

Atam Academy

Special Educational Needs and Disability Policy

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Document Owner:

Head of Primary (who has overall responsibility for whole school SEND)

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Introduction

Policy Aims

- i. This SEND policy and information report aims to:
 - set out how the school will support and make provision for students with special educational needs and disabilities (SEND)
 - explain the roles and responsibilities of everyone involved in providing for students with SEND.

Review Date

- ii. This policy and appendices will be revised by the Assistant Headteacher SENCo every year, reporting to the Head of Primary for whole school SEND. It will also be updated if any changes to the information are made during the year.
- iii. It will be formally reviewed on an annual basis by the Board of Trustees.

Legislation & Guidance

- iv. 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 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, SEN co-ordinators (SENCOs) and the SEN information report
 - **Equalities Act, 2010**: advice for schools DfE 2013
 - **Disability Discrimination Act 1995**
 - **Schools SEND Information Report Regulations, 2014**
 - **Statutory guidance on supporting students at school with medical conditions, 2014**
 - Education Endowment Fund
 - **Teacher Standards 2012**

- v. This policy also complies with the school's Funding Agreement and Articles of Association.

Links with Other Policies & Documents

- vi. This policy links to the following Khalsa Academies Trust (KAT) and Atam Academy (AA) policies:

- Accessibility Plan
- Admissions Policy
- Administration of Medicines Policy
- Behaviour and Anti-bullying 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 students)
- Safeguarding and Child Protection Policy
- SEND Information Report
- Supporting Students with Medical Conditions

- vii. This policy was created by the school's Assistant Headteacher SENCo, in consultation with the Head of Primary, the Executive Headteacher, the SEND Trustee, the Senior Leadership Team, the Board of Trustees, staff and parents/carers and students with SEND.

Definitions and Terminology

- viii. The following definitions have been quoted directly from the SEND Code of Practice, 2015 pg. 15-16.

Special educational needs (SEN)

- ix. 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 him or her.

- x. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- xi. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision

- xii. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disabled children and young people

- xiii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Parents

- xiv. 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.
- xv. This policy also uses specific terminology, acronyms and their meaning are listed below:
- **Pupils:** Describes all children (3-11 years old).
 - **SEND:** Special Educational Needs and Disability.
 - **SENCo:** Special Educational Needs (and/or Disabilities) Coordinator.
 - **Students:** Describes all children (11-16 years old/KS3-4), young people (over 16 -18

years old/KS5) and in some cases Phase Transfers (Y6 entering the school in Y7).

- **CoP:** Code of Practice
- **EHC Plan:** Education, Health and Care Plan
- **AA:** Atam Academy
- **GCSE:** General Certificate in Secondary Education
- **KS:** Key Stage
- **LA:** Local Authority (Particularly Redbridge but may refer to other LAs e.g. Newham, Barking and Dagenham)
- **TA:** Teaching Assistant
- **LSA:** Learning Support Assistant

1. Accountability

Overview

1.1 People responsible for managing the school's provision for students with special educational needs and disabilities:

- Board of Trustees and Local Advisory Board
- Executive Headteacher
- Head of Primary
- Assistant Headteacher SENCo

Contact details:

1.2 The above staff can be contacted at:

Atam Academy,

Little Heath,

Barley Lane,

RM6 4XX

Telephone: 020 8252 9831

- 1.3 Every teacher is a teacher of every pupil and student including those with SEND and therefore is responsible for working as a community to achieve the very best outcomes for all of the students in the school and their families, in particular, those with SEND. This is in line with the SEND CoP which states; 'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.' (2015, p99)

Roles and Responsibilities

The SEND Trustee and LAB SEND Governor

- 1.4 The SEND Trustee is Susan Jackson and the LAB SEND Governor is yet to be appointed.

- 1.5 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 Headteacher SENCo and Head of Primary to determine the strategic development of the SEND policy and provision in the school.

The Executive Headteacher

- 1.6 The Executive Headteacher is **Mrs Sulina Piesse**.

- 1.7 She will:

- Work with the Assistant Headteacher SENCo, Head of Primary 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

SEND.

- **The Head of Primary**

- 1.8 The Head of Primary is **Mr John Ridley**. Mr Ridley is a qualified SENCo, as well as holding NPQH.

- 1.9 He will:

- Work with the Assistant Headteacher SENDCo, Executive Headteacher and SEND Trustee to determine the strategic development of the SEND policy and provision in

the school in line with the School Development Plan

- Monitor the SENDCo in the day to day management of the SEND Department

- Assist in continuing professional development (CPD) for Learning Support Assistants (LSAs) and Teaching Assistants (TAs)
- Have an overview of the SEND cohort to ensure they make progress
- Monitor Reasonable Adjustments and Exams Access Arrangements
- Monitor the attendance of students with SEND
- Monitor the medical needs of students with SEND being met
- Liaise with parents in case of dispute.

The SENCo

1.10 The SENCo is **Mrs Selina Alexander** (Assistant Headteacher SENCo)

1.11 She will:

- Hold the National Award for SEN Coordination and will undertake regular training to keep up to date with policy, guidance and best practice
- Work with the Head of Primary, Executive Headteacher and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality 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 students' needs effectively
- Liaise with Designated Teacher where a Child Looked After (CLA) has SEND (the Designated Teacher is Mr John Ridley, Head of Primary)
- Liaise with parents/carers of students 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 students and their parents are informed about options and a smooth transition is planned

- Work with the Head of Primary, Executive Headteacher and 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 students
- Ensure the school keeps the records of all students with SEND up to date

Class Teachers

1.12 Each class teacher is responsible for:

- The progress and development of every pupil or student in their class
- Knowing the needs of every pupil or student in their class, including and especially those with SEND
- Working closely with any Learning Support Assistants, 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 SENCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and adhere to related legislation and guidance

Learning Support Assistants and Teaching Assistants

1.13 Each Learning Support Assistant and Teaching Assistant will:

- Provide in-class support for students with SEND
- Keep records of in-class support and feedback to the SENCo.
- Complete interventions with guidance from the SENCo.
- Keep up to date records of students' interventions.
- Report any concerns to the SENCo

Attendance and Exams Administrator

1.14 The Attendance and Exams Administrator is **Mrs Ishpreet Kaur**

1.15 She will:

- Work with the SENCo to ensure Exam Access Arrangements are applied for and in place.
- Liaise with the SENCo, Family Support Worker and Head of Primary regarding the attendance of students with SEND

The Designated Teacher for Children Looked After (CLA)

1.16 The Designated Teacher for CLA is **Mr John Ridley**

1.17 He will:

- Liaise with the SENCo and Assistant Headteacher for Inclusion (Primary) where a Child Looked After (CLA) has SEND

2. Context

- 2.1. Atam Academy (AA), is part of the Khalsa Academies Trust, and a mixed community mainstream all through school, located within the Redbridge Local Authority. Further contextual information is included in the Atam Academy SEND Information Report that is updated at least three times per year.

Overarching Aims

Khalsa Academies Trust

- 2.2 Our aim is to provide outstanding inclusive schools based on Sikh values, which inspire our students to excel academically, spiritually and socially to serve humanity.

Atam Academy

- 2.3 Learning and development at Atam Academy 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. Atam Academy reflects this by welcoming and positively nurturing students of all faiths and beliefs; it is an innovative characteristic of our academy.
- 2.4 The values of Atam Academy are at the heart of everything we do as a school and they describe the qualities our students, parents and staff value most - kind, honest, fair, respectful and optimistic.

Aims and Objectives In Relation To SEND

- 2.5 Atam Academy supports the principle of inclusion for students with SEND and believes that a policy of inclusive education has the potential to benefit all students. If students are educated together, whatever the nature of their needs and differences, they are much more likely to accept and include one another. Positive adult attitudes and examples serve to develop and increase this potential.
- 2.6 The School believes it has a duty to raise the aspirations of and expectations for all students with Special Educational Needs and Disabilities (SEND) and provides a focus on outcomes for students and not just hours of provision and support. The school is committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with SEND. The school believes that all

students have an entitlement to the greatest possible access to a broad and balanced education and should be integrated fully into all aspects of school life, without stigma, prejudice or discrimination. We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEND and vulnerable or disabled students to a balance and broadly-based curriculum.

2.7 Atam Academy aims:

- to ensure that all students, including those with SEND, achieve their very best outcome from their educational experience with us
- to work successfully with parents/carers ensuring they are involved in the education of their children so we have a shared agreement of desired outcomes
- to work successfully with the children and young people in our care and involve them in their own education and provision.
- for all teachers and staff to have high expectations of all students, particularly those with SEND
- for all our children and young people to work towards independence so that they are well prepared for their future and have increased opportunities in their lives and employment

2.8 Atam Academy's objectives are to:

- maximise the progress of SEND students
- identify and provide for students who have SEND or further additional needs.
- work within guidance provided in the SEND Code of Practice, 2015.
- operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- provide an Assistant Headteacher who is a qualified SENCo accountable to the Head of Primary.
- provide support and advice for all staff working with SEND students.
- provide support and advice to parents, carers and students and actively develop and maintain partnership and high levels of engagement with parents/carers.
- ensure access to the curriculum for all students.

3. Meeting Special Educational Needs

Identifying Special Educational Needs and Disabilities

3.1 There are four broad areas of need identified by the SEND CoP of which, AA is able to meet those underlined within the remit of a mainstream setting:

- Communication and Interaction – including students with speech, language and communication needs (SLCN) and students with ASD
- Cognition and Learning – moderate learning difficulties (MLD) when students learn at a slower pace than their peers, severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social Emotional and Mental Health – these difficulties could manifest themselves in many ways including; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour, underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.
- Sensory and/or Physical needs – including students with visual impairment (VI), students with hearing impairment (HI), students with multi-sensory impairment (MSI) and students with a physical disability (PD).

NB. The above is not an exhaustive list and students may have more than one area of need.

3.2 The SEND Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and high quality personalised teaching expected within a normal mainstream setting (SEND CoP, pg94).

3.3 AA realises the importance of early identification of students who may have special educational needs in order to ensure early intervention. The purpose of identification is to ascertain what action the school needs to take, not to fit a student into a category. The needs of the student 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.

3.4 In addition, the school adheres to key duties in regard to disability;

- We will not directly or indirectly discriminate against, harass or victimise disabled students.

- We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared to peers.

- 3.5 This duty is anticipatory – it requires thought to be given, in advance, to what disabled students might require and what adjustments might need to be made to prevent that disadvantage and make reference to our Accessibility Plan.
- 3.6 The school building complies with the standards and regulations outlined in the Discrimination Act 1995. There are a number of aspects of the school building which are specifically designed to improve accessibility for all those with physical disability, including lifts and disabled toilets.
- 3.7 Not all students with disabilities have SEN and not all students with SEN meet the definition of disability however, this policy covers all of these students.

Identification of Special Educational Needs and Disabilities

- 3.8 On transition to Atam Academy, the views of parents/carers, other professionals and information from previous settings is used as initial identification along with other assessment data received.
- 3.9 Additional testing is undertaken either on Induction Day or 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. EYFS pupils are assessed using the current and appropriate baseline assessment framework. Pupils and students who are late entrants to the school are tested and if these students have already been identified as having special educational needs the SENCo and Head of Primary will be informed and these students will have additional assessments if necessary. Additional testing is also undertaken following concerns raised by parents/carers, teachers and SEND staff.
- 3.10 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.
- 3.11 The views, concerns and observations of parents/carers are important and Atam Academy will be responsive to any concern they raise and consider any information that they provide about their child. Atam Academy also realises the importance of the views of students, in particular in informing the identification of their particular needs and any consequent support and intervention.

- 3.12 Information and assessments provided from professionals, including health professionals, advisory teachers and the Educational Psychologists will be taken into account when identifying students with special educational needs and disabilities.
- 3.13 Pupils and students who are not progressing as they should, or who are raising levels of concern will also be identified through the school's internal assessment systems which are termly and on-going throughout the year.
- 3.14 A pupil or student 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.
- 3.15 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. It is the responsibility of teaching staff to share Learning Plans, Medical Plans and other key documentation with Learning Support Assistants and Teaching Assistants, ensuring that confidentiality and appropriate professional use of sensitive information is respected.
- 3.16 Atam Academy is aware that a number of factors can have an impact on the progress and attainment of students, including; issues with attendance and punctuality, health and welfare, having EAL, being in receipt of Pupil Premium and being a Child Looked After, or being a child of a Serviceman/woman, however, these students may not necessarily have special educational needs therefore, due care will be taken not to label or categorise children inappropriately.

A Graduated Approach to SEND Support

- 3.17 Atam Academy takes a systematic approach to provision based on the **DfES National Strategies; Three Wave Model of Intervention (DfES, 2006)**.

Wave 1 Provision

- 3.18 High Quality Teaching (previously referred to as Quality First Teaching - QFT) is personalised/differentiated according to an individual's needs and is the first step in responding to students who may have a SEND. Lesson planning and schemes of learning are designed to move students from where they are to where they need to be. Effective intervention is based on the use of data and students' progress is vigorously monitored and tracked. Wave 1 intervention is delivered

by the classroom teacher as part of their responsibility to ensure that all students in the class succeed. The aim is for students 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
- differentiated resources
- personalised feedback and learning targets
- after school/holiday subject specific catch up sessions.

3.19 Atam Academy regularly reviews the quality of teaching for all pupils and students and aims to improve the teachers' understanding the strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Assessment of the quality of teaching is overseen by the Assistant Headteachers for Teaching and Learning, in Primary and Secondary, respectively; it is frequent and continuous throughout the year, involving the Assistant Headteacher SENCo, Assistant Headteacher EYFS, Head of Primary, Educational Psychologist and Heads of Department.

Wave 2 Provision

3.20 Is a specific, additional and time limited intervention provided for some pupils and students 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 students with similar needs. It is likely that these interventions will take place in The SEN Resource Base, overseen by the SENCo and delivered by the SEND Department staff or training Teaching Assistants..

Wave 3 Provision

3.21 Is targeted provision for a minority of pupils or students where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils or students to achieve their potential. Provision at Wave 1 and 2 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.

3.22 A pupil or student will be identified as having SEND if they do not make adequate progress once they have had all of the expected intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the

pupils or students in their class, including where pupils or students access support from Teaching Assistants, Learning Support Assistants or specialist professionals. High Quality Teaching, differentiated for individual students, is the first and most effective step in

responding to students who have or may have SEND. The reviewing of the progress of children with SEND is shared between a teacher and the Learning Support Assistant or Teaching Assistant. Additional intervention and support cannot compensate for a lack of good quality teaching.

- 3.23 Accurate and formative assessment and information gathering (from parents/carers, pupils, students and professionals) will be undertaken when considering the need for special educational provision. The SENCo and Head of Primary will consider all of the information gathered and then make a decision regarding placing the student on the SEND register under the category of 'student support'. Once the identification has been made, a Learning Plan involving a four-part cycle will be put in place, with a clear date for reviewing the progress made and recorded using the electronic programme Provision Map. The views of the parent/carer will be sought in addition to the views of the pupil or student. Teachers will have access to this Learning Plan and will therefore use the information in order to inform their teaching practices and other differentiation required for the student.

How Atam Academy decides whether to make special educational provision.

- 3.24 In line with SEND CoP (2015) Atam Academy SEND support arises from the four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes.

- 3.25 The stages of the four-part cycle are:

- 3.26 Assess: the assessments undertaken initially will be recorded, along with any initial observations made including observations from past teachers, parents/carers and the student.

- 3.27 Plan: the targets and objectives will be identified and agreed with the pupil or student. Additional provision will be planned using the assessment information in order to plan an individualised programme for the pupil or student. The plan will clearly outline the activities to be undertaken and the personnel who will be responsible for the activity. Clear criteria will be written in order to assess the impact of the



interventions. Parents/carers will be made aware of the plan.

- 3.28 Do: the interventions will be undertaken by the relevant staff.
- 3.29 Review: the success of the intervention will be considered with regard to the criteria in order to assess the impact. As a result of the review, the plan will be adjusted or amended accordingly. If it is felt that further advice is required at this stage, advice from specialist teachers, health professionals, Educational Psychologist and Speech and Language Therapist will be sought following consultation with parents/carers. If progress is still not made after further cycles of assess/plan/do/review directed by the Educational Psychologist, Speech and Language Therapist or other specialists then evidence will be collated in order to apply for additional SEND support funding or an assessment for an Education Health and Care Plan (EHC Plan)

Managing pupils' or students' needs on the SEND register:

- 3.30 When a pupil or student 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 pupil or student will also be sought. The Learning Plan and/or Pupil Passport will then be written, recording all assessments and student comments and observations made. This plan will be written by the SENCo and moderated by the Head of Primary in consultation with, parents/carers, teachers, Assistant Headteachers of both Primary and Secondary, SEND/intervention staff, the pupil or student and other professionals (including; advisory professionals, health, social care, Educational Psychologist, Speech and Language Therapist) if appropriate. The level of need of the pupil or student 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 Learning Plan or 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.
- 3.31 The activities or interventions will be undertaken by the staff outlined in the plan or passport. Teachers will evidence progress according to the outcomes described in the plan or passport and the Learning Support Assistant or Teaching Assistant will monitor the progress of set targets.
- 3.32 The plan or passport will be reviewed at least termly, but it will be reviewed earlier if it is felt that the plan or passport is not working and if additional interventions need to be put in place.
- 3.33 After a term, the plan or passport will be reviewed, again taking into account parent/carer views whenever possible and the views of the pupil or student. The outcomes and impact will

be assessed following the criteria outlined in the plan or passport. The assessments could include: attendance and punctuality data, behaviour and achievement point information, pupil or student 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 plan or passport. If the pupil or student is beginning to make progress following the plan, the interventions/actions will be continued. If the pupil or student has made progress then their name may be removed from the SEND list, parents/carers will be informed if this is the case.

- 3.34 Pupils or students 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 pupils or students with identified learning difficulties, significant improvement in spelling, reading, writing and numeracy skills should be noted before the pupil or student is removed from the SEND register. The gap in progress between the SEND pupil or student and their peers should be reduced. Pupils or students 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.
- 3.35 The plan and/ or passport will be kept up to date by the Assistant Headteacher SENCo and SEND staff and monitored by the Head of Primary.
- 3.36 Parents/carers will receive copies of the plan and/or passport, together with any updates. The teaching staff and SEND staff will be able to access the plans and passports in Provision Map in order to inform classroom differentiation.
- 3.37 If it is felt that the school cannot meet the needs of the pupil or student then evidence will be collated by the Assistant Headteacher SENCo and Head of Primary in accordance to the procedures outlined by the Local Authority. Additional school support can then be applied for (LA High Needs Block funding), 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.
- 3.38 If school and parents/carers need further support from specialist services the LA Local Offer will be referred to.
- 3.39 Pupils and students who already have an EHC Plan will have targets/objectives outlined within

these documents. This will be followed by the school, the teachers and SEND staff. Staff will be advised regarding differentiation needed within the classroom.

- 3.40 EHC Plans will be reviewed annually according to the criteria laid down by the LA and the SEND Code of Practice January 2015. A person-centred approach will be adopted when reviewing EHC Plans.
- 3.41 The Executive Headteacher and Head of Primary, in consultation with the Board of Trustees decides the budget for SEND provision on the basis of the needs of the children in school. The effectiveness of the school's current interventions and provisions is monitored by the Executive Headteacher and the Head of Primary and an action plan is prioritised which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Education Health and Care Plans

- 3.42 Most pupils or students with additional needs at Atam Academy will have their needs met through universal mainstream provision for example, in school 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 pupil or student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.
- 3.43 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 inform the LA of any amendments. By week 20 the LA will issue the final plan.
- 3.44 EHC Plans are normally provided when the pupil or student requires provision beyond what the school can offer and aim to support access to learning and development of independence. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.
- 3.45 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.
- 3.46 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.

- 3.47 The EHC Plan will detail the pupil or student's educational needs and their health/care needs which affect their education.
- 3.48 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.
- 3.49 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/student concerned. A Personal Budget may give the student/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 pupil or student/family choose not to have one the money will be managed by professionals to support the student in the normal way.
- 3.50 EHC Plans must be reviewed annually. The Assistant Headteacher SENCo will organise these reviews and invite:
- the pupil or student's parent/carer
 - the pupil or student if appropriate
 - the Primary Phase Leader, the Secondary Head of Year, the Teacher and/or the LSA or TA
 - the SEND case officer for the school from the LA
 - any other person the Assistant Headteacher SENCo or parent/carer considers appropriate and necessary.
- 3.51 The aim of the review will be to:
- assess the pupil or student's progress in relation to the objectives in the EHC Plan
 - review the provision made to meet the pupil or student's need as identified in the EHC Plan
 - (if appropriate) set new objectives for the coming year.
- 3.52 The SEND Code of Practice (2015) describes adequate progress as:
- similar to that of pupils or students of the same age who had the same starting point
 - matching or improving on the pupil or student's previous rate of progress

- allowing the attainment gap to close between the pupil or student and those of the same age.

Supporting Pupils, Students and Families

3.53 Atam Academy acknowledges the SEND CoP (2015) principles that should be observed by all professionals working with children and young people who have SEND.

3.54 The first two of those principles include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making.

Working in partnership with Parents and Carers

3.55 Atam Academy values the support it receives from parents and actively encourages them to become engaged with the school in order to support the needs of their children. The school believes that all parents of pupils and students with SEND should be treated as equal partners. In line with the CoP (2015), we ensure parents are involved in the decisions made regarding their child's education.

3.56 This is done by:

- informing parents of changes to their child's SEND status
- giving parents opportunities to play an active and valued role in their child's education
- participation in creating and setting targets for their child
- parents are invited to attend termly SEND Progress Review meetings, Early Help Meeting, and Annual Review meetings
- investigating any concern parents might have regarding SEND
- working effectively with external agencies supporting children and their parents
- ensuring all information provided is accessible and communication aids provided where needed
- making parents aware of the support services available to them within the LA.
Specifically, via the LA Local Offer, with additional support from school and advice being provided by SEND Information Advisory Support Service.

Working in partnership with the Pupil or Student

3.57 In accordance with the SEND CoP (2015) as a school we recognise the importance of pupil and student voice and place it at the heart of all SEND matters. All pupils and students have the right

to be involved in making

decisions and where appropriate are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- identify their learning needs and strategies that are effective
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- attend SEND related meetings.

3.58 Additional support is provided to parents and pupils or students with SEND during transition points for example, from previous settings to Atam Academy and when transferring to college or work-based employment. The Assistant Headteacher SENCo and/or Assistant Headteacher for Inclusion and EYFS (Primary) will meet Primary school SENCOs, primary teachers and potential Year 7 students to discuss transition to secondary school. The Assistant Headteacher SENCo and/or Head of Primary will also meet parents of potential Year 7 students to discuss any concerns if requested. The Assistant Headteacher SENCo and/or Head of Primary will also meet with Post 16 provision SENCOs, teachers/course tutors and/or employers to discuss students' needs as they move into new settings.

Admissions arrangements

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

3.60 Pupils or students 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. Pupils or students with EHC Plans who reside in other LAs are admitted to the Academy if the "home" LA agrees to support the EHC Plan. Pupils or students without EHC Plans are admitted to the school according to the school's Admission Policy.

3.61 Admission arrangements can be found on the Atam Academy website.

Supporting Students with Medical Conditions

3.62 Atam Academy recognises that pupils and students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the **Equality Act 2010**. The school's medical policy can be found on the school's website.

- 3.63 Some pupils and students with medical conditions may also have special educational needs (SEND) and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision. Arrangements will be made for all areas of need to be met under these circumstances.
- 3.64 Some pupils' or students' medical conditions are complex and a medical plan needs to be put in place. Parents will be invited to a meeting to agree the medical plan procedures. Medical plans are adjusted for pupils or students if they are going on a school trip following a meeting with parents/carers. Medical plans are written following advice from parents, the LA's advisory teacher and medical professionals.
- 3.65 Atam Academy has a strict Administration of Medicines Policy. If a pupil or student has a long-term medical condition which means that medication needs to be kept in school, then this will be sanctioned providing the medicines are prescribed and contained in a box with the prescription on it (see Administration of Medicines Policy) and written permission is obtained from a parent. Staff will only use emergency medication if they have been fully trained. Pupils or students who have medicines prescribed for multiple times a day may also keep their medicines in school following the rules outlined above. The school keeps a medical information on SIMS and Provision Map so that staff can be made aware of a pupil's or student's medical condition. Reasonable adjustments are made in school and on school trips for pupils and students with medical conditions and physical disabilities.
- 3.66 The school operates a PEEP (personal emergency evacuation plan) policy for all SEND students who would be at risk in an emergency. Parents and students are made aware of this plan.

Monitoring and Evaluation of SEND Provision

- 3.67 The quality of the 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.
- 3.68 Parents' views, together with pupil and student voice, are sought in order to assess the effectiveness of SEND provision in the school. 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 pupils and students.
- 3.69 All pupils and students are monitored through the Assess, Plan, Do, Review cycle which occurs termly.
- 3.70 If adequate progress is not being made then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both pupils/students and parents/carers. The

school's SEND provision is regularly reviewed and evaluated following whole school data which refers to SEND as a pupil or student group. The impact of interventions is assessed and evaluated and the results inform the school as to which SEND provisions are effective.

Storing and Managing Information

- 3.71 Documentation with regard to SEND students is stored electronically via the Provision Map programme. Paper records of confidential records are not kept, with all records held electronically in Provision Map. Once a pupil or student has left the school a file can be requested from the receiving setting. This storage and management complies with General Data Protection Regulations (GDPR).

Training for Staff

- 3.72 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 school professional development sessions and in addition to this the staff will also receive training via the Redbridge Local Authority training courses. 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.
- 3.73 SEND staff briefing sessions occur weekly. Students' needs are discussed along with strategies for supporting them within the classroom. Concerns are noted and acted upon.
- 3.74 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.

Accessibility and Inclusivity

- 3.75 Atam Academy has a fully inclusive policy and pupils and students with any form of SEND are fully integrated in all aspects of school life. Pupils and students will be supported on a needs basis which may be one to one support with a Teacher, Learning Support Assistant or Teaching Assistant, specific programmes for teaching, small group work and lunch time support amongst other options.

3.76 The school has an Equality & Cohesion Policy stating our commitment to giving all our pupils and students every opportunity to achieve the highest of standards.

Disabilities

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

3.78 Atam Academy endeavours to put physical adaptations in place in order to support the needs of pupils or students with a physical disability. The curriculum has also been adapted, particularly in PE and practical subjects, to accommodate pupils and students with physical difficulties.

3.79 Support with recording is given to pupils and students who experience difficulties in this area. This support could be via ICT therefore, the school encourages the learning of keyboard skills and computer access for pupils and students with difficulties with recording. A few pupils and students also receive scribes if required.

Curriculum Access, testing and Access Arrangements

3.80 In regard to accessing the mainstream curriculum, Primary education at Atam Academy is strictly managed on the basis of mixed ability teaching, as the research evidence confirms that this is the most effective approach for learners of all attainment levels. In Secondary, students may be placed in a particular set according to their prior academic attainment. An emphasis is placed on High Quality Teaching within an inclusive classroom, where teachers can differentiate for the individual needs of the pupils and students.

3.81 Pupils and students undergo diagnostic testing and assessment on entry. The results of these assessments and the information from parents/carers and teachers from the previous setting are used in order to plan programmes of intervention for pupils and students.

3.82 All pupils and students in Years 1-9 follow the Accelerated Reading scheme. Students in Year 9 make their option choices, starting their GCSEs in the Summer term of Year 9. SEND students and their parents receive support from the school and Careers Adviser regarding option choices. Students with additional needs will be identified for additional careers guidance and transition to possible further education, employment or training.

3.83 Pupils and students 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 and pupil or student for whom the application is to be made. These arrangements will be reflective of the pupil or student's normal way of working. The Test and Exams Access Arrangements Policy can be found on the school's website.

Trips

- 3.84 Pupils and students requiring financial assistance are supported on educational trips and visits. We try to ensure that no pupil or student is excluded for issues relating to SEND.
- 3.85 Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

Bullying

- 3.86 Atam Academy has a Behaviour and Anti-Bullying Policy and steps are actively taken to ensure and mitigate the risk of bullying of vulnerable pupils and students at the school. Any concerns raised by staff, parents/carers and pupils/students are dealt with seriously and immediately. Intervention is undertaken with the bully and support is given to the victim, and bully where appropriate. We are particularly aware that pupils and students with SEND can be more vulnerable to bullying and so are especially vigilant to ensure all incidents are recorded and logged on the appropriate systems.
- 3.87 Via the principles of the Sikh faith, pupils and students are taught to respect each other and consider the needs of others. Assemblies and class/form discussions are held on a regular basis with regard to respecting others and celebrating differences. Parents of pupils and students with SEND are aware that they can report any issues with regard to bullying. Pupils and students are given additional information to help them to stay safe online. Pupil and students with medical conditions or social communication difficulties can attend The SEN Resource Base at break and lunch time where there is supervision from a member of The SEN Resource Base staff.

Concerns or Complaints:

- 3.88 If concerns or complaints about SEND provision are being raised, they should initially be made, incrementally, and escalated via the Class Teacher, Phase Leader/Head of Department, Assistant Headteacher SENCo and Head of Primary.
- 3.89 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.
- 3.90 The parents of pupils and students 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.

“Whatever kind of seed is sown in a field, prepared in due season, a plant of that same kind, marked with the peculiar qualities of the seed, springs up in it.”

Guru Nanak

