school's SEND referral procedure.

Early identification and assessment is 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 school 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.

Khalsa Primary School has a clear identification process to support all staff in the identification of SEND.

How to raise a concern

Member of staff raises concern with Team Leader/ SENCO

If the need is isolated, Teacher to support the student with adaptations/ class interventions in the first instance. Refer to the NASEN handbook/ Quality First Teaching. And/or seek support from the Team Leader.

This may include adaptations to quality first teaching, adding a student to targeted interventions like Reading, ELSA, Maths.

Class Teacher suspects that specialist assessment/ SENCo support is needed to identify the support required. This is when interventions/ support provided by Teacher is ineffective. Teacher fills in the **Child's Learning** form and passes it to the SENCO. SENCo will conduct a drop in to identify barriers to learning.

SENCo to initiate the consultation in 2 weeks

SENCo to collate all information and decide on next steps, which can include referrals to outside agencies, further assessments, recommendations on teaching strategies/seating plans/pastoral support. Parental and pupil views will be collected to build a clear picture. Relevant staff members will be notified at each stage. Please note that referrals and assessments can take months to process and we are responsible for the education of the children in our class in the meantime.

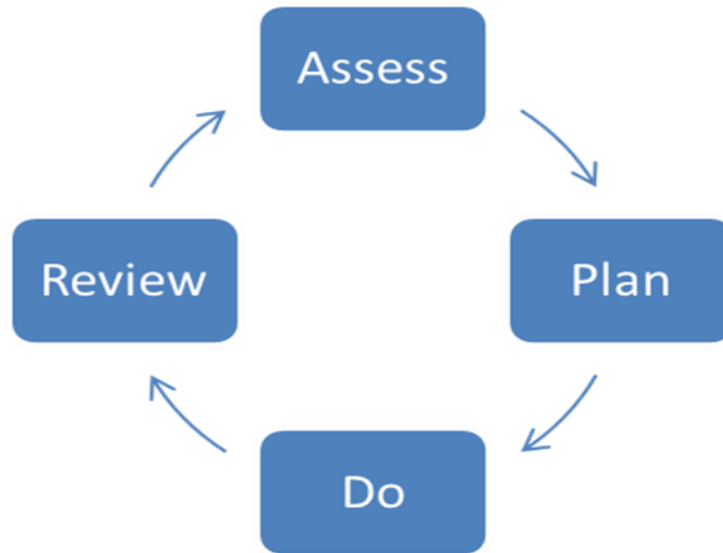
SENCo to decide next steps/ make relevant referral 3 to 4 weeks from concern raised.

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 pupil 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 a Learning Plan will be written and appropriate support strategies will be put in place. This information is accessible by all teaching staff on SIMs (the schools 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.

It may be necessary to initiate statutory assessment. The school 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 Health and Care Plan (EHCP) Assessment application completed by the school, the relevant local authority where the pupil lives, will decide whether the pupil could be better supported through the issuing of an Education Health Care Plan (EHCP) formally known as a Statement. The school will continue the use of an Individual Learning Plan to set short-term targets for those pupils.

For those pupils who reside in Slough, the school 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 students/ 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, the school 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 pupil 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/carers will be formally advised of this change by the school. Although a pupil may be removed from the SEND register they will still be monitored through the school's pupil progress meetings.

Section 4 - Managing Pupil Needs on the SEND Register

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

The SENCo and other stakeholders makes use of the online Provision Map software which provides details of the support every pupil on the SEND register receives.

It is the SENCo's responsibility to ensure that pupils who have an EHCP, with a personal budget, are having their individual needs met through provision made within the school, including the involvement of outside agencies. The needs of these pupils are reviewed annually, by SENCo, parents/carers, 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 pupil's needs.

Section 5 – Supporting Pupils and Families

As a school we believe that parents/carers have a critical role to play in their child's education. As professionals we expect to work with parents/carers to develop support plans and resolve any concerns that arise. Therefore, parents/carers are encouraged to be fully involved in the school-based responses for their child. It is also expected that parents/carers will positively work with the school to resolve any issues

and the school will keep parents/carers informed every step of the way. To ensure communication between the schools and parents/carers is effective we will, as much as is possible:

- Acknowledge and draw on parental/carer 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/carers and be aware of their feelings.
- Ensure that parents/carers understand procedures, 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/carers themselves may have, such as a disability, or communication and linguistic barriers.
- Record formal contact with parents/carers.

Khalsa Primary School 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 process. This may include becoming involved in the setting of learning targets and contributing to Learning Plans, 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/carers the school seeks to support both child and parents/carers.

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 SENCo during transition meetings; this includes copies of Learning Plans and any EHCPs. In the case of a pupil with an 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 pupil who may require access arrangements are individually considered based on their specific needs. 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). Khalsa Primary School 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 a school 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/carers and staff. The SEND governor will monitor that the school consistently maintains high standards for the effective provision of SEND. A SEND report will be presented to the governing body annually.

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 school 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 schools forum and it will be applicable at Khalsa Primary School.

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
- Work closely with other schools and organisations where required.
- Commissioning the relevant services of external professionals.

This is then disseminated to all staff to support achieving our aims for SEND.

Section 9 – Storing and Managing Information

Khalsa Primary School recognises the importance of confidentiality therefore relevant SEND documents that need to be shared with 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 pupil specific information.

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

Section 10 – Review of Policy

In accordance with The SEND Code of Practice 2015 the schools Standards and Curriculum Committee will review this policy annually for the Board of Directors to ratify.

Section 11 – Accessibility

The school's buildings 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 pupil's/student's individual needs to ensure that appropriate teaching materials are provided and that the pupil 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/carers 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/carers of pupils applying for an EHCP or who may already have a 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:

Khalsa Primary School 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: office@kpsslough.com

<i>Updated</i>	<i>Next Review</i>	<i>Reviewed by</i>	<i>GB/Committee Ratification</i>
10 th November 2023	10 th November 2024	Mrs Agrawal Mrs Dhaliwal	