KPS Special Educational Needs and Disability Policy

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SAT Sikh Academies Trust
Faith Inspired Education

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Section 1 Rationale and Legislative Context

The government published the Schools White Paper, *Every Child Achieving and Thriving*, and the consultation *SEND Reform: Putting Children and Young People First* on 23 February 2026. The SEND consultation closed on 18 May 2026.

The proposals set out significant potential reforms to the SEND system, including increased support and inclusion within mainstream schools. However, these proposals do not currently replace the existing statutory SEND framework. For the 2026/27 academic year, SAT will continue to operate in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the current *SEND Code of Practice: 0 to 25 years*.

SAT aims to provide a rigorous and transformational education that prepares students for success at school, further education, university and beyond. This policy recognises the entitlement of ***all*** students to a broad and balanced curriculum. It reinforces the need for teaching that is of the highest standard and fully inclusive. We seek to ensure inclusion for all young people by removing barriers to learning, raising achievement and promoting progress.

Section 2. Core Objectives

Khalsa Primary School is dedicated to cultivating an exceptional educational setting that inspires every member of our community to attain their utmost potential. We aspire to foster an enduring passion for learning while sharing expertise, competencies, and values across our local and wider communities. Believing firmly in collaborative efforts, we partner closely with families and carers to secure positive achievements for every child. This commitment extends fully to pupils with Special Educational Needs and Disability (SEND), who remain integral to our vision for educational excellence.

Core Objectives

- Equitable access to high-quality provision — Guaranteeing that all pupils, including those with SEND, benefit from top-tier instruction and provision that empowers them to gain essential knowledge, achieve ambitious goals, and aspire to future success.
- Early identification and appropriate support — Identifying pupils with SEND promptly and implementing tailored interventions. Where specialized expertise is required, the school will secure appropriately qualified personnel to address identified needs.
- Collaborative partnership with stakeholders — Working in constructive professional partnership with parents, carers, external agencies, and wider stakeholders to secure optimal provision for children with SEND.
- Staff expertise and professional development — Providing staff with continuous professional development to build the knowledge, skills, and confidence required to support pupils with SEND effectively.
- Safe and inclusive learning environment — Maintaining a vibrant, secure, and supportive educational environment in which pupils with SEND are valued, included, and enabled to thrive.
- High-quality, adaptive teaching — Providing high-quality classroom teaching adapted to individual needs, ensuring that potential barriers to learning are systematically identified and removed.

Section 3. Definition of Special Educational Needs and Disability

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally for other children or young people of the same age.

Special educational provision may be identified as necessary where a student continues to make less than expected progress despite high-quality teaching targeted at their areas of weakness. Parents and staff will be informed when it is determined that a child has SEN and SEN Support is being provided, and appropriate provision identified to meet the student's individual need(s) will be made. Currently, the school has a number of students with SEND needs, the most common being Communication and Interaction and Cognition and Learning.

Slow progress and low attainment do not, in themselves, necessarily mean that a student has SEN, and attainment in line with age expectations does not necessarily mean that there is no learning difficulty or disability.

Section 4. Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These categories help schools plan appropriate support, though many pupils may have needs across more than one area.

a) Communication and Interaction

Pupils may experience difficulties in understanding and using spoken language, or in communicating effectively with others. They may struggle to interpret social cues or manage social interaction.

This area includes:

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

b) Cognition and Learning

Pupils may learn at a slower pace than their peers, have difficulty understanding new concepts, experience challenges with memory or organisation, or have specific difficulties in particular areas such as literacy or numeracy.

This area includes:

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)

c) Social, Emotional and Mental Health (SEMH)

Pupils may have challenges in managing emotions, forming relationships, or regulating their behaviour. They may present as withdrawn, anxious, inattentive, hyperactive, or display behaviours that impact their learning or wellbeing.

This area includes, but is not limited to:

- Medically diagnosed conditions such as anxiety, depression, eating disorders, bipolar disorder, self-harm, substance misuse, and other clinically recognised mental health needs
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Oppositional Defiant Disorder (ODD)

d) Sensory and/or Physical Needs

Pupils may have a disability or sensory impairment that requires additional support, adaptations or specialist equipment to access learning and the school environment.

This area includes:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability (PD)

Section 5 Roles and Responsibilities

The roles and responsibilities of SAT personnel with regard to special educational needs are given below. They are in accordance with the SEND Code of Practice guidelines and job descriptions. The 'responsible person' for SEND is the (Executive) Headteacher. The SENCO co-ordinates the day-to-day provision of education for students with special educational needs.

Trustees:

In partnership with the (Executive) Headteacher, the Trustees have responsibility for:

- The strategic overview of and the implementation of the SEND Policy.
- Using their best endeavours to ensure that the special educational provision called for by a student's SEN is made.
- Ensuring, through the appraisal process, that the objectives and priorities in the schools' Improvement Plan are met.
- Monitoring the SEND policy through the schools' self-review procedures.
- Ensuring that the school's SEN Information Report is published on the school website, updated annually, and that any changes during the year are updated as soon as possible.
- All Trustees are informed of the schools' provision, including funding, equipment and staffing.

The Headteacher has responsibility for:

- Setting objectives and priorities in the School's Development Plan, which include SEND.

- Having overall responsibility for SEND provision and working with the SENCO to ensure appropriate use of the resources available to support students with SEND within the school's overall financial resources.

The Role of the SENCO is to:

- Work with the (Executive) Headteacher and Trustees to determine the strategic development of the SEND Policy and SEND provision at the schools.
- Manage the SEND team.
- Liaise with external agencies.
- Organise and maintain the records of SEND students.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of staff.
- Oversee the review and maintenance of each Education, Health and Care (EHC) plan.
- Liaise with parents/carers of SEND students as required.
- Liaise with schools and educational institutions.
- Be involved in preparing the SEND report, which the (Executive) Headteacher forwards to the Trustees.
- Meet the statutory requirements applying to the SENCO role. The SENCO must be a qualified teacher working at the school and must meet the mandatory SENCO qualification requirements. The SENCO National Professional Qualification (NPQ) is the mandatory qualification for newly appointed SENCOs from 1 September 2024, subject to the relevant statutory transitional and exemption arrangements, and must normally be completed within three years of appointment.

The Role of the SENCO for students with complex needs is to:

- Contribute to the strategic development of the SEND Policy and provision as required.
- Manage and monitor Key Worker documentation for designated students.
- Oversee provision for students identified with social, emotional and mental health (SEMH) as their primary area of need on the Register.
- Liaise with external agencies.
- Advise on behaviour strategies in the classroom.
- Support Pastoral staff for Pre-PSP/PSP implementation and monitoring.
- Oversee the review and maintenance of each EHC plan for designated students.
- Oversees primary interventions such as Language Link, SNAP, Fresh Start, sensory circuits, nurture groups, and social-skills programmes

In relation to SEND Subject Leaders/Key Stage Leaders should:

- Ensure appropriate curriculum provision and delivery to be clearly stated in their schemes of work.
- Ensure appropriate teaching resources.
- Ensure teachers meet the needs of all students.

Teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from teaching assistants or specialist staff.

Teachers should:

- Devise strategies and identify appropriate adaptive methods to access the curriculum, in conjunction with the SEND team.
- Ensure Individual Education Plans (IEPs)/strategies are considered within lesson planning and delivery.
- Monitor progress of students with SEND against agreed targets and objectives.
- Raise individual concerns with the SENCO.
- Complete all paperwork requests in detail to support all students in fulfilling their all-round potential.

Section 6. Identification Procedures

SAT uses the graduated response as outlined in the current *Special educational needs and disability code of practice: 0 to 25 years*. To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff. High-quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. Our school uses a graduated approach to remove barriers to learning and put effective special educational provision in place. This is a four-part cycle of Assess, Plan, Do, Review. SAT systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Early identification commences in the EYFS via baseline assessments, early speech and language indicators, communication observations, motor skill evaluations, and social-emotional development checks. Staff meet children and families prior to starting school and liaise with SENDCo to gather information. The statutory Year 1 Phonics Screening Check and subsequent Year 2 reassessments are utilized to monitor phonological progress, offering further insight into the early identification. Additional primary-specific screening tools may include SNAP assessments, Language Link (Y1–Y6), and targeted reading assessments to identify gaps in phonological awareness, decoding, comprehension and working memory. To pinpoint barriers to learning, the school collaborates with Speech and Language, CAMHS, EPs as well as Occupational Therapy services.

Section 7. The Graduated Response

SAT utilizes the graduated response set out within the current *Special educational needs and disability code of practice: 0 to 25 years*. This four-part framework—Assess, Plan, Do, Review—guarantees prompt identification of student needs alongside appropriate provision through tailored, high-quality instruction and specialized support. School personnel partner constructively with families, carers, and specialist external agencies to eliminate barriers to education and achieve positive progress for pupils with SEND.

Assess

The schools will assess and monitor each student's levels of attainment on entry and throughout their education in order to ensure that they are making progress which:

- Is similar to that of peers starting from the same baseline
- Matches or betters the student's previous rate of progress
- Closes the gap between the student and their peers

At KPS, the identification process commences in the Early Years Foundation Stage (EYFS), utilizing baseline assessments, observations and early indicators of speech and language development alongside screening tools including SNAP.

Where progress is found to be less than expected, the class teacher and SENCO will assess whether the child has SEND by identifying barriers to learning. The views and concerns of the child, their parents/carers and, where relevant, outside agencies, will be taken into account and additional teaching strategies or further interventions will be put in place and monitored regularly. The student's response to this will help to identify their particular needs.

Where, despite relevant and purposeful action to identify, assess and meet a student's SEN, the student has not made expected progress, the school or parent/carer may consider requesting that the Local Authority undertake an EHC needs assessment. A young person aged 16 or over may also request an EHC needs assessment themselves. The Local Authority will determine, in accordance with the statutory criteria, whether an EHC needs assessment is necessary. This assessment may result in an EHC plan being issued.

Plan

The SENCO will consult with parents and the student to determine the adjustments, interventions and support to be put in place. The expected impact on progress, and/or behaviour will be discussed, along with a date for review. Close home-school links are encouraged and parents are given advice on how to help their child at home.

Individual Education Plans (IEPs) are used to outline the specific support required for pupils identified as needing SEN Support. An IEP sets out a small number of SMART targets, the strategies staff will use, and the provision required to help the pupil make progress. IEPs are developed collaboratively by the class teacher, SENCo, parents and the pupil.. They act as a working document for staff and are reviewed termly, although targets may be updated sooner if achieved. IEPs provide clear evidence of the Assess–Plan–Do–Review cycle and help demonstrate the impact of interventions.

Students with EHC plans have an IEP. Strategies are recorded in the IEP, reflecting provision that is additional to, or different from, normal adapted classroom provision. Not all students with SEND have an IEP; their progress is closely monitored through tracking data. The IEP is shared with all staff who support the student's learning, and with the parents/carers and the student.

The student's class teacher and/or the intervention teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme. The class or subject teacher remains responsible for the student's progress, including where interventions involve teaching assistants or specialist staff. An agreed amount of time is suggested for additional provision to demonstrate impact before it is reviewed.

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. Students at SAT learn and progress through this adapted provision.

A variety of levels and types of support is provided to enable the student to make progress. Provision is identified and managed by the SENCO and is planned and delivered by teaching staff. The schools will, in other than exceptional cases, make full use of classroom and SAT resources before drawing on external support. There is flexible grouping of students so that learning needs can be met (at specified times) in small group or whole class contexts. The curriculum will be adapted to meet the needs of individual students as required. Schemes of work for students, within classes and year groups, will reflect whole SAT approaches to teaching and learning and will take account of special educational needs.

Additional support is provided for students needing emotional and social support. The school will put in place additional pastoral support and listen to the views of children and young people with SEND to prevent bullying.

Curriculum Support (Provision) is achieved by:

- Providing an appropriate curriculum, taking into account:
    - National Curriculum and examination specifications
    - Continuity and progression
    - Students' strengths and aspirations
- Delivering an appropriate curriculum, taking into account:
    - Effective, adapted teaching strategies
    - Suitable teaching materials
    - A supportive learning environment
- Providing learning support through:
    - High-quality teaching
    - Curriculum development
    - Intervention teaching
    - Training for teachers on specific areas
    - Staff INSET
    - Engagement with external agencies (as necessary and appropriate)
- Students with an Education, Health and Care (EHC) plan: the school will work with the Local Authority to ensure that the special educational provision specified in the student's EHC plan is delivered. Targets and provisions are reviewed and shared with parents/carers and the Local Authority at SEND review meetings.

Review

The effectiveness of the support and interventions will be reviewed regularly with staff, the student and their parents. The class teacher, working with the SENCO, will revise the support in light of the student's progress. Targeted provisions and Individual Education Plans (IEPs) undergo termly review, with progress and outcomes communicated to parents, carers, and students as appropriate.

Where a student has an Education, Health and Care (EHC) plan, the Local Authority must review that plan at least every twelve months. We co-operate with the Local Authority in the review process and convene and hold the annual review meetings on their behalf. In exceptional circumstances where SAT, despite appropriate support and intervention, has serious concerns about whether the provision within a student's EHC plan continues to meet their needs, SAT will liaise with the Local Authority and may request or arrange an early review of the EHC plan. The review will involve the student and their parents/carers and, where appropriate, relevant professionals and the Local Authority, to consider the student's current and longer-term needs and the provision required to meet them.

Section 8. Maintenance of the SEND Register

Khalsa Primary School maintains a precise and responsive SEND register, guaranteeing that children's needs are systematically identified, tracked, and addressed. A pupil is placed on the Register following a robust Assess–Plan–Do–Review process, where assessment evidence confirms that special educational provision—additional to or different from standard adapted teaching—is required. The SENDCo, alongside classroom teachers and support personnel, regularly reviews the Register to evaluate progress, adapt interventions, and ensure pupils secure optimal, timely support. Parents and carers are

consulted throughout, with decisions regarding entry onto or removal from the Register made in constructive partnership, informed by transparent progress data and specialist professional evaluation.

Section 9. Supporting Medical Conditions

Khalsa Primary 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 School will follow the guidelines set out in the SEND Code of Practice, as reflected in this policy.

Section 10. Partnership with Families and Young People

SAT actively seeks to work with parents/carers and values the contributions they make. SAT will actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents of students who have special educational needs is often a crucial factor in achieving success. Parents are expected to fully engage with the school so that they can support the child and implement the strategies identified. A parent may express concern and, once information is gathered, the process is the same as for staff referrals.

- All parental referrals are responded to.
- Parents/carers will be signposted to the Local Authority's Local Offer and will be involved in decisions about their child's SEND provision.
- Parents are encouraged to attend Parents' Evenings to discuss their child's progress with subject teachers.
- Effective communication is achieved through regular contact with home through letters, telephone calls or the student's planner.
- Heads of Year are available to discuss any concerns parents may have about their child.
- Form tutors will meet with parent and child at Parents' Evening to discuss progress and any concerns.
- The schools will make every effort to keep parents informed of any issues that arise. The SENCO is available to meet with parents to discuss a child's progress or any concerns.
- Information from external professionals will be shared with parents.
- ISPs will be reviewed with parents.
- EHC plans will be reviewed annually.
- Parental views are recorded as part of the Annual Review procedure for a student with an EHC plan.
- There will be several opportunities during each school year when parents will be invited to attend school to discuss their child's progress.
- Parents are encouraged to support shared goals at home.
- Year 6 parents can attend the Open Evening in the Autumn Term.

SAT acknowledges the student's role as a partner in their own learning.

- The SENCO will liaise with the SENCO of nurseries/primary schools to discuss the specific needs of students. Transition sessions may be arranged for students as appropriate.
- Students will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Pre-Reception and Year 6 students and their parents are invited to visit the schools.
- Social stories with students are written if transition may be potentially difficult.
- Students are actively encouraged to be involved in decision making and be involved with negotiating and evaluating their targets by attending reviews where appropriate.

- Student views are recorded as part of the Review process and their views are valued and listened to.

Section 11. Specialist External Support

Khalsa Primary School works proactively with a range of external agencies to ensure pupils with SEND receive timely, specialist support. When a pupil's needs require expertise beyond the school's provision, the SENDCo coordinates referrals and collaborates closely with professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, School Health, CAMHS and Social Care. Recommendations from external specialists are integrated into classroom practice, intervention planning and the Assess–Plan–Do–Review cycle. Parents and carers are kept fully informed throughout, and all involvement is guided by clear evidence of need, professional judgement and a commitment to securing the best possible outcomes for each pupil.

Section 12. Staff Development and Resourcing

The schools do not specialise in any provision and do not have a special unit. SAT is funded through its core budget to meet the needs of all students and uses its available SEND and high-needs funding to support appropriate provision. Funding may include:

- The school's core and delegated funding, including its notional SEN budget.
- High-needs or top-up funding allocated for individual students where applicable.
- Other designated or delegated funding available to support identified needs.
- Pupil Premium funding for eligible disadvantaged students, where its use is appropriate to address the barriers to education experienced by those students.

To maintain and continually strengthen the quality of teaching and provision for all pupils, staff engage in ongoing professional development aligned with updated national SEND standards. Training is delivered by the SENDCo and, where specialist expertise is required, commissioned using allocated SEND funding. This includes access to external specialists, accredited training programmes, and professional learning linked to the new national SEND workforce expectations.

The SENDCo ensures the school remains compliant with current legislation and up to date with emerging guidance, research and specialist support by:

- Attending Local Authority SENCo network meetings and national briefings linked to SEND reforms
- Working collaboratively with other schools, trusts and organisations to share best practice and strengthen inclusive provision
- Commissioning external professional services to meet identified needs and fulfil statutory duties

All new information, strategies and recommendations are disseminated to staff to ensure consistent practice, strengthen inclusive classroom provision, and support the school in meeting its SEND aims and legislative responsibilities.

Section 13. Quality Assurance and Evaluation

Monitoring of individual progress is completed rigorously by the schools as described in the schools' Assessment Procedures. Through their departmental development plans, the Self Evaluation Form (SEF) and in conjunction with SEND EHC plans, IEPs and provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments within SAT in partnership with

the SEND Department to ensure that the requirements of the National Curriculum are met for those students with SEND. Khalsa Primary School continually monitors and evaluates the effectiveness of SEND provision to ensure that pupils with additional needs make strong progress and receive high-quality support. The SENCo works closely with the Senior Leadership Team to review pupil outcomes, analyse assessment data, and evaluate the impact of interventions recorded on Provision Map. Regular learning walks, book looks and pupil progress meetings help identify strengths and areas for development in classroom practice. Feedback from pupils, parents and staff is gathered to inform ongoing improvements, and the SEND governor monitors compliance with statutory duties and the quality of provision across the school. A detailed SEND report is presented annually to the governing body, ensuring robust oversight and continuous improvement of SEND practice.

Section 14. Information Management and Data Protection

Khalsa Primary School is committed to maintaining the highest standards of confidentiality and data protection when storing and managing information relating to pupils with SEND. All SEND documentation that needs to be shared with staff is stored securely within the school's information management systems, including SIMS and Provision Map, which provide controlled access to pupil-specific information. Access is restricted to staff who require this information to fulfil their professional duties.

Information that is relevant solely to the SENDCo is stored separately in secure, access-restricted locations in line with UK GDPR and the Data Protection Act 2018. This includes digital and paper-based records, all of which are managed in accordance with statutory retention schedules and safeguarding requirements. The SENDCo ensures that sensitive information is handled lawfully, fairly, and transparently, and that data is only shared with authorised staff or external agencies when there is a clear educational, safeguarding, or statutory need.

Relevant SEND documentation and information will be transferred securely between schools or settings in accordance with data protection requirements and the Trust's records management arrangements. This may be between primary to primary, primary to secondary or secondary to secondary. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. This arrangement is also in place for the primary school children transferring to PSA.

Section 15. Accessibility Plan

Khalsa Primary School is committed to ensuring that all pupils can access the full curriculum, the physical environment, and wider school life. Our buildings and learning spaces are designed to support safe and inclusive access to classrooms, specialist areas and communal facilities for all pupils, including those with SEND.

It is the responsibility of the SENCo to advise staff on each pupil's individual needs so that appropriate teaching materials, resources and adaptations are provided. This ensures pupils can participate fully in lessons and engage meaningfully with learning.

When new needs arise, the SENCo reviews the physical environment and identifies any adjustments required. Recommendations are then shared with the governing body so that suitable modifications can be planned and implemented. These processes work alongside the school's Accessibility Policy, which outlines our statutory duties under the Equality Act 2010 and details how we ensure access to the curriculum, environment and information for all pupils.

Section 16. Admission Arrangements

- Admission arrangements are outlined in the Admissions Policy.
- Students with SEN who do not have an EHC plan will be considered for admission on the same basis as all other applicants and in accordance with the school's published admission arrangements. A student must not be refused admission because they have SEN, because the school considers itself unable to cater for their SEN, or because they do not have an EHC plan.
- Where a school is named in a student's EHC plan, the school must admit the student. The Local Authority will consult the school before naming it in an EHC plan in accordance with the statutory process.
- The school will not discriminate against disabled students in its admission arrangements and will make reasonable adjustments in accordance with the Equality Act 2010.

In SAT, all students, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the SAT's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities. SAT believes that:

- The needs, rights and entitlements of individual students are the focus of the schools.
- Staff are entitled to consistent quality training and advice to enable them to fulfil their responsibility.
- Family and community should work together to a shared goal.

Section 17. Resolution of Concerns and Complaints

Initially, all concerns from parents or carers about their child's provision are made to the SENCO. If a parent or carer is not satisfied with the response given, the Complaints Procedure as outlined on the school's website may be followed.

Section 18. Review and Oversight

SAT policy will be kept under review. The effectiveness of the policy and its implementation will be evaluated by using the following indicators:

- Staff awareness of individual student needs.
- Academic progress of students with special educational needs.
- Improved behaviour of students, where this is appropriate.
- Student attendance.
- Suspension and permanent exclusion data.
- Students' awareness of their targets and achievements.
- Recorded views of students and parents/carers.
- Recorded views by teachers on students' competence, confidence and social integration.
- Analysis of assessment data in terms of set targets.
- Feedback from departments and outside agencies.
- The SEND reviewing procedures in consultation with subject leaders and outside agencies.

This policy should be read alongside the SAT's Equality Objectives, Accessibility Policy, Anti-Bullying Policy and Behaviour Policy.

Information about SEND provision, including the school's SEN Information Report, is available on our website.