SIKH ACADEMIES TRUST

Faith Inspired Education

KPS

SEND Information Report

Date reviewed: Autumn 2026

Date of next review: Autumn 2027

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Khalsa Primary School INFORMATION REPORT 2026/27

1) Introduction

At Khalsa Primary School, every child is deeply valued, respected, and cherished as an individual. We strive to create a safe, supportive environment guided by Sikh ethos and values where every pupil can thrive. We are dedicated to delivering a rich, high-quality education to every member of our school family. Our mission is to encourage growth, raise standards, remove learning obstacles, and ensure every child feels included.

Our leadership, governors, and staff share a firm conviction that every child deserves the opportunity to reach their highest potential. We deliver meaningful learning experiences that enable pupils to excel while embracing what makes them unique. This document details how we assist all pupils—including those with Special Educational Needs and/or Disabilities (SEND)—to help them accomplish their best. Because our teaching strategies evolve alongside our pupils' needs, this is not an exhaustive list of every tool, skill, or resource we draw upon.

Our Core Commitments:

- Inspire ambition through engaging, appropriately challenging learning
- Guarantee equal access to high-quality educational opportunities
- Uphold government and Local Authority inclusion guidance
- Maintain a consistent, school-wide application of our SEND Policy
- Proactively identify and eliminate obstacles to learning
- Supply flexible resources and tailored experiences for diverse learning needs
- Deliver a thoughtfully adapted, inclusive curriculum
- Build strong partnerships with staff, parents, and pupils
- Celebrate the efforts and achievements of every child

2) Legislation and Guidance

This SEN Information Report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years* and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report.
- The Equality Act 2010, which places duties on schools in relation to disabled pupils, including the duty to make reasonable adjustments.

This document should be read in conjunction with our KPS SEND Policy, SAT Accessibility Plan 2026–2029, KPS Anti-Bullying Policy and KPS Behaviour Policy.

3) Definition of SEND

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
- 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.

4) Types of SEND

The SEND Code of Practice identifies four broad areas of need:

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)

5) Admission Arrangements

Students with SEN who do not have an EHC plan are considered for admission on the same basis as all other applicants and in accordance with KPS's published Admissions Policy. A student will not be refused admission because they have SEN or because the school considers itself unable to cater for their SEN.

Where KPS is named in a student's EHC plan, KPS must admit the student. The Local Authority will consult the school before naming KPS in an EHC plan in accordance with the statutory process.

Disabled pupils will not be discriminated against in KPS's admission arrangements and reasonable adjustments will be made in accordance with the Equality Act 2010.

6) The arrangements for disabled pupils

- KPS will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that special educational provision is made for pupils with SEN. In order to promote equality of opportunity for disabled children we will make reasonable adjustments to prevent them from being disadvantaged.

- In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.
- All communication is tailored to specific needs where identified.

Existing facilities and arrangements to support access include:

- Step-free access to relevant areas of the school.
- Accessible toilet facilities.
- Adjusted chairs, tables, pegs
- Use of assistive technology
- Teaching resources and equipment which can be adapted according to identified needs.
- After school clubs and extra-curricular provision are accessible to all students including those with special needs.
- Pupils have access to after school clubs.

Further information about how KPS increases access to the curriculum, improves the physical environment and improves the accessibility of information is contained in the SAT Accessibility Plan 2026–2029.

7) Transition Arrangements - How do we support pupils moving between phases?

At Khalsa Primary School, we recognize that moving between key stages or joining a new school environment can be a significant change for children, particularly those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all transitions are smooth, supportive, and carefully planned to build confidence and minimize anxiety.

Joining Khalsa Primary (EYFS / In-Year)

Prior to children entering Nursery or Reception, comprehensive conversations occur involving families, early years settings and external specialists. Tailored transition plans, incorporating preliminary visits, and early SENCO handovers are coordinated to establish a stable foundation for pupils with special educational needs.

Moving Between Year Groups

At the close of each academic period, thorough handover discussions are conducted between outgoing and incoming class teachers. Detailed pupil profiles, SNAP diagnostic information, IEPs, EHCPs, speech and language screening outputs, and proven instructional strategies are exchanged to maintain consistency of support and learning. In addition, welcome meetings are conducted at the beginning of each academic year.

Transition to Secondary School (Year 6 to Year 7)

Close liaison is maintained with local secondary providers to support Year 6 children transitioning to the next educational phase. The SENCO conducts comprehensive handover reviews with destination

SENCOs, transferring EHC plans, and individual support strategies. Supplementary school visits, targeted small-group workshops, and dedicated mentoring are arranged where appropriate to enable a confident, successful transfer.

If a student has SEND they may be invited to attend the school on additional days. We liaise closely with staff when receiving and transferring students to different schools, ensuring all relevant information is passed on and all needs are discussed and understood.

8) SEN/D Local Offer information

KPS operates in close collaboration with Slough Borough Council to deliver robust, tailored assistance for every child with special educational needs and disabilities. Details regarding local statutory provision, advisory networks, and community services are available through Slough's SEND Local Offer. Our school enhances these local authority frameworks by embedding external specialists, health professionals, and advisory services into our daily educational environment. Through this partnership, we guarantee our inclusion practices fulfill council standards while honoring the individual requirements of every student within our care.

9) SEND at KPS in question and answer form.

a) How do we identify pupils with SEN?

At Khalsa Primary School, early identification is essential to ensuring every child receives the right support at the right time. We fully embed the Graduated Approach (*Assess, Plan, Do, Review*) to systematically identify and address each pupil's unique barriers to learning. To strengthen this process, we utilize robust screening and diagnostic tools—including the SNAP assessment profiler, targeted speech and language screening tools, and structured behavioural questionnaires. These tools enable us to pinpoint underlying learning difficulties, communication gaps, and social-emotional needs accurately. By combining baseline screening data with regular teacher assessments and parental feedback, we construct a comprehensive profile of the child, allowing us to put tailored, cycle-reviewed interventions in place swiftly.

High-quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND.

b) How are Looked After Children with SEN provided for?

- The Designated Teacher responsible for LAC students liaises closely with the SENCO to ensure that LAC students' needs are being met.
- If the student is new to the school, the student is closely monitored and professionals, such as the SENCO, work closely with the child to ensure a smooth transition.

- Teachers, carers, social workers and other professionals use the standard school and local authority assessments to identify any special needs and take steps to address such needs effectively.
- We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model and, if the student is identified as having a special educational need, strategies will be devised to support the student and shared with teachers through an Individual Education Plan (IEP), where appropriate.

10) What is our approach to teaching pupils with SEN?

At Khalsa Primary School, our primary approach to supporting pupils with SEND is centered on inclusive Quality First Teaching within the mainstream classroom, supported by specialized provision where needed. We believe that every child is entitled to an ambitious, broad, and balanced education tailored to their unique learning profile. Teachers are provided with information about the child's SEN needs. This document explains the student's area of need and provides the teacher with strategies to support the student with the learning.

Our approach encompasses a spectrum of support:

- Mainstream Adaptive Teaching: Teachers differentiate tasks using scaffolding, visual models, breaking learning into small manageable steps, and deploying multi-sensory resources.
- Targeted Interventions: Pupils access structured small-group or 1:1 sessions, including Read Write Inc. catch-up, Speech and Language therapy groups, Fresh Start and ELSA (Emotional Literacy Support) sessions.
- Specialised Nurture Hub Provision: For pupils whose complex needs require an individualized curriculum, we offer dedicated provision in our Nurture Hub. This safe, sensory-friendly environment delivers bespoke academic pathways, communication support, and targeted emotional regulation programs designed to foster confidence and independence.
- Specialist Integration: We utilize adaptive technology, sensory regulation tools, and recommendations from external professionals—such as Educational Psychologists and Occupational Therapists—to adjust daily learning environments.

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

11) How are the teachers in KPS helped to work with students with SEND and what training do they have?

At Khalsa Primary School, our teachers and support staff engage in continuous professional development (CPD) and specialist guidance to ensure they are well-equipped to support pupils with Special Educational Needs and Disabilities (SEND).

Our SENCO works collaboratively with teaching staff to analyze assessment data, adapt learning tasks, and design targeted support plans. Teachers receive direct coaching on using our diagnostic tools—including the SNAP profiler, speech and language screening packages, and behavioural questionnaires—to accurately identify needs and monitor progress.

Our staff receive evidence-based training across key academic, emotional, and practical learning strategies:

- Targeted Phonics & Literacy Programmes: Staff are trained in delivering structured phonics support—including Read Write Inc. Phonics and the Fresh Start intervention programme—to ensure older pupils and struggling readers make rapid progress with decoding and fluency.
- Social, Emotional & Mental Health (ELSA): Designated staff members are fully trained as ELSA (Emotional Literacy Support Assistants). They deliver targeted emotional support, nurture sessions, and social skills interventions to build confidence, resilience, and emotional regulation.
- Small-Group Interventions & Practical Manipulatives: Staff are skilled in delivering high-impact small-group interventions using tactile, multi-sensory strategies. Across reading, writing, and maths, staff utilize concrete manipulatives (such as Numicon, place value counters, and visual frames) alongside scaffolded prompts to help pupils grasp abstract concepts and build independent learning skills.

Teachers regularly work with and receive specialized coaching from external Slough Borough Council advisory services and health specialists, including:

- Speech and Language Therapists (SALT)
- Educational Psychologists & Occupational Therapists
- Autism Advisory Teachers & SEBDOS (Social, Emotional, and Behavioural Outreach)
- Specialist Sensory Advisory Teams (Visual and Hearing Impairment)
- Mental Health Agencies
- Social Services

12) How do we adapt the curriculum and learning environment?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, strategic seating, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Smaller groups where appropriate.

Young people with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

At Khalsa Primary School, a broad, balanced, and relevant curriculum is adapted to enable all young people to access the learning. In planning and teaching, teachers set high expectations and provide

suitable learning objectives, meet the young people's diverse learning needs, and remove the barriers to learning. Young people with SEND are taught with their peers in mainstream classes. Where appropriate and in order to maximise learning, some young people are withdrawn either individually or in small groups, to take part in targeted, time-limited interventions, planned to meet particular needs.

For pupils requiring an individualized curriculum, Khalsa Primary School provides dedicated support in our Nurture Hub. This space offers bespoke academic pathways, sensory regulation, and targeted social-emotional development. We strongly believe in inclusive practice, so children attending the Nurture Hub are continuously encouraged and supported to participate in mainstream class sessions wherever possible. By blending bespoke small-group provision with meaningful mainstream integration, we help pupils build confidence, develop social links, and make progress at their own pace.

13) How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

- Teaching resources and equipment used are accessible to all students, regardless of their needs.
- After school and extra-curricular provision is accessible to all students, including those with SEND.
- There are a number of educational visits and school trips throughout the year. The educational visits are usually linked to specific subjects.
- **Students with SEND will not be excluded from educational visits or other school activities solely because of their SEN or disability.**
- If a student has specific needs, we will provide **reasonable adjustments where required** to enable participation.
- A risk assessment is carried out prior to any off-site activity **where required** to ensure everyone's Health and Safety will not be compromised.

14) What support is there for my child's overall wellbeing?

We are an inclusive **school**; we treat others with kindness and celebrate diversity. We believe that having high self-esteem is crucial to a child's wellbeing.

The responsibility for the behavioural, medical and social welfare of students is supported by the **Head of Year, Tutor, Student Services, SENCO and other relevant pastoral staff.**

If further support is required, the Inclusion Lead liaises with the SENCO and the Designated Safeguarding Lead for further advice and support.

This may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services.

For some students with the most need for help in this area, we are also able to provide:

- Dedicated trained ELSA
- Access to safe spaces/ nurture hub
- An external referral to Child and Adolescent Mental Health Service (CAMHS) and SEBDOS

Tutor

When a student joins the school, they are allocated a tutor group and are part of a Year Team. Every student has a tutor, who they see every morning at registration. Part of their role is to support the students in their group, in terms of their social and emotional wellbeing. Students and parents are able to discuss any concerns relating to pastoral care with the Head of Year.

Head of Year

The tutor group is part of a Year Team. The Head of Year oversees the entire year group and is supported by a member of SLT. The Head of Year's role is to help co-ordinate support for the health and wellbeing of students in their year group.

Welfare

The Welfare Officer oversees students with health and/or disability concerns. Students with a medical need **may have an Individual Healthcare Plan where appropriate**, detailing the support and adjustments being made.

Where a student has both SEND and a medical condition, their provision will be planned and delivered in a coordinated way.

Attendance Team

- The attendance and punctuality of students is recorded onto the system.
- The attendance officer monitors attendance closely and identifies students that are having difficulties with attendance and/or punctuality.
- Parents are informed and invited to attend a meeting to establish the cause and resolve any difficulties.
- **Where SEND or disability contributes to attendance difficulties, appropriate support and reasonable adjustments will be considered in accordance with the KPS Attendance Policy.**

Personal Development

We cover aspects of emotional well-being in our Personal Development curriculum delivered either through timetabled lessons or during assemblies and during tutor time sessions. We have a zero-tolerance approach to bullying.

15) What support do we have for you as a parent of a child with SEND?

- **The Class Teacher and Phase Lead are** available to discuss your child's progress or any concerns you may have and to share information about what is working well so that similar strategies can be used at home and school.
- The SENCO/ Inclusion Lead is available to discuss your child's progress or any concerns you may have.
- Support plans will be reviewed with you.
- EHC plans will be reviewed **at least every 12 months.**
- There will be several opportunities during each school year when you will be invited to attend school to discuss your child's progress.
- All information from external professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Slough SENDIAS Service **is available to provide independent information, advice and support.**

16) Which external agencies do we work with?

At Khalsa Primary School, we work collaboratively with a wide network of external services and specialist agencies to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive holistic, expert support. We maintain strong working partnerships with local authority teams and NHS health services, including:

- Educational Support & Local Authority Advisory Teams: Slough Borough Council Educational Psychology Service (EPS), Autism Spectrum Condition (ASC) Advisory Teachers, and the Sensory Advisory Team (supporting pupils with hearing or visual impairments).
- Health & NHS Services: Speech and Language Therapy (SALT), Occupational Therapy (OT), School Nursing Teams, and Child and Adolescent Mental Health Services (CAMHS)
- Behavioral, Social & Emotional Services: Social, Emotional and Behavioural Difficulties Outreach Service (SEBDOS) for specialized social and emotional support, as well as Slough Children First for social care and early help coordination.
- Parental & Independent Support Services: Slough SENDIASS (for impartial advice and parent support) and the Slough Family Information Service.

17) How do we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. High quality teaching, adapted for individual students is the first step in responding to students who have or may have SEND.

Assess

We assess and monitor each student's levels of attainment on entry and throughout their education. 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.

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.

Do

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 the student receives support from teaching assistants or specialist staff.

Review

The effectiveness of the support and interventions will be reviewed regularly with staff, the student and their parents. Where a student has an Education, Health and Care (EHC) plan, the Local Authority must review that plan at least every twelve months.

Where a pupil is receiving SEN Support, KPS will communicate regularly with parents/carers to set and review outcomes, progress, support and responsibilities. In accordance with the SEND Code of Practice, parents/carers will have the opportunity to meet with the school to discuss SEN Support at least three times each year. The school will also provide an annual report to parents/carers on their child's progress. Sustained progress may result in the removal of a pupil from the SEND Support Register where it is determined, following review, that the pupil no longer requires special educational provision.

Tracking Data

Your child's progress is continually monitored by their subject teachers/leaders.

Their progress is reviewed formally **in accordance with the school's assessment and reporting arrangements.**

- Your child will receive a progress report at least 3 times a year.

- Reports are completed by subject teachers and provide information on progress and attainment.
- Parents/carers have opportunities to discuss their child's progress with school staff.

18) Annual Review

The progress of students with an EHC plan is formally reviewed at an Annual Review with those involved in the child's education.

The purpose of the Annual Review is to:

- Assess the student's progress over the year in terms of the targets set at the previous Annual Review.
- Collate and record information that the school and others can use in planning future support for the child or young person.
- Consider the continuing appropriateness of the student's plan and whether it needs to be amended or ceased.
- Set **or review** outcomes for the next 12 months.
- Bring together the views of everyone who helps the student.
- Consider whether the support and placement are meeting the student's needs.
- Record any changes in the student's circumstances.
- Review any special provision that is being made for the student.

19) How do we evaluate the effectiveness of SEND provision?

- All students, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Procedures.
- Teachers formally assess and review progress and attainment, which is communicated to parents/carers.
- Parents' Evenings provide an opportunity to discuss progress, attainment and next steps.
- All students with an Education, Health and Care Plan have an Annual Review.
- **Students receiving SEN Support have their provision and progress reviewed regularly through the Assess, Plan, Do, Review cycle.**
- The school has a Quality Assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND.
- Staff evaluate the impact of provision by monitoring the progress of SEND students.
- Progress and attainment data for students is analysed for effectiveness.
- The impact of the support given is measured and adaptations are made where necessary.

20) How do we involve pupils and parents?

If your child is identified as not making progress the school will contact you to:

- Discuss any concerns you may have.

- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.
- Invite you for a bespoke workshop

Parents/carers will be informed when it is determined that their child has SEN and SEN Support is being provided.

21) How will my child be able to contribute their views?

At Khalsa Primary School, we believe that every child's voice matters and that pupils should be active partners in their own learning journey. We ensure that children with Special Educational Needs and Disabilities (SEND) are given meaningful opportunities to express their feelings, preferences, and aspirations in ways that suit their individual communication needs:

- Person-Centred Reviews: Pupils are directly involved in their individual education plans and target setting.
- Accessible Communication Tools: For children who find verbal expression challenging, we utilize visual tools and choice boards so every child can communicate their views effectively.
- Regular Check-Ins and Nurture Support: Through daily teacher check-ins, ELSA (Emotional Literacy Support Assistant) sessions and dedicated time in our Nurture Hub, pupils have safe spaces to express their thoughts and feelings
- School Council and Peer Leadership: Children with SEND are actively encouraged to take part in school pupil leadership roles, such as the School Council, Eco-Committee, and class forums, ensuring their perspectives help shape wider school life.
- If your child has an EHC plan their views will be sought before any review meetings and they will be invited to attend, where possible.

22) How can parents/carers let the school know they are concerned about their child's progress at school?

At Khalsa Primary School, we value strong, open partnerships with parents and carers and encourage you to share any concerns about your child's learning, development, or wellbeing as early as possible. We offer several clear pathways for communication:

- Speak to the Class Teacher First: Your child's class teacher is the best initial point of contact.
- Contact the SENCO: If your concerns persist, or if you feel your child may have unidentified Special Educational Needs, you can contact our Special Educational Needs Coordinator (SENCO) directly via the main school office (phone or email) to arrange an in-depth discussion.
- Scheduled Termly Meetings: You can raise progress queries during regular Parents' Evenings or scheduled Individual Education Plan (IEP) meetings, where we collaboratively review assessment data, screening results.

- Formal Written Communication: If you wish to outline specific concerns in detail, you can email or address a letter to the SENCO or Headteacher via the school office email address, specifying your child's name and class so we can arrange a formal follow-up review.

23) What if I need to complain?

Parents/carers who have concerns about the SEND provision made for their child should initially raise these with the SENCO. If the concern is not resolved, the SAT Complaints Procedure, published on the school's website, may be followed.

Depending on the nature of the issue, parents/carers and young people may also have access to Local Authority disagreement resolution or mediation services and rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Slough SENDIAS can provide independent information and advice about SEND concerns, disagreement resolution and appeal rights.

24) Roles and Responsibilities

The roles and responsibilities of KPS 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.
- Oversee the review and maintenance of each EHC plan for designated students.

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.

25) Specialist and Resource Allocation and Accessibility

- The Headteacher and SENCO are responsible for the operational management of the budget for special educational needs provision and Inclusion. The school will use a range of funding including the notional SEND budget and, where applicable, other funding to provide appropriate support for students.
- **Where the cost of additional provision exceeds the nationally prescribed £6,000 threshold, additional high-needs or top-up funding may be sought from the relevant Local Authority in accordance with its criteria and funding arrangements.**
- Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND needs of a student, the student has not made expected progress, the school or parents/carers may consider requesting an **EHC needs assessment**. The school will provide the Local Authority with evidence of the action taken as part of SEND Support.
- Further details on our inclusive provision for students can be found in the **SEN Information Report and SAT Accessibility Plan.**
- Khalsa Primary School follows the graduated approach of action and intervention as outlined in the **SEND Code of Practice.**
- School assessment data, teacher judgments and, where appropriate, assessments from external agencies are used to identify children who require additional and/or different provision.
- At KPS, student needs are recorded. These are met in the classroom by teachers or in the Nurture Hub.
- Students with an EHCP are provided with support **in accordance with the special educational provision specified in their EHC plan.**
- Targets and outcomes are reviewed with parents/carers through the appropriate review process.

26) Student Voice

At Khalsa Primary School, the views of all students are valued. Students' questionnaires and forums are used to gather their views.

Students with SEND are involved in the process of setting and reviewing their targets **and outcomes, where appropriate.**

Students with EHC plans will have their views sought and recorded as part of the Annual Review process.

27) Medical Conditions

Khalsa Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions.

Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their **EHC plan, SEN Support arrangements and/or Individual Healthcare Plan, as applicable.**

Khalsa Primary School has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Students are supervised to take medication in school by appropriately trained staff.

28) Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for all students, particularly those with SEND:

- Regular observation of teaching and feedback to teachers.
- Analysis of assessment data.
- Assessment records that illustrate progress over time.
- Pre- and post-assessments for students who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and students.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- Case studies to evaluate strengths and weaknesses with regard to intervention and progress.
- **Attendance, behaviour, suspension and permanent exclusion information where relevant to evaluating outcomes for students with SEND.**

29) Who to contact for more information or to discuss a concern

If you are worried about your child, you can talk to a number of professionals depending on your concern.

KPS SENCO: Marta Agrawal
Email:m.agrawal@kps-slough.com

Inclusion Lead: Gursharan Dosanjh
Email: g.dosanjh@kps-slough.com

The KPS Governor responsible for SEND and Inclusion is Tajinder Matharu and can be contacted through the school office.

Khalsa Primary School, Wexham Road, SL2 5QR, SLOUGH SL2 5QR.

SENDIAS provides free, impartial SEND information, advice and support. Parents/carers can access the service through Slough Council's SENDIAS webpage: sloughsendiass.org.uk

This SEND Information Report will be reviewed annually.