

Special Educational Needs and Disability (SEND) Policy



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Introduction

Seva Education is committed to the inclusion of all children and young people. All children and young people have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide an inclusive, positive, and welcoming environment where our students are supported according to their individual needs. We work collaboratively with parents, carers and other agencies to ensure the best possible educational outcomes are developed for our students.

All our students share a common entitlement to a broad and balanced curriculum, which meets their social, emotional, and learning needs. Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning so all students can achieve their best and become confident individuals living fulfilling lives.

Legislation and Guidance

This policy 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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans.

Definitions

Article 1: Definition of Special Educational Needs

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. The definition of disability encompasses a broader range of impairment than might be commonly assumed.'

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) 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 schools within the area of the local authority.
- c) Are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Roles and Responsibilities

Our schools SEND Lead is **Aisha Shezide**, the SENCO. Aisha is responsible for the coordination of the SEN Provision at Seva Education. Aisha can be contacted via the school office on 020 8422 2999 ext 229 or aisha@sevaeducation.com. Our Schools **SEND Governor** is **Gavin Winters**.

The **SEND Lead** will:

- Work with the SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have Education and Health Care plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

The **SEN Governor** will:

- 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
- Work with the Executive Headteacher, Heads of Schools/FE and SEND Lead to determine the strategic development of the SEN policy and provision in the school

The **Executive Headteacher** will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each **class teacher** is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants 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 SEND Lead to review each student's progress and development, and decide on any changes to provision, including IEPs and interventions
- Ensuring they follow this SEN policy

Teaching Assistants are responsible for:

Working under the direction of the class teacher, to support students to make progress and achieve independence. This may be done through:

- In class support.
- Small Group interventions
- 1:1 work (depending on the student's level of needs, as some students are assigned with 2:1 support)

We recognise that it is the teacher's responsibility to set high expectations, inspire, motivate, and challenge all students. By adapting teaching to respond to the strengths and needs of all students, either through environment, teaching materials, strategies, topic or use of language, the teacher provides the child with the means to engage with learning and make good or better progress.

Objectives

- 1) To implement the requirements of the SEND Code of Practice 2014 in accordance with L.E.A. guidelines.
- 2) To work in partnership with students, parents, and carers to enable students to achieve their short- and long-term goals.
- 3) To ensure that all staff are aware of the systems and procedures in place within the school in order that all students have the opportunity to make progress.
- 4) To ensure the most effective use of school staff, (teaching and non-teaching) and resources for students with special educational needs and disabilities.
- 5) To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring, and reviewing procedures.
- 6) To ensure effective working arrangements with external agencies.
- 7) To promote continuity of SEND provision between phases and effective transition to adulthood.
- 8) To enable staff, Executive Headteacher, SEND Lead and Governors to evaluate the effectiveness of SEND provision within the school.

Identifying Special Educational Needs

Seva Education is an innovative, specialist, multi-disciplinary support provider. 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

Identifying students with SEN and assessing their needs

"A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age."

Seva Education meets the needs of those students who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

Limited progress and attainment may not always be identified as SEND. Slow progress and low attainment should not automatically lead to a student being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

A child must not be regarded as having a learning difficulty solely because the home language is not English.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment of any underlying causes such as undiagnosed learning or language difficulties. If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay a multi-agency approach, may be appropriate. Such events will not always lead to the students SEND but it can have an impact on their well-being and progress.

There are four broad areas of SEND, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Seva Education we identify the needs of students by considering the needs of the whole child.

Broad Areas of Need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

All our students have an Individual Education Plan (IEP). This will be monitored by the SEND Lead and class teacher and parents/carers will be updated on the progress towards the targets three times a year, usually on the same day as parents evening. We will assess each students' current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We consistently take into account the parental/carers views alongside recommendations from external agencies.

Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO, and any outside agencies that are involved, to carry out a clear analysis of the student's needs. This will inform the child's IEP which will be reviewed and changed three times a year (equivalent to once a term).

This IEP will draw on:

- The teacher's assessment and experience of the student
- 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 student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student 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 student's progress.

A Graduated Approach to SEND Support

High Quality Teaching

As part of high quality teaching all teachers constantly assess every student's attainment and progress. If a student is making less than expected progress then the teacher will adapt their teaching to target the areas of weakness, this may include modifying teaching, use of apparatus or in class support. The majority of student's needs will be met through high quality teaching.

Where progress continues to be less than expected the class teacher will do the following:

- 1) Talk to the SEND Lead for further advice and discussions on relevant strategies that will support the students to achieve their academic goals. The SEND Lead will review the provision and make amendments where necessary (in accordance with communicating the LA).
- 2) Identify the child's strengths and weaknesses.
- 3) Where appropriate discuss with internal/external professionals SALT, OT, Physio, EP, Mentoring and Pastoral Support etc. so that relevant assessments can be implemented.

Targeted Provision

The SEND Lead will enter the student's needs onto the school record keeping system. Copies of all information regarding the child's special needs will be stored in their individual profile. Each class has a class provision map, identifying students with SEND and medical needs, and this will be shared with all staff that teach in that class, so that the medical and SEND needs are met. The class provision map will be maintained by the class teacher and updated termly.

SEN support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral, giving increasing knowledge about how to meet a student's needs. The class teacher will maintain the student's individual education plan and student profile. This records the assessments, interventions, and outcomes of the student's SEND support.

The Graduated Approach



Assess

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher, SEND Lead, child and parents/carers will agree the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review

All teachers and support staff who work with the student will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded by the class teacher on the Students Profile. (Appendix 1)

Do

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the students' progress will be reviewed termly by the class teacher and recorded on the IEP and My EHCP/Provision Monitoring Form. This review should include the views of the student. Passports and targets must be discussed with the parents/carers at least twice a year, either at parents meeting or at the annual review meeting with the SEN Lead. This contributes to more detailed assessment of their needs and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined, and revised gives a growing understanding of the students' needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SEN Lead will make these referrals with the agreement of parents/carers and liaise with our internal agencies alongside the LA.

Supporting Students and Families

The school is committed to working in partnership with parents to support students with special educational needs and recognises that parents/carers hold key information, knowledge, and experience to contribute to the shared view of the students' needs and the best ways of supporting them. Parents/carers' views are sought at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SEND Lead via the school office. Individual arrangements will be made for parents who experience literacy or communication difficulties or who speak English as an additional language.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice, in the schools SEND Information Report, both of which can be found on the school's website.

Supporting Students with medical conditions

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school visits and physical education.

The school works closely with the School Nursing and Health Visiting services and where medical

conditions require special arrangements or adjustments in school, a planning meeting will be arranged. Student's needs, and the school's care arrangements will be recorded on a Health Care Plan. The School Nursing Service provides training for school staff as required.

Where students have a medical condition, which requires prescribed medication to be administered in school, this can be arranged with the SEND Lead.

Full arrangements for supporting students with medical needs can be viewed in the Medication and Health Needs Policy on the school website.

Monitoring and Evaluation of SEND

The SEND Lead will meet termly to review the SEND development plan and to evaluate the success of SEND provision. The following criteria can be used to measure effective implementation of the School's SEND policy. They can be used in the annual report to parents by the Governors.

- Accurate records of intervention are kept for all students with SEND.
- The monitoring of students' progress shows improvement in attainment.
- Parental/carer and student satisfaction is evident through review meetings and school evaluation.
- Annual reviews are successfully completed on time.
- Students with SEND have well defined and realistic Student Profiles/Passports which facilitate full participation in school life.
- All staff are following the procedures laid out in the policy.
- All staff feel confident in managing the needs of SEND students.
- There is a governor appointed as SEND Governor who is responsible for monitoring SEND policy and provision.
- The Executive Headteacher makes a termly report to the full governing body meeting. An annual report is made by the Governing Body to parents.

Allocation of Resources to Special Educational Needs

The Governing Body allocates a percentage of the school budget to Special Educational Needs, the SEND team is funded from this budget. This currently comprises of a SEND Lead, a team of Teaching staff and teaching assistants, a social inclusion team comprising of learning mentor/pastoral support officer, therapies team comprising music and play therapist, SALT and OTs. The SEND Lead is non-class based and are responsible for the day-to-day operation of the special needs policy and provision. They work in partnership with Governors, Senior Leadership Team, class teachers, parents and external agencies as appropriate.

Additional teaching resources in the form of cover for class teachers is provided to enable liaison with parents, SEND Lead and other professionals. Funds are allocated annually for the purchase and development of special needs resources. Rooms are allocated which act as bases for the SEND Lead and for SEND resources.

Additional support for students with SEND is determined by the SEND Lead according to need and available resources.

The school's arrangements for SEND In-Service Training

The school actively encourages in-service training and the professional development of staff both teaching and non-teaching in order to ensure good practice. The SEND Lead and Senior Leadership

Team regularly observe and share feedback with class teachers and support staff in order to develop good practice. The SEND Lead attends relevant meeting and external training sessions where appropriate.

Training may include the following areas:

- SCLN
- Autism / Social Communication
- SEMH / Social Inclusion
- Phonics
- Reading Intervention
- Mathematics Intervention
- Colourful Semantics
- Zones of Regulation

School SEND Lead provide SEND inset for teaching and support staff where appropriate. This may be whole school based or working with individual teachers. Teachers are also encouraged to attend training with external agencies. The SEND Lead also provides induction sessions for new members of staff to familiarise them with the SEND procedures. At the beginning of each school year the SEND Lead reminds all staff of the SEND procedures and advises of any update in SEN arrangements.

The SEND Lead is not a class teacher but is still responsible for ensuring that your child's needs are met. The SEND Lead must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Links with Other Educational Establishments

Seva Education works closely with our neighboring educators. Advance planning for students in Year 11 is also essential to allow appropriate choices where applicable of other educational establishments to be considered and transition support to be put in place. The SEND Lead will liaise with the appropriate professionals to ensure that effective arrangements are in place to support students at the time of transfer.

SEND records are transferred safely to any new educational establishment by the SEND Lead.

Dealing with Complaints

If a parent/carers wishes to make a complaint about the special educational provision made for their child, they should contact the SEND Lead via the school office. A meeting will then be held to discuss the nature of the complaint. This will be recorded in writing, as will agreed action. A review date should be set.

If a parent/carers has a serious cause for complaint which has not been resolved to their satisfaction through meeting with school staff, they should submit their complaint in writing to the school with the course of action they hope to achieve. This letter will be dealt with by the Governing Body and a response made to the parent/carers.

Contact details of support services for parents of pupils with SEN

All parents or carers of children with SEND are entitled to ask the SENDIASS team for support. The contact details for SENDIASS can be located on your Local Authorities Local Offer website.

Monitoring arrangements

This policy will be reviewed by Gary Hawkins, annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to the following documents:

- Behaviour Policy
- Teaching and Learning Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Looked After Children Policy
- Admissions Policy
- Safeguarding Policy

All Policies can be located on the website <https://www.sevaeducation.com/policies.html>