

Nishkam School Trust



SEN Policy and Information Report

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Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust 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 SEN policy and information report aims to set out how NST will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Nishkam School Trust strives to provide a broad and balanced curriculum for all children and young people. The National Curriculum is our starting point for planning how to meet the specific needs of individuals and groups of children. 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.

Nishkam School Trust recognises its responsibilities laid down in the ***Special needs and disability code of practice: 0-25 years 2014 and Supporting pupils in school with medical conditions 2014***. Nishkam School Trust will not treat a child with SEN less favourably and will make reasonable adjustments for disabled children. The building will be accessible for wheelchair users.

NST acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEN.

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, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

A pupil has SEN 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 the majority of 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.

4. Aims & Objectives:

- To ensure that every child is valued and treated equally and individually;
- This provision will ensure quality of opportunity by ensuring high quality education, supporting the development of personal and cultural identities and by providing for the ultimate aim of preparing them, as with all pupils, for full participation in society;
- To create an environment that meets the individual needs and Special Educational Needs of each child;
- Ensure that the special needs of each child are identified, recorded and regularly reviewed;
- Ensure that individual targets are set, to ensure that appropriate curriculum provision is made for each child, to an appropriate level of development;
- To make links with external agencies where appropriate to ensure support services are available, including advisory staff, the Community Autism Team, the School Psychological Service, the SIP's, Educational Welfare Service, Educational Social Workers, Medical Services (dealing with pupils with medical needs) and the LA.
- To assess each child as required, and make the appropriate provision based on their identified needs. The Special needs and disability code of practice: 0-25 years 2014 and Supporting pupils in school with medical conditions 2014 identifies the fact that some pupils with disabilities call for special educational provision; however, not all children defined as disabled will require this provision. A child with asthma or diabetes may not have special educational needs but may still have rights under the new code.
- To enable all children to have full access to all elements of the school's curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children and parents have a voice in this process.

5. Roles and responsibilities

5.1 The SENCo

- Work with the headteacher/principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- To monitor the quality of SEN support by establishing effective systems to identify and meet the needs of pupils;
- Work with the headteacher/principal and SEN governor to determine the strategic development of

- the SEN policy and provision in the school;
- To establish and maintain practices for assessing, recording and reporting on pupil achievements;
- Overseeing and monitoring the quality of Education, Health and Care Plans.
- 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 pupils SEN provision, including local authority, local schools, voluntary agencies and charities.
- Provide regular presentations and regulatory changes on SEN provision to: governors, SLT and colleagues;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

5.2 The SEN Link Governor

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this via termly link governor visits;
- Work with the Headteacher/Principal and SENCo to determine the strategic development of the SEN policy and provision in the school.
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5.3 The Headteacher/ Principal

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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 SEN 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 SENCo has access to appropriate training to deliver their role and responsibilities;

5.4 Class teachers

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 SENCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN policy

6. SEN information report

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.2 Identifying pupils with SEN and assessing their needs;

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN 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 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 and behaviour
- Other teachers' assessments, where relevant
- 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

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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.

6.6 Our approach to teaching pupils with SEN

Three waves of intervention

Our SEND provision is based on three types of intervention:

Wave 1: is inclusive Quality First Teaching (QFT) for all pupils, with differentiation as appropriate

Wave 2: is for those pupils who are working **just below** age-related expectations. It includes interventions which are designed to increase rates of progress in order to enable pupils to catch up or get them back on track to meet expectations. Wave 2 interventions should be available to any pupil, not just SEND pupils.

Wave 3: is for those pupils who are working **significantly below** age-related expectations, many of whom will have identified learning difficulties. It aims to accelerate and maximise progress, addressing barriers to learning and minimising gaps in performance. Pupils at Wave 3 may have particular needs related specifically to numeracy or literacy, or needs associated with other barriers to their learning. Provision at this level is likely, but not always, to involve specialist support.

We currently offer the following for pupils with SEND:

- Quality First Teaching
- Small group targeted intervention
- Individual targeted interventions
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6.7 Adaptations to the curriculum and learning environment

We believe that all pupils should have access to the full national curriculum. However, there may be exceptional cases which require a different approach. We will seek the views of you and your child before making any changes.

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

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
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6.9 Expertise and training of staff

Our SENCo 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 training in order to support the SENCo and pupil.

6.10 Evaluating the effectiveness of SEN 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

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

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; an extensive enrichment programme

6.12 Support for improving emotional and social development

Nishkam High school 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 values’ that staff use to provide academic, pastoral and spiritual guidance.

Children are offered the opportunity to both lead and serve and this helps cater for their development. The school also has a ‘Values, Faith and Personal Development’ (VFPD) programme that covers many topics but has a focus on safeguarding children and making them aware of pertinent key issues, such as bullying and cyber safety.

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:

Agency/Service	What they do
Speech and Language Therapy Service (SaLT)	SaLTs work with pupils who have specific speech or language needs. Referrals are made by the GP or school. The services provide the school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Communication and Autism Team	The Team supports pupils with social and communication difficulties or a formal diagnosis of Autism. They provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism
Sensory Support Service	The service works supports pupils with visual or hearing impairments. Provide school with advice regarding resources and strategies to support children with sensory impairments.
Child and Adolescent Mental Health Services (CAMHS)	CAMHS support pupils with specific mental health issues e.g. anxiety/ depression. Referral can be made by the G.P, School or Education Psychologist.

Health professionals	Provide advice and support for staff working with individual children with health needs. School Medical Service School Immunisation Service Occupational therapist Physiotherapist Child Development Centre
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Some pupils/parents have received support from other agencies either in their previous school or at Nishkam School, these include:

- Malachi Trust
- Big Community
- Think Family
- Barnardo's

6.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo 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 new 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 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
- Equality information and objectives
- Supporting pupils with medical conditions

8. Monitoring arrangements

This policy and information report will be reviewed the SENCo and Headteacher/ Principal **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.