



# SEND Policy and Information Report

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## Contents

1. Introduction .....	3
2. Legislation and guidance.....	3
3. Inclusion and equal opportunities.....	4
4. Definitions .....	4
5. Roles and responsibilities.....	4
6. SEND information report.....	6
7. Links with other policies and documents .....	13
8. Monitoring arrangements .....	13
Appendix 1: Intimate Care Procedures.....	14
Appendix 2: Positive Handling Procedures.....	16

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## Your Local Authority Offer

Derby	<a href="https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/">https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/</a>
Wolverhampton	<a href="https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0">https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0</a>
Dudley	<a href="http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dpp/dudleys-local-offer-coming-soon/">www.dudley.gov.uk/resident/learning-school/parentalsupport/dpp/dudleys-local-offer-coming-soon/</a>
Sandwell	<a href="http://changingourlives.org/our-work/childrens/changingyoung-lives/changing-young-lives-sandwell/item/477-the-localoffer-in-sandwell">http://changingourlives.org/our-work/childrens/changingyoung-lives/changing-young-lives-sandwell/item/477-the-localoffer-in-sandwell</a>
Walsall	<a href="https://go.walsall.gov.uk/the-send-local-offer">https://go.walsall.gov.uk/the-send-local-offer</a>
Birmingham	<a href="https://www.localofferbirmingham.co.uk/">https://www.localofferbirmingham.co.uk/</a>

## Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Trust's education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

### 1. Introduction

Our SEND policy and information report aims to set out how the Trust will support and make provision for pupils with special educational needs (SEND) or disabilities and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The Trust 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.

When planning, staff will set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning and others may have special talents that mean they have special needs and require particular action by the school.

Additional requirements are likely to arise as a consequence of a child having Special Educational Needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' help from that given to other children or young people of the same age.

Pupils may have Special Educational Needs either throughout or at any time during their school development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

The Trust acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs or disability, as well as identifying and providing for those not previously identified as having SEND.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, SEND co-ordinators (SENDCOs) and the SEND information report Equality Act 2010: advice for schools DfE Feb 2013 <https://www.gov.uk/guidance/equality-act-2010-guidance> The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

### 3. Inclusion and equal opportunities

At our Trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 4. Definitions

### 4.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Students identified as having SEND will have specific needs-based plans which help to support their development and accelerate progress.

### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5. Roles and responsibilities

### 5.1 The SENDCo

- Work with the School Leader and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- To monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils;
- To establish and maintain practices for assessing, recording and reporting on pupil achievements;
- Overseeing and monitoring the quality of Education, Health and Care Plans (EHCP's).
- Plan how to manage and deploy allocated resources in an effective and efficient way.
- Be the point of contact and work with external organisations that support and contribute to pupils' SEND provision, including local authority, local schools, voluntary agencies and charities.
- Provide professional guidance and training where appropriate to colleagues and work with staff,

parents, and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching

- Liaise with parents / carers of SEND students as required.

### 5.2 The SEND Link Governor

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this via termly link governor visits;  
Work with the School Leader and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### 5.3 The School Leader

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- Ensure the correct SEND provision is in place based on a needs assessment review carried out across the whole school and included in the School Improvement Plan;
- Ensure the SENDCo has access to appropriate training to deliver their role and responsibilities;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Setting objectives and priorities in the School's Improvement Plan, which includes SEND.

### 5.4 Class teachers

All teachers are teachers of special needs.

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any associate teachers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach

### 5.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided, where appropriate to do so. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **6. SEND information report**

The SEND Information report is also published on our website.

### 6.1 Our school currently provides additional and/or different provision for a range of needs, including:

The four categories of SEND.

How we will support your child.

#### i. Cognition and Learning

This area focuses on the child's ability to access learning and includes general learning difficulties and disabilities which impact on learning.

This may include but not exhaustive of; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD). SpLD may include dyslexia (literacy difficulties) and dyscalculia (numeracy difficulties).

#### ii. Communication and Interaction

This area of need is how your child talks to, listens, responds, interacts with and learns from other children and adults. Children identified with Speech, Language and Communication Needs (SLCN) may display difficulties in communicating and understanding others and/or social situation. For example, children with autism are likely to present specific difficulties with social interaction and language, communications and imagination, which can impact on how they relate to others.

#### iii. Social, Emotional and Mental Health (SEMH) difficulties

This broad area focuses on how a child is socially and emotional, including mental health needs. This may include children showing specific behaviours (being withdrawn, challenging, disruptive, disturbing) and can also include mental health difficulties such as anxiety, depression, self-harming, eating disorders or physical disorders that are not medically explained. Other specific needs that may be included within this broad area are such as for example, Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.

#### iv. Sensory and/or Physical needs

This area includes children identified with disabilities which may prevent or hinder them from making progress or using the school's educational facilities. This may include: Visual Impairments, Hearing Impairments, Multi-Sensory Impairments, or a Physical Disability. Children may require specialist support and equipment to help them access their learning and the opportunities available to their peers.

We provide all pupils with a fully inclusive approach to school life, whether this is within the classroom, at lunch or within extra-curricular activities. We pride ourselves on providing quality first teaching to all pupils.

We offer the following support for pupils with SEND:

'The SEND Code of Practice Graduated Approach as outlined in the "Special educational needs and disability code of practice: 0 to 25 years" (January 2015). To help with this process, a variety of screening procedures are used, the results of which are then disseminated to teaching staff.



### Universal Support:

Inclusive, Quality First Teaching (QFT) for all pupils. This also includes appropriate differentiation and other changes that will enable pupils to access whole class teaching. This may include: environmental changes, accessibility of resources, peer and/or adult support, alternate methods to recording working, scaffolds (tools and resources to support learning and completion of work) or strategies to promote independency.

### Quality First Teaching means:

- The teacher has high expectations of every child in their class
- Teaching and learning builds on from what every pupil already knows, is able to do and understands
- Lessons are appropriately differentiated (adapted) so that all pupils can access learning
- Where necessary, specific strategies (suggested by the SENDCo) to support your child to learn
- On-going assessment to monitor progress and to identify any gaps in learning or understanding
- Any particular needs or support is swiftly identified, planned for, carried out and then reviewed (see below 'Graduated Approach')

### Targeted Support:

All children have access to our universal support as outlined above. However, where a particular need has been identified, the approach to your child's teaching and learning may become more personalised and their support may become more targeted.

Targeted support is additional, time-limited, tailored support programmes and/or interventions. Targeted support can be for any area of difficulty, including English, Maths and SEMH (social, emotional and mental health).

Targeted support is normally carried out within a small group and is led by a Class Teacher or Associate Teacher. The sessions may take place in or out of class. All interventions are monitored and reviewed to ensure the expected impacted and progress has been made. These interventions can be fluid and reviewed at regular intervals to maximise progress.

If the intended impact and progress has not been made, more specialist support may be put into place.

### Specialist Support:

If a child is receiving universal and targeted support and not making the expected progress, advice and support may be sought from external agencies (please see below some of the external agencies we currently work with).

An increasingly individualised SEND programme will be created, and more individual or small group adult-led targeted support will be given through the advice of the SENDCo and/or specialist. All specialist interventions are monitored and reviewed to ensure the expected impact and progress has been made.

## 6.2 Identifying pupils with SEND and assessing their needs

This structure allows us to continuously assess children's learning and progress, plan for next steps or additional provision (such as targeted interventions), carry out what we planned to do and continuously review for impact and progress. This cycle is continuously followed to ensure all children achieve. As parents, we will update you with progress and ensure you are part of your child's educational journey every step of the way.

Where progress or expected impacted is not seen, more targeted or specialist interventions and support may be required (see 'targeted support' and 'specialist support' above). In this case, the class teacher, SENDCo and parents would discuss next steps and the SENDCo may seek support from outside agencies.

### Identifying Special Needs

If your child has already been identified with SEND and has transferred to us, we should have received information from their previous setting and any external agencies already involved. Please ensure you have arranged a meeting with the SENDCo to discuss your child's needs.

### When Your Child is Identified as Having Special Needs

The SENDCo will meet with you, your child and other agencies who may or will be providing support. We will discuss your child's specific learning needs and create a plan of support for your child usually and IEP (individual educational plan). This might include:

- Adapted learning approaches and resources, environmental or physical adaptations.
- Additional or targeted support from subject specialists, Associate Teachers, or external agencies
- Referral for specialist assessment and/or support
- Support for you.

## 6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record. We will formally consult with parents when it is decided that a pupil will receive SEND support.

## 6.4 Assessing and reviewing 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 SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Formal assessments in Maths and English (Reading and Writing) every term
- Analysis of pupil progress data
- Review of interventions/support – through the Graduated Approach (see above)
- Feedback from parents and pupil

- SENDCo reviewing provision for pupils with SEND and evaluating its intended impact
- Review of IEP's (Individual Education Plans) and EHCP's (Educational Health Care Plan) where appropriate.
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of individual children's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

This will be carefully consulted with you by providing:

- Parent Evenings - three times a year.
- End of year report.
- Review meetings for IEPs and EHCP's.
- Informal updates given by SENDCo/ or class teacher during the term.
- We have an open-door policy and welcome feedback and comments where appropriate at parent's/carer's request.

#### 6.5 Supporting pupils moving between phases and preparing for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Additional induction days are arranged with the new setting for all students with SEND and vulnerability factors.

#### 6.6 Our approach to teaching pupils with SEND

Providing the right support for your child's teacher.

- Information about your child and his/her specific needs will be shared with all teaching staff.
- All staff receive ongoing training.
- All teaching is based on the Quality First Teaching model.
- All teachers are involved in regular assessments and reviews of all pupils and their provision using the Graduated Approach.
- The SENDCo works closely with class teachers to ensure the correct provision is in place for all pupils with SEND.
- When transitioning to a new year group, your child's previous class teacher will meet with their next class teacher to ensure all relevant and necessary information is shared.
- When transitioning to a new school, the SENDCo will liaise with the new SENDCo and ensure all relevant information is sent to their new setting.

#### 6.7 Adaptations to the curriculum and learning environment.

High quality teaching is our first step in responding to all students, particularly those who have been identified as having SEND. Our approach to teaching is underpinned by the latest research into how the mind learns and retains information. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons.

Teachers are expected to adapt their teaching resources to meet the needs of all students in their class. This aims to give every child an opportunity to access the curriculum.

Teachers are provided with information about the pupil's SEND needs. This document explains the pupil's area of need and provides the teacher with strategies to support the student with their learning. Specific resources and strategies will be used to support your child individually and in groups. Class planning and teaching will be adapted, if needed, to meet your child's learning needs. Good practice is regularly disseminated to staff.

Different types of groupings may be used to promote learning and progress, such as:

- Sometimes small groups or an individual children may be withdrawn from their subject to enable staff to address their particular needs more directly.
- On an occasion, individual students may be withdrawn from a lesson for one-to-one work. This provides intensive support for learning or guidance.
- An alternative educational off-site provision may be arranged for students to meet their needs.

All reasonable adjustments will be made to ensure your child has full access to all activities at school.

We advocate for all pupils to have access to the full National Curriculum. As outlined in 'universal support', reasonable adjustments and necessary differentiation is part of Quality First Teaching for all pupils. Where necessary, targeted and specialist support will be implemented to ensure your child makes progress.

Where necessary, we will conduct regular sensory checks of the learning environment, and also ensure that the needs are met of any pupil with a physical disability or long-term medical condition, ensuring all reasonable adjustments are made to meet their needs.

Some exceptional cases require an extensive tailored curriculum and support plan. In these cases, this plan and level of support will be discussed collaboratively between the SENDCo, you, your child and external agencies if appropriate.

If you child has a long-term medical need we will:

- Arrange a meeting with yourself to gather all the necessary medical information/history and seek your first-hand knowledge.
- Establish an agreed written protocol alongside a lead medical professional.
- Ensure staff receive relevant awareness training.
- Make all reasonable adjustments for special access/facilities.
- Supervise the consumption of any prescribed medications.
- Advise pupils on how to stay safe in the school environment.
- Provide a staff/peer mentor if required.
- Regular liaison/ review meetings with you, your child and any external agencies involved.

### 6.8 Additional support for learning

Decisions will be based on:

- Assessment results & teacher observations
- The views of you and your child
- Discussions with all relevant staff
- Review of current levels of investment
- Discussions where appropriate, with any relevant external agency

### 6.9 Expertise and training of staff

Our SENDCo has sufficient training and experience in this role and is provided with relevant support and training to fulfill their roles and responsibilities. All colleagues are briefed and provided with the relevant information to support the SENDCo and children. An extensive programme of CPD, is in place to increase awareness, understanding and pedagogy relating to children with SEND and their specific needs.

### 6.10 Evaluating the effectiveness of SEND provision.

We have high aspirations for all of our pupils, including those with SEND. We expect every pupil, regardless of their starting point/level of ability, to make better than expected progress within each academic year.

Progress will be monitored by:

- Formal summative assessments at the end of each academic year.
- Key assessment tasks in each subject area throughout the academic year.

- Analysis of pupil progress data at regular faculty meetings.
- Review of interventions/support.
- Feedback from parents and pupil.
- SEND SEF audits.
- Regular meetings between the SENDCo and School Leader.
- Termly meetings with the governor responsible for SEND in the school.

6.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in all activities at the school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Examples of extra-curricular activities include Sports clubs, Art club, Music tuition, Homework club, theatre trips, visits to places of interest, museums, as well as an extensive enrichment programme.

6.12 Support for improving emotional and social development.

Our Trust is built around a culture and ethos of family values and has a ‘faith inspired; virtues led’ approach to education. Those virtues are modelled and reinforced every day through reflection, prayer, assembly, and curriculum lessons. They also form the basis of our ‘language of virtues’ that staff use to provide academic, pastoral, and spiritual guidance. Pupils are offered the opportunity to both lead and serve and this contributes to a holistic development of the pupil.

The Trust also delivers the ‘Personal, Social Health and Citizenship Education (PSHCE)’ programme that covers a range of topics. As a subject, PSHCE aims to provide pupils with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHCE aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. Topics such as ‘bullying and cyber-safety’ are a regular feature of the PSHCE curriculum.

We have a zero-tolerance approach to bullying.

6.13 Working with other agencies

\*These services are subject to the Local Offer provided by the Local Authority:

<b>Agency/Service</b>	<b>What they do</b>
Speech and Language Therapy Service (SaLT)	<ul style="list-style-type: none"> <li>• SaLTs work with pupils who have specific speech or language needs. Referrals are made by the GP, NHS or school.</li> <li>• The services provide the school with advice on work that can be carried out in school as well as providing specific programmes in clinic.</li> </ul>
Outreach Support Team  Psychology Service	<ul style="list-style-type: none"> <li>• They provide specialist support for a wide range of needs.</li> <li>• They will advise staff and parents on strategies and support available to them.</li> <li>• Provide staff with advice and support. Provide reports for applications for an ECHP.</li> <li>• Provide 1:1 cognitive assessment or play based assessments.</li> <li>• Liaise with parents and carers.</li> <li>• Make external health referrals if needed.</li> </ul>
Child and Adolescent Mental Health Services (CAMHS)	<ul style="list-style-type: none"> <li>• CAMHS support pupils with specific mental health issues e.g. anxiety/ depression.</li> </ul>

	<ul style="list-style-type: none"> <li>• Referrals can be made by the G.P, School or Education Psychologist.</li> <li>• Referrals are made to CAMHS for assessments for autism and attention deficit hyperactive conditions.</li> </ul>
Health professionals	<ul style="list-style-type: none"> <li>• Provide advice and support for staff working with individual children with health needs.</li> <li>• School Medical Service School Immunisation</li> <li>• Service Occupational therapist Physiotherapist.</li> <li>• Child Development Centre</li> </ul>
Occupational Therapist (OT)	<ul style="list-style-type: none"> <li>• The OT conducts assessment, provides direct therapy and creates programmes for individual pupils that can then be implemented by the school.</li> </ul>
Hearing Impairment Services	<ul style="list-style-type: none"> <li>• Provide specialist support for pupils with hearing impairment.</li> <li>• Provide training to staff on how to support pupils with hearing impairment.</li> <li>• Provide bespoke equipment for pupils.</li> <li>• Regular monitoring of the pupil and in class observations</li> </ul>
Visual Impairment Services	<ul style="list-style-type: none"> <li>• Provide specialist support for pupils with visual impairment.</li> <li>• Provide training to staff on how to support pupils with visual impairment.</li> <li>• Provide bespoke equipment for pupils e.g.: iPad or laptops</li> <li>• Regular monitoring of the pupil and in class observations</li> </ul>

Some pupils/parents have received support from other agencies either in their previous school or at our school, these include:

- Barnardo's
- My Time My Space
- Base 25
- SNEYS

#### 6.14 Complaints about SEND provision.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns regarding a child protection issue please contact the DSL (Contact details can be found on the first page).

#### 6.15 The local authority local offer

The Children and Families Bill requires every Local Authority to publish its Local Offer on its website. The Local Offer will provide information on the range of services available in the area that they live to meet the needs of all children, young people, and parents across the 0-25 age range.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour management policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy
- Appendix 1 – Intimate Care Procedures
- Appendix 2 – Positive Handling Procedures

## **8. Monitoring arrangements**

This policy and information report will be reviewed the SENDCo and School Leader **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Trust Board.

## **Appendix 1: Intimate Care Procedures.**

### **Aim**

The Trust is aware that some learners may require assistance from members of staff for personal care, including toileting or showering, either due to the age and developmental level of the student, or because of disability or medical need. The main aim of the school is to ensure that our learners are safe, secure, and protected from harm.

The intimate care procedures aim to provide a clear framework for staff to ensure the safety and dignity of all learners who need support with personal care, including toileting and continence management. It will also clarify for learners and their families the support they can expect from school.

### **Principles**

The Trust respects our learners and encourages them to achieve their potential. This includes encouraging them to be as independent as they are able with their personal care. We will ensure that our learners are:

- Treated as individuals.
- That their right to safety, dignity and privacy is respected.
- Involved with and consulted about their personal care as far as they are able.
- Provided with consistency of care as far as possible.

### **School responsibilities**

We will work with parents to promote toilet training unless there are medical reasons why this is not appropriate. Where learners are not able to be fully continent, we will ensure that a care plan is written to ensure their needs are clarified and met. The learner will be included in discussions about the care plan, unless this is clearly inappropriate, as will their family. Relevant healthcare professionals including the school nurse may also be consulted. The care plan will be reviewed at least annually or sooner if the learner's needs change.

School will ensure that anyone who undertakes intimate care is an employee of the school and has had appropriate safeguarding checks. Only those staff named on the individual care plan will be involved in providing support with intimate care to a learner. School will ensure that sufficient staff are named on care plans and available to provide the required support in all foreseeable circumstances. If, in exceptional circumstances, none of the named staff members for an individual are available, school will contact the family for consent to involve a different member of staff.

Only in an emergency would staff undertake intimate care that has not been agreed with the parents/carers. This act of care would be reported to a senior member of school staff and to the parents/carers as soon as possible after the event. The reasons for this and the care undertaken would be documented by the staff member who had delivered the care.

A written record will be kept of all support with intimate care. This will include the date and time of the care, who was present, and any care given that has differed from the care plan, together with the reason for this. Any changes in the learner's behaviour or appearance will be documented and reported to a senior member of staff, in line with the safeguarding policy.

- Staff will communicate carefully with learners, using their usual communication method, to discuss their needs and preferences. Wherever possible the learner's wishes and preferences will be considered.
- School will consider the religious views, beliefs and cultural values of the learner and their family as far as possible when undertaking personal care.
- School will work with the learner to promote positive self-esteem and body image and independence with self-care as far as is appropriate and practical.
- School will ensure that all staff are aware of the need for confidentiality. Personal and sensitive information will only be shared with those who need to know.
- School will act according to their safeguarding policy and procedures if there are any concerns for the learner's wellbeing.

**Parent/carer responsibilities**

- Parents must ensure that they provide all relevant information to school, as soon as possible, so that the needs of their child can be met. This includes the nature of their child's needs, details of any healthcare professionals involved including specialist nurses, as well as any changes in their medication, care or condition.
- Parents must ensure that they work towards their child achieving the maximum possible level of independence at home.
- Parents should work with school to develop and agree a care plan.
- Parents must make sure that school always has required equipment available for their child's intimate care or toileting needs.
- Parents must ensure that school always has their emergency contact details.

**Learner responsibilities**

- To be as involved as possible in their intimate care and with their care plan.
- To let school staff know when they are aware that they need assistance.
- To let their parent or a trusted member of school staff know if they have any concerns or feel uncomfortable at any time.

## Appendix 2: Positive Handling Procedures

### Aim

Staff are trained to look after pupils in their care. Staff have a duty to intervene to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Procedures. Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary.

Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. [www.team-teach.co.uk](http://www.team-teach.co.uk)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. Clear and consistent positive handling procedures, supports pupils who have social, emotional, and behavioural difficulties within an ethos of mutual respect, care, and safety. The school takes seriously its duty of care to pupils, employees, and visitors to the school.

The first and paramount consideration is the welfare of the children in our care.

The second is the welfare and protection of the adults who look after them. Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one or two-day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every three years. Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

### Principles

Steps to be taken before using physical controls.

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop.
- Remind the pupil about rules and likely outcomes.
- Remove an audience or take the vulnerable pupil to a safe place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive guidance to escort pupils to somewhere less pressured,
- Ensure that colleagues know what is happening and call for help.

### School responsibilities

We will only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
  - Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.

- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'. Responding to unforeseen emergencies. Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff must think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan and prepare a new risk assessment.

### **Positive Handling Plans.**

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any responses which are not recommended. Any physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective, or which caused problems in the past.

Positive Handling Plans should be considered along with the child's Educational Health Care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, gender, level of physical, emotional, and intellectual development, special needs and social context.

### **Post Incident Debrief**

Following a serious incident, it is the policy of our school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the School Leader will decide for the class group to be supported.

### **Recording**

- All incidents of unacceptable behaviour should be recorded electronically on Bromcom.
- All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered Book which is kept in the School Leader's office. Within these recording strategies, all details must be recorded by witnesses within twenty-four hours and signed by at least two members of staff. The school Leader needs to be informed.

### **Monitoring and Evaluation**

The school Leader will ensure that each incident is reviewed and instigate further action as required. When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan.

- Written parental agreement will form part of this.
- Parents will be informed of the school's policies.

- Parents will be informed following serious incidents.
- Complaints and Allegations
- Any complaints will follow the school's complaints procedure.