



The Khalsa Academies Trust – A Khalsa Academies Trust

Special Educational Needs and Disability Policy

Document control	
Date Approved	December 2023
Date for Review	December 2024
Authorised By	Trust Board
Published Location	Academy Website
Document Owner	CEO

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Introduction

Context

The Khalsa Academies Trust (TKAT) is a Sikh Faith trust with two academies, one in Wolverhampton and one in Romford. The Khalsa Academies Trust seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and learners to succeed, both academically, socially and emotionally.

Policy Aims

Our Special Educational Needs and Disability (SEND) policy aims to:

- Make sure our academies are fully implementing national legislation and guidance regarding learners with SEND.
- Set out how our school will:
 1. Support and make provision for learners with special educational needs and disabilities
 2. Provide learners with SEND access to all aspects of school life so they can engage in the activities of the academy alongside learners who do not have SEND
 3. Help learners with SEND fulfil their aspirations and achieve their best
 4. Help learners with SEND become confident individuals living fulfilling lives
 5. Help learners with SEND make a successful transition into adulthood
 6. Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner

Our objectives

The Khalsa Academies objectives are to:

- Maximise the progress of SEND Learners.
- Identify and provide for learners who have SEND or further additional needs
- Work within guidance provided in the SEND Code of Practice, 2015.
- Operate a 'whole learner, whole school' approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with SEND learners.
- Provide support and advice to parents, carers and learners and actively develop and maintain partnership and high levels of engagement with parents/carers.
- Ensure access to the curriculum for all Learners.

Vision and Values

Our Vision

The Khalsa Academies Trust don't just accept difference—we celebrate, we support, and we thrive on it for the benefit of our learners and our communities. The Trust is inclusive and understands that every child is different, meaning every child's educational needs are different. Our academies

provide Quality First Teaching, together with scaffolding and modelling for our learners alongside a range of provisions to help our learners to achieve.

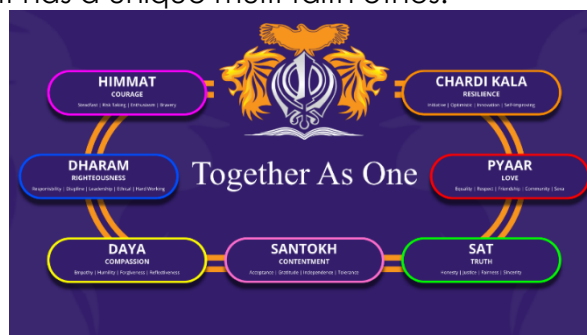
We believe in 'Together As One'.

Our Values

Learning and development at The Khalsa Academies Trust is underpinned by our Sikh ethos and values. The Sikh faith respects all faiths, maximising our contribution towards a cohesive community; it has a unique multi-faith ethos.

The Khalsa Academies Trust reflects this by welcoming and positively nurturing learners of all faiths and beliefs; it is an innovative characteristic of our academy.

The values of The Khalsa Academies Trust are at the heart of everything we do as a school and they describe the qualities our learners, parents and staff value most.



Legislation & Guidance

This policy complies with the Statutory Requirements laid out in the **Special Educational Needs and Disability Code of Practice: 0-25 years, 2015**, and the following legislation, guidance and documents:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for Learners 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
- **The Equalities Act, 2010**: advice for schools DfE 2013
- 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
- Disability Discrimination Act 1995
- Schools SEND Information Report Regulations, 2014
- Teacher Standards 2012
- This policy also complies with the school's Funding Agreement and Articles of Association.

Inclusion and equal opportunities

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

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

Definitions and Terminology

Special educational needs (SEN)

A child or young person 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 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

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.

Disabled children and young people

Learners 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 academy will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Broad Areas of Need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
<p>Communication and interaction</p>	<p>Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Learners who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided. Learners may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Parents

Under **section 576 of the Education Act 1996**, the term 'parent' also includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.

Acronyms

This policy uses also uses specific terminology, acronyms and their meaning are listed below:

- **SEND:** Special Educational Needs and Disability.
- **SENDCO:** Special Educational Needs (and/or Disabilities) Coordinator.
- **Learners** Describes all children (11-18 years old/KS3-5), and in some cases

Phase Transfers (Y6 entering the school in Y7).

- **CoP:** Code of Practice
- **EHC Plan:** Education, Health and Care Plan
- **TKAT:** The Khalsa Academies Trust
- **GCSE:** General Certificate in Secondary Education
- **KS:** Key Stage
- **LA:** Local Authority (The City of Wolverhampton)
- **TA:** Teaching Assistant
- **HLTA:** Higher Level Teaching Assistant

Roles and Responsibilities

The LAB SEND Governor

They will:

- Ensure staff have adequate training to fulfil the role
- Help to raise awareness of SEND issues at Trustee meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Board of Trustees on this area
- Work with the Assistant Principal for Inclusion (SENDCO) to determine the strategic development of the SEND policy and provision in the school.

The Head of School/Principal

They will:

- Work with the Assistant Principal for Inclusion (SENDCO), and SEND Trustee 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

SENDCO

They will:

- Hold the National Award for SEN Coordination and will undertake regular training to keep up to date with policy, guidance and best practice
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual Learners with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Learners with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- The Designated Teacher where a Child is Looked After
- Liaise with parents/carers of learners with SEND

- Liaise with other schools, educational psychologists, health and social care professionals, and independent voluntary bodies
- Be the key point of contact for external agencies, especially the local authority other local authorities and their support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- Work with the Board of Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with the Exams Administrator to ensure Exam Access Arrangements are applied for and in place.
- Work in partnership with the Attendance Administrator to meet the medical needs of Learners
- Ensure the school keeps the records of all learners with SEND up to date
Class Teachers

The Deputy SENDCO

They will:

- Work closely with the SENDCO.
- Line manage the Teaching Assistants (TA's).
- Create a support timetable for all TA's.
- Oversee Provision Map and ensure that all pupils on the SEND register has a Pupil Learning Passport.
- Oversee the timetable intervention.
- Quality assure all the interventions to ensure they are fit for purpose and have the impact required.

Subject Teachers:

Each subject teacher will:

- The progress and development of every learner in their class
- Knowing the needs of every learner in their class, including and especially those with SEND
- 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 learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and adhere to related legislation and guidance

Teaching Assistants

Each Teaching Assistant will:

- Provide in-class support for learners with SEND
- Keep records of in-class support and feedback to the SENDCO and Deputy SENDCO
- Complete interventions with guidance from the SENDCO and Deputy SENDCO
- Keep up to date records of learners' interventions.
- Report any concerns to the SENDCO and the attendance and Exams

Administrator

Attendance Exams Administrator

They will:

- Work with the SENDCO to ensure Exam Access Arrangements are applied for and in place.
- Timetable the exams to ensure all access arrangements are met.

The learner

learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

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

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

SEND Information Report

The academy publishes a SEND information report on its website, which sets out how this policy is implemented in the academy. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our Approach to SEND support

Identifying Special Educational Needs and Disabilities

TKAT realises the importance of early identification of learners who may have special educational needs in order to ensure early intervention. The purpose of identification is to ascertain what action the academy needs to take, not to fit a learner into a category. The needs of the learner are to be identified by considering the whole child and not just their special educational needs. Additionally, assessment of needs will be regarded as a continuing process. On transition to TKAT, the views of parents/carers, other professionals and information from previous settings is used as initial identification along with other assessment data received.

Additional testing is undertaken within the first few weeks of entry to the school. Tests include base line assessments in literacy, including reading and spelling tests and base line assessments in numeracy. Learners who are late entrants to the school are tested and if these learners have already been identified as having special educational needs the SENDCO will be informed and these learners will have additional assessments if necessary. Additional testing is also undertaken following concerns raised by parents/carers, teachers and SEND staff. Observations and assessments carried out by staff will be used as part of the identification and assessment procedure. Observations are particularly valuable in identifying social and emotional difficulties along with difficulties with social skills and communication.

The views, concerns and observations of parents/carers are important and TKAT will be responsive to any concern they raise and consider any information that they provide about their child. TKAT also realises the importance of the views of learners, in particular in informing the identification of their particular needs and any consequent support and intervention.

Information and assessments provided from professionals, including health professionals, advisory teachers and the Educational Psychologists will be taken into account when identifying learners with special educational needs and disabilities.

Learners who are not progressing as they should, or who are raising levels of concern will also be identified through the academy's internal assessment systems which are termly and on-going throughout the year. A learner can be added to the SEND register at any point in the academic year, once on the register their progress is reviewed every short term (approx. 6 weeks) following which a decision is made as to whether they are to remain on the register.

In order to appropriately influence their practice, all teaching staff have access to Provision Map and are informed of updates as and when they occur. Provision Map provides teaching staff with access to all SEND information relating to each child.

TKAT is aware that a number of factors can have an impact on the progress and attainment of learners, including; issues with attendance and punctuality, health and welfare, having EAL, being in receipt of pupil premium and being a Looked After Child (LAC), or being a child of a Serviceman/woman, however, these learners may not necessarily have special educational needs therefore, due care will be taken not to label or categorise children inappropriately.

Consulting and involving pupils and parents

The academy will put the learner and their parents/ carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a learner needs special education provision, we will have an early discussion with the learner and their parents/ carers. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account any concerns the parents/ carers have
- 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 learner's record and given to their parents/ carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Managing Learners' needs on the SEND register:

When a learner is identified as having SEND and their category/categories of need

have been established, parents/carers will be contacted and information will be sought in order to involve them in the process. The views of the learner will also be sought. The Pupil Passport will then be written, recording all assessments and learner comments and observations made. This plan will be written by the SEDNCO/ Deputy SENDCO in consultation with, parents/carers and teachers, The level of need of the learner will determine what interventions/actions will be undertaken. A plan will be drawn up, which involves the setting of targets and then actions will be agreed and recorded in the appropriate part of the Pupil Passport. Interventions will have clear outcomes and will be prescribed for a set and agreed length of time that is on average six weeks in duration.

The Pupil Passport will be reviewed at least termly, but it will be reviewed earlier if it is felt that the Pupil Passport is not working and if additional interventions need to be put in place.

After a term, the Pupil Passport will be reviewed, again taking into account parent/carer views whenever possible and the views of the learner. The outcomes and impact will be assessed following the criteria outlined in the Pupil Passport. The assessments could include: attendance and punctuality data, behaviour and achievement point information, learner progress review data, exam data, spelling/reading assessments or other tests undertaken by staff. Once this data has been reviewed, the impact of the interventions will be discussed in order to inform possible further interventions. The staff delivering the actions will be responsible for evidencing the progress according to the outcomes described in the Pupil Passport. If the learner is beginning to make progress following the plan, the interventions/actions will be continued. If the learner has made progress then their name may be removed from the SEND list, parents/carers will be informed if this is the case.

Learners will be removed from the SEND register if assessments do not indicate a learning disability or if they have made significant progress. With regard to learners with identified learning difficulties, significant improvement in spelling, reading, writing and numeracy skills should be noted before the learner is removed from the SEND register. The gap in progress between the SEND learner and their peers should be reduced.

Learners with communication difficulties will receive on-going support until it is identified that their needs can be comfortably met within the classroom without the need for additional input.

The Pupil Passport will be kept up to date by the Assistant Principal for Inclusion (SENDCO) and SEND staff.

Parents/carers will receive copies of the Pupil Passport, together with any updates. The teaching staff and SEND staff will be able to access the plans and passports from Provision Map, through Classcharts in order to inform classroom strategies.

If it is felt that the academy cannot meet the needs of the learner then evidence will be collated by the Assistant Principal for Inclusion (SENDCO) to the procedures outlined by the Local Authority. Additional support can then be applied for or a request can be made for an EHC Plan assessment. For both of these processes, there generally needs to be involvement from an Educational Psychologist and

other professionals. It needs to be evidenced that advice has been acted upon and the impact of this should be found. Specialist staff will be requested via referral documentation. Parents and carers would be kept informed of any referrals and applications for additional support.

If the academy and parents/carers need further support from specialist services the LA Local Offer will be referred to.

Education Health and Care Plans

Most Learners with additional needs at TKAT will have their needs met through universal mainstream provision for example, in the academy via SEN Support. In some instances, the school may request a Statutory Education, Health and Care Needs Assessment from the LA when, despite an individualised programme of sustained intervention the learner remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Once a request for a Statutory Assessment has been submitted by week 6 the LA will inform parent/carer and young person of the decision to assess or not. The LA will then decide whether an EHC Plan is needed. By week 16 a draft plan will be sent to all parties, by week 18 parents/carers and young person need to inform the LA of any amendments. By week 20 the LA will issue the final plan.

EHC Plans are normally provided when the learner requires provision beyond what the academy can offer and aim to support access to learning and development of independence. However, the academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

EHC Plans are for children and young people from birth up to age 25. EHC Plans provide statutory protection in respect of educational provision. They are intended to be holistic and centred on the child or young person's needs and because they are person-centred and contain an 'All About Me' section.

An EHC Plan is only provided after an assessment with input from the family and relevant professionals, and once finalised the EHC Plan will be reviewed annually.

The EHC Plan will detail the learner's educational needs and their health/care needs which affect their education.

The EHC Plan focuses on 'Outcomes' for the future. The educational provision to support the achievement of the outcomes will be specified and arranged. If there are any recommended health or care provisions to support the achievement of the agreed outcomes they will also be specified and arranged. The EHC Plan will also specify the type and name of the educational establishment the child/young person will attend. Each section of an EHC Plan is labelled from A-K in accordance with legal requirements.

Anyone with an EHC Plan is able to request a Personal Budget to be used to provide some of the support detailed – it is not compulsory to have a Personal Budget. A Personal Budget is an identified amount of money to support the outcomes of an Education, Health and Care (EHC) Plan which is put under the control of the parents/learner concerned. A Personal Budget may give the learner/family more flexibility, choice and control over the support they use,

enabling them to make decisions as a family about what works best. Personal Budgets are optional and if the learner/family choose not to have one the money will be managed by professionals to support the learner in the normal way.

EHC Plans must be reviewed annually. The Assistant Principal for Inclusion (SENSDCo) will organise these reviews and invite:

- The learner's parent/carer
- The learner if appropriate
- The Secondary Head of Year
- The Teaching Assistant/ Key worker
- The SEND case officer for the school from the LA
- any other person the Assistant Principal for Inclusion (SENDCO) or parent/carer considers appropriate and necessary.

The aim of the review will be to:

- assess the learner's progress in relation to the objectives in the EHC Plan
- review the provision made to meet the learner's need as identified in the EHC Plan
- (if appropriate) set new objectives for the coming year.

A Graduated Approach to SEND Support

Once a learner has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The learner's Teaching Assistant (TA) and the SENCO will carry out a clear analysis of the learner's needs. The views of the learner and their parents/ carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents/ carers and the learner, the teaching assistant and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the learner will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision Map and will be made accessible to staff through Classcharts.

Parents/ carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The learners' class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the learner. 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.

The SENCO will support the teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/ carers and learner
- The level of progress the learner has made towards their outcomes
- The views of teaching staff who work with the learner

The teaching assistant and the SENCO will revise the outcomes and support in light of the learner's progress and development, and in consultation with the learner and their parents/ carers.

Levels of Support

Learners receiving SEND provision will be placed on the Academy's SEND register. These learners have needs that can be met by the school through the graduated approach. Where the learner's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Universal Provision

Quality First Teaching –(QFT) is personalised according to an individual's needs and is the first step in responding to learners who may have a SEND. Lesson planning and schemes of learning are designed to move learners from where they are to where they need to be. Effective intervention is based on the use of data and learners' progress is vigorously monitored and tracked. Universal Provision is delivered by the subject teacher as part of their responsibility to ensure that all learners in the class succeed. The aim is for learners to be able to keep up rather than have the need to catch up. Examples of this level of intervention may be in the form of:

- personalised seating plans
- additional support from support staff
- scaffolding and Modelling
- personalised feedback and learning targets
- after school/holiday subject specific catch up sessions.

TKAT regularly reviews the quality of teaching for all learners and aims to improve the teachers' understanding and strategies to identify and support vulnerable learners and their knowledge of the SEND most frequently encountered.

Assessment of the quality of teaching is overseen by the Vice Principal for Teaching and Learning, respectively; it is frequent and continuous throughout the year, involving the Assistant Principal for Inclusion (SENDCO) and Heads of Department.

Targeted Provision

Targeted provision is a specific, additional and time limited intervention provided for some learners to help accelerate progress to enable them to work at or above age-related expectations. This form of intervention is often targeted at a group of learners with similar needs. It is likely that these interventions will take place in The Inclusion Hub, overseen by the SENDCO and delivered by the Teaching Assistants.

Specialist Provision

Specialist Provision is targeted provision for a minority of learners where it is necessary to provide highly tailored intervention to accelerate progress or enable learners to achieve their potential. Provision at Universal and targeted provision will continue but in addition there will be an increasingly individualised tailored programme which might include:

- Referral to external agencies for diagnostic assessment and work with an individual.
- One to one intervention out of a lesson.
- Alternative curriculum.

Monitoring and Evaluation of SEND Provision

The quality of the SEND provision is assessed termly using data from the monitoring, evaluation and review cycle, achievement and behaviour reports, exclusion and isolation data and attendance/punctuality data.

Parents' / carers views, together with learner voice, are sought in order to assess the effectiveness of SEND provision in the academy. The SEND policy is regularly reviewed in order to take into account the views of all stakeholders; this ensures an improvement of provision for all Learners.

All Learners are monitored through the Assess, Plan, Do, Review cycle which occurs termly.

If adequate progress is not being made then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both Learners and parents/carers.

Training for Staff

Staff will be consulted with regard to their training needs on an annual basis as part of their performance management reviews. Training will take place during academy professional development sessions and in addition to this the staff will also receive training via the City of Wolverhampton council. Further training will be sought from external agencies such as the Educational Psychologist, the Speech and Language Therapist and from the LA's Additional Needs Team.

SEND staff briefing sessions occur weekly. Learners' needs are discussed along with strategies for supporting them within the classroom. Concerns are noted and acted upon.

All staff are trained with regard to Child Protection procedures. Some staff are trained

in, and receive on-going training, for first aid and for the giving of emergency medications.

Admissions and accessibility arrangements

No learner will be refused admission to school on the basis of their SEND unless we are unable to meet that need.

Learners with EHC Plans are allocated places at the LA Placement Panel. Further additional consultation between the LA, parents and teachers may take place to ensure that all parties agree the provision. Learners with EHC Plans who reside in other LAs are admitted to the Academy if the "home" LA agrees to support the EHC Plan. Learners without EHC Plans are admitted to the academy according to the academy's Admission Policy.

Admission arrangements can be found on the TKAT website.

TKAT has a fully inclusive policy and Learners with any form of SEND are fully integrated in all aspects of academy life. Learners will be supported on a needs basis which may be one to one support with a Teacher, Teaching Assistant, specific programmes for teaching, small group work and lunch time support amongst other options.

TKAT has an 'Accessibility Plan' which is reviewed annually following consultation with all stakeholders in line with the **Disability Act 2001**.

TKAT endeavours to put physical adaptations in place in order to support the needs of learners with a physical disability. The curriculum has also been adapted, particularly in PE and practical subjects, to accommodate learners with physical difficulties.

In regard to accessing the mainstream curriculum, learners may be placed in a particular set according to their prior academic attainment. An emphasis is placed on Quality First Teaching within an inclusive classroom, where teachers can adapt for the individual needs of the learners.

All Learners in Year 9 make their option choices, starting their GCSEs in year 10. SEND Learners and their parents/ carers receive support from the academy and Careers Adviser regarding option choices. Learners with additional needs will be identified for additional careers guidance and transition to possible further education, employment or training.

Learners are assessed to ascertain whether there is a need for screening, Key Stage test or exam access arrangements to be made. If this is the case, the arrangements will be discussed with the parent/ carer and learner for whom the application is to be made. These arrangements will be reflective of the learner's normal way of working. The Test and Exams Access Arrangements Policy can be found on the academy's website.

Concerns or Complaints about SEND provision:

If concerns or complaints about SEND provision are being raised, they should initially be made to the Assistant Principal for Inclusion (SENDSCO) or Head of School.

We aim to discuss and rectify any issues or concerns as a matter of priority. If concerns or complaints are unresolved they will then be referred to the Trust wide complaints procedure.

The parents/ carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy 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

Monitoring and Evaluation of the Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of learners with SEND at the start of the autumn term
- How early learners are identified as having SEND
- Learners' progress and attainment once they have been identified as having SEND
- Whether learners with SEND feel safe, valued and included in the school community
- Comments and feedback from learner's and their parents/ carers

Links with Other Policies & Documents

This policy links to the following Khalsa Academies Trust (KAT) and The Khalsa Academies Trust's (TKAT) policies:

- Accessibility Plan
- Admissions Policy
- Administration of Medicines Policy
- Values and Rewards Policy
- Complaints Procedure
- Confidentiality Policy including General Data Protection Guidelines
- Examination Access Arrangements (EAA) Procedure
- Equality Objectives
- Equality and Cohesion Policy
- Personal Emergency Evacuation Plan Policy (for SEND Learners)
- Safeguarding and Child Protection Policy
- SEND Information Report
- Supporting Learners with Medical Conditions

This policy was created by the school's Assistant Principal for Inclusion (SENDCO), in consultation with the school Head of School, the SEND Trustee, the Senior Leadership Team, the Board of Trustees, staff and parents/carers and Learners with SEND.

Local offer

To access the SEND Local offer please visit <http://www.wolverhampton.gov.uk/localoffer>.

Review Date

This policy will be revised by the Assistant Principal for Inclusion (SEND/CO) every year. It will also be updated if any changes to the information are made during the year. It will be formally reviewed on an annual basis by the Board of Trustees.

