

The Seva School



SEN information report

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Seva School will meet the needs of the community in Coventry as a high achieving Sikh faith school for 4 to 16 year old pupils. The school will deliver excellent educational development through a framework that supports the wellbeing of all. This will be underpinned by the principles and teachings of the Sikh faith. We will adopt and instil the SEVA core principles:

Service

Excellence

Virtues

Aspiration

Our School will provide an inspiring and stimulating learning environment, while fostering harmony between spirituality and secularity. We will seek to achieve the best morally, socially and intellectually in an ethos promoting tolerance and mutual understanding. Seva School will develop and use a range of innovative and creative educational resources, including online materials which are children-friendly and incorporate a fusion of technology in teaching. This will enable confident individuals to live fulfilling lives and make a successful transition into adulthood.

The aims of our policy and practice in relation to special educational needs and disabilities in our school are:

- To make reasonable adjustments for those with a special educational need and/or disability (SEND) by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside children and young people who do not have SEND.
- To reduce barriers to progress by embedding the principles of the National Curriculum.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need: communication and interaction; cognition and learning; social mental and emotional health; sensory and/or physical.
- To request, monitor and respond to parent/carers and pupil views to ensure good partnerships with the school.
- To achieve a high level of staff expertise to meet children and young peoples need through targeted professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities.
- To work in cooperation with the Local Authority and other outside agencies to ensure a multi professional approach to meeting the needs of children and young people with 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, SEN co-ordinators (SENDCOs) and the SEN information report

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. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Kerry Miller . She has recently gained the National Award for SEN Coordination at the University of Birmingham and will manage SEN provision.

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children and young people 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 children and young peoples' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and young people and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 children and young people with SEND up to date

4.2 The SEN governor

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 headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO 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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENDCO to review each child and young person's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy and SEN information report.

5. SEN information report

5.1 The kinds of SEN that are provided for

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 (SEMH), for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and any other medical or disability needs.

5.2 Identifying pupils with SEN and assessing their needs

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

- Good or better progress being made by the child or young person compared to their peers
- Significantly slower progress being made compared to their peers when starting from the same baseline
- Fails to match or better the child or young person's previous rate of progress
- Fails to close the attainment gap between the child or young person and their peers
- Exhibits behaviours that fails to make good or better progress by the child or young person compared to their peers.

This may include progress in areas other than attainment for a child or young person with SEMH.

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 monitoring the expected progress, attainment and behaviours as well as listening to the views and the wishes of the child or young person and their parent/carer. We will use this to determine the support that is needed and whether we can provide it by adapting Quality First Teaching, or whether something different or additional is needed.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

5.3 Consulting and involving pupils and parents

We will have discussions with the child or young person and their parents (including pupil/parent voice) when identifying whether special educational provision is needed. This 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

Parent/carer will continue to be consulted and kept informed of the action taken to help their child or young person and of the outcome of any action. Parents/carers will be invited to meet regularly with the class teacher and SENDCO to discuss individual targets and progress.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil

A clear analysis of the pupil's needs may also include:

- 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.

5.5 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.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Handwriting
- Lego therapy
- Read, Write, Inc (Primary)
- Power of 2
- Literacy/reading
- Maths
- English including dyslexia screening
- Pass assessments
- Counselling
- Talk Therapy

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, pre-teaching and guided group work.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Read, Write Inc (phonics) EAL and Lego therapy

Teaching assistants will support pupils on a 1:1 basis when significantly slower progress is being made compared to their peers with precision teaching and pre-teaching.

Teaching assistants will support pupils in small groups when the child or young person's progress declines.

If the child or young person continues working substantially below that expected of children or young people of a similar age or has difficulty in developing literacy and mathematical skills over a long period of time. The child or young person may have emotional or social skill difficulties which regularly and substantially interfere with the child or young person's own learning or that of the class group. Then we are able to work with the following agencies, if appropriate, to provide support for pupils with SEN:

- Educational psychologist
- Speech and Language Therapists visit half termly to assess and plan support for targeted pupils. These programmes are then implemented by the teaching assistant and/or teacher. Specialist teachers (autism, hearing impairment, visual impairment)
- Social workers

- Occupational Therapists

5.9 Securing equipment and facilities

A child or young person with SEND has access to IT equipment if identified as a need in their pupil profile. They also have access to other equipment/facility if identified, and is needed to make good or better progress.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the child and young persons' individual progress towards their goals (academic and non academic) each term
- Reviewing the impact of interventions
- Use pupil questionnaires, parent questionnaires and teacher questionnaires
- Monitoring by the SENDCO
- Use pupil profiles and provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 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 PE which is off site.

All pupils are encouraged to take part in extra curricular activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our accessibility plan can also be found on the website and explains the arrangements for the admission of a child or young person with a disability; the steps taken to ensure that the child or young person with a disability is not treated less favourably than others; the facilities available.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways by encouraging them to participate in counselling and complete the Pass Test.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

This will only be undertaken after parental permission has been obtained and may include referral to: 1. Local Authority Support Services 2. Specialist Support Services 3. Social Services 4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Sendco in the first instance. They will then be referred to the Head teacher and if unresolved then we refer 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

5.15 Contact details of support services for parents of pupils with SEN

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

5.16 Contact details for raising concerns

If you wish to discuss your child's special educational needs or are unhappy about an issues regarding the school's response to meeting their needs please contact: your child's class or form teacher, the SENDCO, the head teacher. For complaints please contact the School Governor with responsibility for SEN. His name is Dr Johal. He can be contacted by email using Amarit.Johal@seva.coventry.sch.uk

5.17 The local authority local offer

Our local authority's local offer is published here: <http://www.coventry.gov.uk/sendlocaloffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the Sendco, Kerry Miller, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to other policies:

- Special Educational Needs and Disability policy
- Accessibility plan