

Khalsa Secondary Academy



Special educational needs and disability Policy

Approved by:

Board of Trustee

Date: APRIL 2020

Last reviewed:

This policy is currently in the process of being reviewed (between 23rd and 30th September 2021).

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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 appendixes will be revised by the Assistant Principal for Inclusion every year. It will also be updated if any changes to the information are made during the year.
- iii. It will be officially reviewed annually by the board of Trustees.

Legislation And 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 And Documents

- vi. This policy links to Khalsa Academies Trust (KAT) and Khalsa Secondary Academy (KSA) policies on:

- Accessibility Plan
- Admissions Policy
- Administration of Medicines Policy
- Behaviour and Antibullying 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 Principal for Inclusion and SENDCO, in consultation with the Head Teacher, the SEND Trustee, 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:
- **SEND:** Special Educational Needs and Disability.
 - **SEN(D)CO:** 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
- **KSA:** Khalsa Secondary Academy
- **GCSE:** General Certificate in Secondary Education
- **KS:** Key Stage
- **LA:** Local Authority (Particularly Buckinghamshire but may refer to other LAs e.g. Slough, Hillingdon or Royal Borough of Windsor and Maidenhead)
- **TA:** Teaching 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
- Headteacher
- Assistant Principal for Inclusion (NASENCO)
- Qualified SENDCo

Contact details:

1.2 The above staff can be contacted at:

Khalsa Secondary Academy,

Hollybush Hill,

Stoke Poges,

Buckinghamshire,

SL2 4QP

Telephone: 01753 662 009

1.3 Every teacher is a teacher of every 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

1.4 The SEND trustee is **Mrs Susan Jackson**

1.5 She will:

- Ensure they have adequate training to fulfil the role

- Help to raise awareness of SEND issues at Board of Trustees meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Board of Trustees on this
- Work with the SENDCO, Assistant Principal and Headteacher and to determine the strategic development of the SEND policy and provision in the school

The Headteacher

1.6 The Headteacher is **Mr Chris Drew**.

1.7 He will:

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

The Assistant Principal for Inclusion

1.8 The Assistant Principal for Inclusion is **Miss Tabitha Rowe**.

1.9 She will:

- Work with the SENDCO, 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 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 SENDCO

1.10 The SENDCO is **Ms Monica Anand**.

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 Assistant Principal for Inclusion, 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 the relevant Designated Teacher where a Child Looked After (CLA) has SEND
- 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 Assistant Principal for Inclusion, 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 Officer and Administrator to ensure Exams Access Arrangements are applied for and in place
- Liaise with the Lead First Aider regarding the attendance of students with SEND
- 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 student in their class
- Knowing the needs of every student 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 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

Teaching Assistants

1.13 Each teaching assistant will:

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

Attendance Administrators

1.14 The Attendance Administrators are **Mrs Ameeta Dhanjal** and **Mrs Sukh Jasser**

1.15 They will:

- Liaise with the SENDCO, Lead First Aider and Assistant Principal for Inclusion regarding the attendance of students with medical conditions.

Examinations Officer/Administrator

1.16 The Examinations Officer is **Mr Maninderjit Neta** and the Examinations Administrator is **Mrs Ameeta Dhanjal**

1.17 They will:

- Work with the SENDCO to ensure Exams Access Arrangements are applied for and in place.
- Liaise with the SENDCO, Lead First Aider and Assistant Principal for Inclusion regarding the attendance of students with SEND in regards to examinations.

Lead First Aider

1.18 The Lead First Aider is **Ms Joanne Jackson**

1.19 She will:

- Work in partnership with the SENDCO, Attendance Administrator and Assistant Principal for Inclusion to meet the medical needs of students.

The Designated Teacher for Children Looked After (CLA)

1.18 The Designated Teacher for CLA is **Ms Tabitha Rowe**

1.19 She will:

- Liaise with the SENDCO where a Child Looked After (CLA) has SEND.

2. Context

- 2.1. Khalsa Secondary Academy (KSA), part of the Khalsa Academies Trust, is a mixed community mainstream secondary school, located within the Buckinghamshire Local Authority. There are approximately 520 students on roll, approximately 10% of whom are considered as having a special educational need. The students who transfer to Khalsa Secondary Academy in Year 7 come from approximately six different primary schools.

Overarching Aims

Khalsa Academies Trust

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

Khalsa Secondary Academy

- 2.3 Learning and development at Khalsa Secondary 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. Khalsa Secondary reflects this by welcoming and positively nurturing students of all faiths, beliefs, background and needs; it is an innovative characteristic of our academy.
- 2.4 The values of Khalsa Secondary 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 Khalsa Secondary Academy supports the principal 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 Khalsa Secondary 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 Khalsa Secondary 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 Principal for Inclusion (NASENCO) and a qualified SENDCO accountable to the Assistant Principal for Inclusion.
- 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, KSA 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, including Asperger’s Syndrome and Autism.
- 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 KSA 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 accessible to 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 the Khalsa Secondary Academy from primary education, the views of parents/carers, other professionals and information from Year 6 teachers 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. Students who are late entrants to the school are tested and if these students have already been identified as having special educational needs the SENDCO and Assistant Principal for Inclusion 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 Khalsa Secondary Academy will be responsive to any concern they raise and consider any information that they provide about their child. Khalsa Secondary 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 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 half termly and on-going throughout the year.
- 3.14 A student can be added to the SEND register at any point in the academic year, once on the register their progress is reviewed every half term (approx. 6 week) 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 and support staff are issued with the SEND register at the start of each half term and informed of updates as and when they occur.
- 3.16 Khalsa Secondary 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 Khalsa Secondary Academy takes a traditional, systematic approach to provision based on the DfES National Strategies; Three Wave Model of Intervention (DfES, 2006).

Wave 1 Provision

- 3.18 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 Khalsa Secondary Academy regularly reviews the quality of teaching for all 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 Principal for Teaching and Learning, it is frequent and continuous throughout the year, involving the Assistant Principal for Inclusion, SENDCo and Heads of Department.

Wave 2 Provision

3.20 Is a specific, additional and time limited intervention provided for some 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 Learning Centre, overseen by the SENDCo and delivered by the SEND Department staff.

Wave 3 Provision

3.21 Is targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable 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 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 students in their class, including where students access support from Teaching 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. Reviewing of the progress of children with SEND is shared between a teacher and the 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, students and professionals) will be undertaken when considering the need for special educational provision. The SENDCO and Assistant Principal for Inclusion 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, an intervention 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, reflecting the Local Authority's Student Support Plan pro-forma. The views of the parent/carer will be sought in addition to the views of the student. Teachers will have access to this intervention plan and will therefore use the information in order to inform their teaching practices and other differentiation required for the student.

How Khalsa Secondary Academy decides whether to make special educational provision.

- 3.24 In line with SEND CoP (2015) Khalsa Secondary 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 student. Additional provision will be planned using the assessment information in order to plan an individualised programme for the 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 and/or the Educational Psychologist 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 or 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 students' needs on the SEND register:

- 3.30 When a 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 student will also be sought. The Student Support Plan will then be written, recording all assessments and student comments and observations made. This plan will be written by the SENDCo and moderated by the Assistant Principal for Inclusion in consultation with, parents/carers, teachers, Heads of Learning, SEND/intervention staff, the student and other professionals (including; advisory professionals, health, social care, Educational Psychologist) if appropriate. The level of need of the 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 Student Support Plan pro-forma. 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. Teachers will evidence progress according to the outcomes described in the plan and the teaching assistant will monitor the progress of set targets.
- 3.32 The plan will be reviewed at least termly, but it will be reviewed earlier if it is felt that the plan is not working and if additional interventions need to be put in place.
- 3.33 After a term, the plan will be reviewed, again taking into account parent/carer views whenever possible and the views of the student. The outcomes and impact will be assessed following the criteria outlined in the plan. The assessments could include; attendance and punctuality data, behaviour and achievement point information, 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. If the student is beginning to make progress following the plan, the interventions/actions will be continued. If the 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 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 students with identified learning difficulties, significant improvement in spelling, reading, writing and numeracy skills should be noted before the student is removed from the SEND register. The gap in progress between the SEND student and their peers should be reduced. Students with communication difficulties will receive ongoing support until it is felt that their needs can be comfortably met within the classroom without the need for additional input.
- 3.35 The plan will be kept up to date by the SENDCO and SEND staff and monitored by the Assistant Principal for Inclusion.
- 3.36 Parents/carers will receive copies of the plan and any updates. The teaching staff and SEND staff will be able to access the plans in the staff intranet in order to inform classroom differentiation.
- 3.37 If it is felt that the school cannot meet the needs of the student then evidence will be collated by the SENDCO and Assistant Principal for Inclusion 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 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 Headteacher, in consultation with the Board of Trustee 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 Headteacher and the Assistant Principal for Inclusion 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 students with additional needs at Khalsa Secondary 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 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 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 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 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 SENCO will organise these reviews and invite:
- the student's parent/carer
 - the student if appropriate
 - the HoL, Teacher or TA
 - the SEND case officer for the school from the LA
 - any other person the SENCO or parent/carer considers appropriate and necessary.
- 3.51 The aim of the review will be to:
- assess the student's progress in relation to the objectives in the EHC Plan
 - review the provision made to meet the 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 students of the same age who had the same starting point
 - matching or improving on the student's previous rate of progress
 - allowing the attainment gap to close between the student and students of the same age.

Supporting Students And Families

3.53 Khalsa Secondary 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 principals 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 Khalsa Secondary 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 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 borough. 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 Student

3.57 In accordance with the SEND CoP (2015) as a school we recognise the importance of student voice and place it at the heart of all SEND matters. All 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 students with SEND during transition points for example, from primary school to Khalsa Secondary Academy and when transferring to college or work-based employment. The SENDCO and/or Assistant Principal for Inclusion will meet with Primary school SENCOs, primary teachers and potential Year 7 students to discuss transition to secondary school. The SENDCO and/or Assistant Principal for Inclusion will also meet with parents of potential Year 7 students to discuss any concerns if requested. The SENDCO and/or Assistant Principal for Inclusion will also meet with Post 16 provision SENDCOs, teachers/course tutors and/or employers to discuss students' needs as they move into new settings.

Admissions arrangements

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

3.60 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. Students with EHC Plans who reside in other LAs are admitted to the academy if the "home" LA agrees to support the EHC Plan. 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 Khalsa Secondary Academy website.

Supporting Students With Medical Conditions

3.62 Khalsa Secondary Academy recognises that 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 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 students' medical conditions are complex and a care plan needs to be put in place. Parents will be invited to a meeting to agree the care plan procedures. Care plans are adjusted for students if they are going on a school trip following meeting with parents/carers. Care plans are written following advice from parents, the LA's advisory teacher and medical professionals.
- 3.65 Khalsa Secondary Academy has a strict Administration of Medicines Policy. If a 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. 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 condition list so that staff can be made aware of a student's medical condition. Reasonable adjustments are made in school and on school trips for 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. Heads of Department and Heads of Learning also have to evaluate the progress of students with SEND and put further interventions in place if there is a significant gap between SEND students and their peers. This may be in addition to interventions provided by the SEND Department.
- 3.68 Parents views and student voice is 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 students.
- 3.69 All students are monitored through the Monitoring, Evaluation and 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 students and parents/carers. The

school's SEND provision is regularly reviewed and evaluated following whole school data which refers to SEND as a student group. The impact of interventions is assessed and evaluated and the results inform school 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 and/or locked in the Learning Centre, with confidential documents being locked securely in filing cabinets. Once a student has left the school a file can be requested from the receiving school or college. This file is passed on providing the student and/or parent agrees. Files of students who leave that are not passed on are clearly dated with when they should be destroyed. Files are destroyed by shredding. (See Confidentiality Policy) 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 Bucks Local Authority training courses. Further training will be sought from external agencies such as the Oxfordshire and Buckinghamshire Healthcare Trust, the Educational Psychologist 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 require on-going training for first aid and for the giving of emergency medications.

Accessibility and Inclusivity

- 3.75 Khalsa Secondary Academy has a fully inclusive policy and students with any form of SEND are fully integrated in all aspects of school life. Students will be supported on a needs basis which may be one to one support with a Teacher or Teaching Assistant, specific programmes or 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 students every opportunity to achieve the highest of standards.

Disabilities

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

3.78 Khalsa Secondary Academy endeavours to put physical adaptations in place in order to support the needs of students with a physical disability. The curriculum has also been adapted, particularly in PE and practical subjects, to accommodate students with physical difficulties. Khalsa Secondary Academy is currently adapting in order to support a student with Visual Impairment.

3.79 Support with recording is given to 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 students with difficulties with recording. A few students also receive scribes if required.

Curriculum Access, testing and Access Arrangements

3.80 In regards to accessing the curriculum, for the majority of subjects, students will be placed in a particular set according to their academic ability. An emphasis is placed on quality first teaching within an inclusive classroom, where teachers can differentiate for the individual needs of the students.

3.81 Students undergo diagnostic testing in numeracy and literacy (spelling and reading) on entry. The results of these tests and the information from parents/carers and teachers from the previous school are used in order to plan programmes of intervention for students.

3.82 All students in Years 7-9 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 Advisor 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 Students are assessed to ascertain whether there is a need for exam access arrangements to be made. If this is the case, they will be discussed with the parent and student and applied for. These

arrangements will be reflective of the student's normal way of working. The Exams Access Arrangements Policy can be found on the school's website.

Trips

- 3.84 Students requiring financial assistance are supported on educational trips and visits. We try to ensure that no student should be 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 Khalsa Secondary Academy has a Behaviour and Anti-Bullying Policy and steps are actively taken to ensure and mitigate the risk of bullying of vulnerable students at the school. Any concerns raised by staff, parents/carers and 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 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 principals of the Sikh faith, students are taught to respect each other and consider the needs of others. Assemblies and form discussions are held on a regular basis with regard to respecting others and celebrating differences. Parents of students with SEND are aware that they can report any issues with regard to bullying. Students are given additional information with regard to on-line safety. Students with medical conditions or social communication difficulties can attend The Learning Centre at break and lunch time where there is supervision from a member of The Learning Centre 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, Head of Department, Head of Learning, SENDCO and Assistant Principal for Inclusion.
- 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 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



Khalsa Secondary Academy SEND Information Report April 2020

Overview:

- i. **Name of Provision:** Khalsa Secondary Academy
- ii. **Trust:** Khalsa Academies Trust
- iii. **Local Offer Age Ranges:** 11-18 years
- iv. **SEND Provision Type:** Universal Service (No referral required)
- v. **Local Authority:** Buckinghamshire (Children and South Bucks Hub: SEND Integrated Service)
- vi. **Address:** Khalsa Secondary Academy,
Hollybush Hill,
Stoke Poges,
Buckinghamshire,
SL2 4QP
- vii. **Telephone:** 01753 662 009
- viii. **Email:** info@khalsasecondaryacademy.com
Website: www.khalsasecondaryacademy.com
- ix. **SENDCO:** Ms Monica Anand
- x. **Assistant Principal for Inclusion:** Miss Tabitha Rowe
- xi. The link to all School Policies can be accessed [here](#).

The Kinds Of SEND That Are Provided For:

1.1 Within the reasonable expectations for a mainstream school, Khalsa Secondary Academy (KSA) currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties. Although not always associated with a SEN, additional provision also is made for our students with EAL.

- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

1.2 Khalsa Secondary Academy does not have an Additional Resourced Provision (ARP).

Identifying Students With SEND And Assessing Their Needs:

1.3 Prior to students' entry to KSA the Transition Lead, Head of Learning for new Year 7s and SENDCO will gather and consider the information shared by primary schools regarding the students' needs.

1.4 Information may be gained by liaison with outside agencies and services and through observations.

1.5 We will also consult with the students and their families to ensure we are listening to and incorporating the child and parent/carers voice.

1.6 All information collated is compiled to form a confidential electronic SEND Support Document which is then shared with the teachers of the student. This document contains information on the students specific learning needs, strategies to support them and any other relevant information that may affect their learning.

1.7 We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

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

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

1.10 We will consider, review and act upon advice following new, recent or amended diagnosis from health care professionals.

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

In-year Transfers

1.12 The process as explain above is also applicable for 'In-year Transfers' whereby the SENDCO and appropriate Head of Learning will gather and consider information shared by previous schools or professionals.

Key contacts:

SENDCO: Mrs Sandy Wilson

Transition Lead (Assistant Principal): Mr Ian Beeston

Head of Learning Y7: Mr Alex Betts

Assistant Principal for Inclusion: Miss Tabitha Rowe

Admissions Administrator: Mrs Amrita Kaur

Consulting And Involving Students And Parents:

1.13 The school is responsive to the concerns and observations of parents and the students themselves.

1.14 We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

1.15 Notes of these early discussions will be added to the student's record and given to their parents.

1.16 The results of any testing undertaken will be communicated with students and parents and added to the student's record. Parents will be invited to a meeting to discuss results further if necessary.

- 1.17 We will formally notify parents when it is decided that a student will receive SEN support.
- 1.18 Targets are set in consultation with students.
- 1.19 Parents of students with Education, Health and Care Plans (EHC Plans) will be invited to Annual Review meetings as well as receive updates on progress towards Outcomes throughout the year.
- 1.20 Students with an Education, Health and Care Plan (EHC Plan) will complete their own views as part of the Annual Review process and are expected to participate in that meeting to discuss their progress.
- 1.21 The SENDCO is available to consult with parents at Parents' Evenings and parent meetings throughout the year.

Assessing And Reviewing Students' Progress Towards Outcomes:

- 1.22 We will follow the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review**.
- 1.23 Reviews are carried out, at least once termly by the TAs assigned to each student identified with SEND. The review is student-led and involves the reviewing and setting of new targets.
- 1.24 Subject teachers will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:
- The teacher's assessment and experience of the student
 - 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 student's own views
 - Advice from external support services, if relevant
- 1.25 The SENDCO uses data from teaching staff to track progress towards outcomes.
- 1.26 All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting Students Moving Between Phases And Preparing For Adulthood:

- 1.27 We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.
- 1.28 Year 7 students are visited by the SENDCO, Transition Lead or Assistant Principal for Inclusion prior to joining the school to introduce the transition process. SEND Students have an additional transitional visit to the school in the summer term of Year 6.
- 1.29 Year 9 students will discuss the GCSE option process with their key workers and as part of the Annual Review process. The SENDCo is available at the Options Evening to support and advise on suitable pathways.
- 1.30 Year 11 students are supported with college, school 6th Form and apprenticeship applications and prepared for the interview process. All students with an EHC Plan have a 1:1 meeting with a Careers Advisor to complete the 'Preparation for the Future' paperwork. All Year 11 students have a careers interview and are invited to make use of the in-house Careers Advisor's support. Key Workers discuss the support required for transition into independent living and participation in the wider society.

Our Approach To Teaching Students With SEND:

- 1.31 The school regularly reviews the quality of teaching for all students and aims to improve teachers' understanding of the strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- 1.32 Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from Teaching Assistants.
- 1.33 High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Adaptations To The Curriculum And Learning Environment:

- 1.34 We make the following adaptations to ensure all students' needs are met:
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing

- 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, etc.

1.35 Additional information can be found in our Accessibility Plan.

Expertise And Training Of Staff:

1.36 Staff training on SEND takes place on a regular basis.

1.37 Teaching Assistants are encouraged to specialise in a particular field of interest and develop their expertise in this area through ongoing CPD and liaison with the teaching staff and/or outside agencies.

Securing Equipment And Facilities:

1.38 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 accessible to all those with physical disability, including lifts and disabled toilets.

Evaluating The Effectiveness Of SEND Provision:

1.39 We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC Plans

Enabling Students With SEND To Engage In Activities Available To Those In The School Who Do Not Have SEND:

1.40 Students are educated in mainstream classes in line with the inclusive ethos of Khalsa Secondary Academy.

- 1.41 All students are encouraged to participate in extra-curricular clubs and activities.
- 1.42 All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- 1.43 All students are encouraged to go on residential trip(s)
- 1.44 All students are encouraged to take part in sports day/school plays/special workshops, etc.
- 1.45 No student is ever excluded from taking part in these activities because of their SEN or disability.
- 1.46 Further details can be found in our Admissions Policy, Accessibility Policy and SEND Policy.

Support For Improving Emotional And Social Development:

- 1.47 We provide support for students to improve their emotional and social development in the following ways:
- Students with SEND are encouraged to be part of the school council
 - Students with SEND are also encouraged to be part of activities and clubs of interest to promote teamwork/building friendships etc.
- 1.48 All SEND students are allocated a Key Worker and provided with the opportunity to meet regularly to support pastoral needs.
- 1.49 The Pastoral and Safeguarding are based in easily accessible offices around the school and the SENDCO works closely with them to ensure a holistic approach is employed to support the emotional and social development of all our students.
- 1.50 We have a zero tolerance approach to bullying.

Working With Other Agencies:

- 1.51 The school is located in Buckinghamshire Local Authority, specifically the Chiltern and South Bucks Hub: SEND Integrated Service.
- 1.52 Buckinghamshire Social Care initially covers all Safe Guarding and Child Protection concerns.
- 1.53 The school works with Slough and Royal Borough of Windsor and Maidenhead SEND Teams.
- 1.54 The school is supported by outside agencies such as CAMHS, the Education Welfare Service, the Occupational Therapy Service, the Speech and Language Therapy Service, Family Resilience, the Specialist Teaching Service, School Nurses and Outreach Services.

Concerns Or Complaints About SEND Provision:

- 1.55 If concerns or complaints about SEND provision are being raised, they should initially be made to the Class Teacher, Head of Department, Head of Learning, SENDCO and Assistant Principal for Inclusion.
- 1.56 Contact details for specific staff can be found on the Staff List document via the website.
- 1.57 We aim to discuss and rectify any issues or concerns as a matter of priority. If concerns or complaints continue to arise They will then be referred to the Trust's complaints procedure.
- 1.58 The parents of 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

Contact Details Of Support Services For Parents Of Students With SEND:

1.59 SENDIAS (Special Educational Needs and Disabilities Advice and Support) Service:

Buckinghamshire:

<https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

Slough:

<http://www.slough.gov.uk/schools-and-learning/slough-send-information-advice-and-support-service-sendiass.aspx>

Royal Borough of Windsor and Maidenhead:

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/information-advice-and-support-service-ias>

The Local Authority Local Offer:

- 1.60 The Buckinghamshire Local Offer provides information and advice on SEND provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296383065 or email familyinfo@buckscc.gov.uk

1.61 Khalsa Secondary Academy's contribution to the local offer is:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=ZoLnb2eoOak>

1.61 Our Local Authority's Local Offer is published here:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

Other Local Authorities

1.62 Slough Local Authority's Local Offer is published here:
<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=>

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Royal Borough of Windsor and Maidenhead Local Authority's Local Offer is published here:

https://rbwm.afcinfo.org.uk/local_offer