SIKH ACADEMIES TRUST

Faith Inspired Education

PSA Special Educational Needs and Disability Policy

Date reviewed: September 2025 (new guidance due in Autumn 2026
Date of next review: Autumn 2027

SEND REFORM

The government published the Schools White Paper, *Every Child Achieving and Thriving*, and the consultation *SEND Reform: Putting Children and Young People First* on 23 February 2026. The SEND consultation closed on 18 May 2026.

The proposals set out significant potential reforms to the SEND system, including increased support and inclusion within mainstream schools. However, these proposals do not currently replace the existing statutory SEND framework. For the 2026/27 academic year, SAT will continue to operate in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the current *SEND Code of Practice: 0 to 25 years*.

This policy will be reviewed and updated when changes to legislation or statutory guidance arising from the government's SEND reforms take effect.

PART 1: Introduction

1.1 Rationale:

SAT aims to provide a rigorous and transformational education that prepares students for success at school, further education, university and beyond. This policy recognises the entitlement of ***all*** students to a broad and balanced curriculum. It reinforces the need for teaching that is of the highest standard and fully inclusive. We seek to ensure inclusion for all young people by removing barriers to learning, raising achievement and promoting progress.

1.2 Definition of Special Educational Needs and Disability (SEND):

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally for other children or young people of the same age.

Special educational provision may be identified as necessary where a student continues to make less than expected progress despite high-quality teaching targeted at their areas of weakness. Parents and staff will be informed when it is determined that a child has SEN and SEN Support is being provided, and appropriate provision identified to meet the student's individual need(s) will be made. Currently, the school has a number of students with SEND needs, the most common being Communication and Interaction and Cognition and Learning.

Failure to make adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and adapted work.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social, emotional and/or mental health difficulties which continue to create barriers to learning despite appropriate strategies and support.
- Sensory or physical impairments despite the provision of appropriate aids and/or equipment.
- Poor communication and/or interaction despite adaptations to access learning.

Slow progress and low attainment do not, in themselves, necessarily mean that a student has SEN, and attainment in line with age expectations does not necessarily mean that there is no learning difficulty or disability.

1.3 Curriculum Support (Provision) is achieved by:

- Identifying and assessing individual students' needs.
- Sharing relevant information about students' needs with members of staff involved in supporting and teaching the child.
- Providing an appropriate curriculum, taking into account:
    - National Curriculum and examination specifications
    - Continuity and progression
    - Subject improvement plans
    - Students' strengths and aspirations
- Delivering an appropriate curriculum, taking into account:
    - Effective, adapted teaching strategies
    - Suitable teaching materials
    - A supportive learning environment
- Providing learning support through:
    - High-quality teaching
    - Curriculum development
    - Intervention teaching
    - Training for teachers on specific areas
    - Staff INSET
    - Engagement with external agencies (as necessary and appropriate)
- Monitoring and Reporting:
    - Monitoring individual progress and implementing amendments accordingly
    - Ensuring that parents/carers understand the Monitoring and Reporting process and are involved in the support of their child's learning
    - Encouraging students with SEND to be involved in meetings, decision making and Annual Reviews wherever possible
    - Making regular reports to Trustees regarding SEND issues to raise awareness and to aid implementation of processes and procedures
    - Collaboration between the SEND department and teachers

PART 2: Structural Arrangements

2. Roles and Responsibilities:

The roles and responsibilities of SAT personnel with regard to special educational needs are given below. They are in accordance with the SEND Code of Practice guidelines and job descriptions. The 'responsible person' for SEND is the (Executive) Headteacher. The SENCO co-ordinates the day-to-day provision of education for students with special educational needs.

1. Trustees:

In partnership with the (Executive) Headteacher, the Trustees have responsibility for:

- The strategic overview of and the implementation of the SEND Policy.
- Using their best endeavours to ensure that the special educational provision called for by a student's SEN is made.
- Ensuring, through the appraisal process, that the objectives and priorities in the schools' Improvement Plan are met.
- Monitoring the SEND policy through the schools' self-review procedures.
- Ensuring that the school's SEN Information Report is published on the school website, updated annually, and that any changes during the year are updated as soon as possible.
- All Trustees are informed of the schools' provision, including funding, equipment and staffing.

2. The Headteacher has responsibility for:

- Setting objectives and priorities in the School's Development Plan, which include SEND.
- Having overall responsibility for SEND provision and working with the SENCO to ensure appropriate use of the resources available to support students with SEND within the school's overall financial resources.

3. The Role of the SENCO is to:

- Work with the (Executive) Headteacher and Trustees to determine the strategic development of the SEND Policy and SEND provision at the schools.
- Manage the SEND team.
- Liaise with external agencies.
- Organise and maintain the records of SEND students.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of staff.
- Oversee the review and maintenance of each Education, Health and Care (EHC) plan.
- Liaise with parents/carers of SEND students as required.
- Liaise with schools and educational institutions.
- Be involved in preparing the SEND report, which the (Executive) Headteacher forwards to the Trustees.
- Meet the statutory requirements applying to the SENCO role. The SENCO must be a qualified teacher working at the school and must meet the mandatory SENCO qualification requirements. The SENCO National Professional Qualification (NPQ) is the mandatory qualification for newly appointed SENCOs from 1 September 2024, subject to the relevant statutory transitional and exemption arrangements, and must normally be completed within three years of appointment.

4. The Role of the SENCO for students with complex needs is to:

- Contribute to the strategic development of the SEND Policy and provision as required.
- Manage and monitor Key Worker documentation for designated students.

- Oversee provision for students identified with social, emotional and mental health (SEMH) as their primary area of need on the Register.
- Liaise with external agencies.
- Advise on behaviour strategies in the classroom.
- Support Pastoral staff for Pre-PSP/PSP implementation and monitoring.
- Oversee the review and maintenance of each EHC plan for designated students.
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5. In relation to SEND Subject Leaders/Key Stage Leaders should:

- Ensure appropriate curriculum provision and delivery to be clearly stated in their schemes of work.
- Ensure appropriate teaching resources.
- Ensure teachers meet the needs of all students.

6. Teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from teaching assistants or specialist staff.

Teachers should:

- Devise strategies and identify appropriate adaptive methods to access the curriculum, in conjunction with the SEND team.
- Ensure Inclusion Support Plans (ISPs)/strategies are considered within lesson planning and delivery.
- Monitor progress of students with SEND against agreed targets and objectives.
- Raise individual concerns with the SENCO.
- Complete all paperwork requests in detail to support all students in fulfilling their all-round potential.

7. Admission and Inclusion

Admission Arrangements

- Admission arrangements are outlined in the Admissions Policy.
- Students with SEN who do not have an EHC plan will be considered for admission on the same basis as all other applicants and in accordance with the school's published admission arrangements. A student must not be refused admission because they have SEN, because the school considers itself unable to cater for their SEN, or because they do not have an EHC plan.
- Where a school is named in a student's EHC plan, the school must admit the student. The Local Authority will consult the school before naming it in an EHC plan in accordance with the statutory process.
- The school will not discriminate against disabled students in its admission arrangements and will make reasonable adjustments in accordance with the Equality Act 2010.

Inclusion

In SAT, all students, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the SAT's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities. SAT believes that:

- The needs, rights and entitlements of individual students are the focus of the schools.
- Staff are entitled to consistent quality training and advice to enable them to fulfil their responsibility.
- Family and community should work together to a shared goal.

2.8 Complaints Procedures

Initially, all concerns from parents or carers about their child's provision are made to the SENCO. If a parent or carer is not satisfied with the response given, the Complaints Procedure as outlined on the school's website may be followed.

2.9 Monitoring and Evaluation of this Policy

SAT policy will be kept under review. The effectiveness of the policy and its implementation will be evaluated by using the following indicators:

- Staff awareness of individual student needs.
- Academic progress of students with special educational needs.
- Improved behaviour of students, where this is appropriate.
- Student attendance.
- Suspension and permanent exclusion data.
- Students' awareness of their targets and achievements.
- Recorded views of students and parents/carers.
- Recorded views by teachers on students' competence, confidence and social integration.
- Analysis of assessment data in terms of set targets.
- Feedback from departments and outside agencies.
- The SEND reviewing procedures in consultation with subject leaders and outside agencies.

PART 3: Identification, Assessment and Provision

3.1 Identification

SAT uses the graduated response as outlined in the current *Special educational needs and disability code of practice: 0 to 25 years*. To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff. High-quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. Our school uses a graduated approach to remove barriers to learning and put effective special educational provision in place. This is a four-part cycle of Assess, Plan, Do, Review.

a. Assess

The schools will assess and monitor each student's levels of attainment on entry and throughout their education in order to ensure that they are making progress which:

- Is similar to that of peers starting from the same baseline
- Matches or betters the student's previous rate of progress
- Closes the gap between the student and their peers

At KPS, the identification process commences in the Early Years Foundation Stage (EYFS), utilizing baseline assessments, observations and early indicators of speech and language development alongside screening tools.

Where progress is found to be less than expected, the class teacher and SENCO will assess whether the child has SEND by identifying barriers to learning. The views and concerns of the child, their parents/carers and, where relevant, outside agencies, will be taken into account and additional teaching strategies or further interventions will be put in place and monitored regularly. The student's response to this will help to identify their particular needs.

b. Plan

The SENCO will consult with parents and the student to determine the adjustments, interventions and support to be put in place. The expected impact on progress, and/or behaviour will be discussed, along with a date for review. Close home-school links are encouraged and parents are given advice on how to help their child at home.

c. Do

The student's class teacher and/or the intervention teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme. The class or subject teacher remains responsible for the student's progress, including where interventions involve teaching assistants or specialist staff. An agreed amount of time is suggested for additional provision to demonstrate impact before it is reviewed. Throughout this process, parents will be consulted and kept informed.

d. Review

The effectiveness of the support and interventions will be reviewed regularly with staff, the student and their parents. The class teacher, working with the SENCO, will revise the support in light of the student's progress. Where a student has an Education, Health and Care (EHC) plan, the Local Authority must review that plan at least every twelve months. We co-operate with the Local Authority in the review process and convene and hold the annual review meetings on their behalf.

From Year 9 onwards, reviews of EHC plans will include a focus on preparing for adulthood, including further education or training, employment, independent living and participation in society, as appropriate to the student.

New Intake in Year 7

The LA notifies SAT about students who are transferring with EHC plans in the Autumn of Year 6. Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student that has an EHC plan is discussed with the SENCO. The SENCO attends Annual Reviews for those students with an EHC plan to ensure a smooth transition is made. Relevant information is disseminated to the SEND Department before transfer.

Other students identified as having a "learning difficulty" and who are on SEND support are initially identified by the SENCO during the Primary Transfer process. These students are monitored over the course of their first months at the school and data is collected on them to inform a judgment by the SENCO about their needs and the appropriate provision or SEN Support required. This data includes Key Stage 2 SATS scores, CATS, assessment data from the first of the school's assessment periods and feedback from teachers and the Leadership Group.

Screening in Other Year Groups

A similar process to the one above is employed for students in Years 8–11, with the data from periodic assessments being used by the SENCO to judge the student's needs and the appropriate provision or SEN Support required. Other screening tests are administered as and when required.

Staff Observations

Members of staff liaise with the SENCO in relation to students who may need specialist help. Staff should provide relevant evidence to support concerns raised and inform any assessment or intervention. This will not prevent or delay appropriate support or reasonable adjustments where these are required.

Referrals by Parents or Carers

- A parent may express concern and, once information is gathered, the process is the same as for staff referrals.
- All parental referrals are responded to.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. Students at SAT learn and progress through this adapted provision.

A graduated response is adopted for students identified as having SEND. A variety of levels and types of support is provided to enable the student to make progress. Provision is identified and managed by the SENCO and is planned and delivered by teaching staff. The schools will, in other than exceptional cases, make full use of classroom and SAT resources before drawing on external support.

There is flexible grouping of students so that learning needs can be met (at specified times) in small group or whole class contexts. The curriculum will be adapted to meet the needs of individual students as required. Schemes of work for students, within classes and year groups, will reflect whole SAT approaches to teaching and learning and will take account of special educational needs.

Additional support is provided for students needing emotional and social support. The school will put in place additional pastoral support and listen to the views of children and young people with SEND to prevent bullying.

Graduated Response

- At SEN Support: there may be involvement of outside agencies. Small group interventions are planned with the SENCO and any relevant outside agencies. Targets are reviewed with parents/carers at any of the school meetings.
- Students with an Education, Health and Care (EHC) plan: the school will work with the Local Authority to ensure that the special educational provision specified in the student's EHC plan is delivered. Targets and provisions are reviewed and shared with parents/carers and the Local Authority at SEND review meetings.

a) Education, Health and Care (EHC) Needs Assessment

Where, despite relevant and purposeful action to identify, assess and meet a student's SEN, the student has not made expected progress, the school or parent/carer may consider requesting that the Local Authority undertake an EHC needs assessment. A young person aged 16 or over may also request an EHC needs assessment themselves. The Local Authority will determine, in accordance with the statutory criteria, whether an EHC needs assessment is necessary. This assessment may result in an EHC plan being issued.

b) Requesting an Early Annual Review

In exceptional circumstances where SAT, despite appropriate support and intervention, has serious concerns about whether the provision within a student's EHC plan continues to meet their needs, SAT will liaise with the Local Authority and may request or arrange an early review of the EHC plan. The

review will involve the student and their parents/carers and, where appropriate, relevant professionals and the Local Authority, to consider the student's current and longer-term needs and the provision required to meet them.

3.3 Inclusion Support Plan (ISP) and Reviews

Students with EHC plans have an ISP. Strategies are recorded in the ISP, reflecting provision that is additional to, or different from, normal adapted classroom provision. Not all students with SEND have an ISP; their progress is closely monitored through tracking data.

The ISP is shared with all staff who support the student's learning, and with the parents/carers and the student. ISPs are regularly reviewed and updated and form part of the formal Annual Review process following consultation with teaching staff. Prior to review, teaching staff return completed information sheets outlining:

- Steps they have taken to help students achieve their Targets
- Current assessment information
- Any observations they have made
- The extent to which the Targets have been achieved
- Future targets/concerns

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the schools as described in the schools' Assessment Procedures.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the Self Evaluation Form (SEF) and in conjunction with SEND EHC plans, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments within SAT in partnership with the SEND Department to ensure that the requirements of the National Curriculum are met for those students with SEND.

3.6 Allocation of Resources

The schools do not specialise in any provision and do not have a special unit. SAT is funded through its core budget to meet the needs of all students and uses its available SEND and high-needs funding to support appropriate provision. Funding may include:

- The school's core and delegated funding, including its notional SEN budget.
- High-needs or top-up funding allocated for individual students where applicable.
- Other designated or delegated funding available to support identified needs.
- Pupil Premium funding for eligible disadvantaged students, where its use is appropriate to address the barriers to education experienced by those students.

PART 4: Consultations

4.1 In school

- The SENCO liaises closely with individual members of the SLT, Subject Leaders, Subject Teachers and Year Leaders. Information and concerns are always discussed with the appropriate member/s of staff.
- SAT systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

SAT actively seeks to work with parents/carers and values the contributions they make. SAT will actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents of students who have special educational needs is often a crucial factor in achieving success. Parents are expected to fully engage with the school so that they can support the child and implement the strategies identified.

- Parents/carers will be signposted to the Local Authority's Local Offer and will be involved in decisions about their child's SEND provision.
- Parents are encouraged to attend Parents' Evenings to discuss their child's progress with subject teachers.
- Effective communication is achieved through regular contact with home through letters, telephone calls or the student's planner.
- Heads of Year are available to discuss any concerns parents may have about their child.
- Form tutors will meet with parent and child at Parents' Evening to discuss progress and any concerns.
- The schools will make every effort to keep parents informed of any issues that arise. The SENCO is available to meet with parents to discuss a child's progress or any concerns.
- Information from external professionals will be shared with parents.
- ISPs will be reviewed with parents.
- EHC plans will be reviewed annually.
- Parental views are recorded as part of the Annual Review procedure for a student with an EHC plan.
- There will be several opportunities during each school year when parents will be invited to attend school to discuss their child's progress.
- Parents are encouraged to support shared goals at home.
- Year 6 parents can attend the Open Evening in the Autumn Term.

4.3 Students

SAT acknowledges the student's role as a partner in their own learning.

- The SENCO will liaise with the SENCO of nurseries/primary schools to discuss the specific needs of students. Transition sessions may be arranged for students as appropriate.
- Students will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Pre-Reception and Year 6 students and their parents are invited to visit the schools.
- Social stories with students are written if transition may be potentially difficult.

- Students are actively encouraged to be involved in decision making and be involved with negotiating and evaluating their targets by attending Reviews where appropriate.
- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4 External Support

SAT aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by SAT include *(this is not an exhaustive list)*: Educational Psychology, School Health, Teaching and Support Service, Therapy consultation services and when appropriate Social Services and Looked After Children Team.

4.5 Transfer Arrangements

Relevant SEND documentation and information will be transferred securely between schools or settings in accordance with data protection requirements and the Trust's records management arrangements. This may be between primary to primary, primary to secondary or secondary to secondary. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. This arrangement is also in place for the primary school children transferring to PSA.

For students with EHC plans transferring between phases of education, SAT will co-operate with the Local Authority to support the statutory phase-transfer process. EHC plans must be reviewed and amended by 15 February in the calendar year of transfer for transfers between schools and by 31 March where a young person is transferring from secondary school to a post-16 institution.

Relevant records for students who leave at the end of Year 11 will be retained or transferred securely in accordance with applicable data protection and records-retention requirements. Relevant SEND information will be shared with the student's post-16 placement where appropriate.

If a student has an EHC plan, an Annual Review will be planned as a transition meeting at which a careers advisor is also invited to attend. From Year 9 onwards, EHC plan reviews will include preparation for adulthood and consideration of the student's aspirations for further education, training, employment and adult life. The careers advisor offers advice and support with Post-16 choices and assists in the completion of application forms for Post-16/18 provision.

This policy should be read alongside the SAT's Equality Objectives, Accessibility Policy, Anti-Bullying Policy and Behaviour Policy.

Information about SEND provision, including the school's SEN Information Report, is available on our website.