



SEND Policy
2023-2024

Policy last Reviewed	June 2023
Reviewed by	Principal: S. Sanghera SENDCo: A. Swales
Approved by	Trustee for Standards and Welfare: N. Melvin
Shared with staff	Annually
Next Review due date	June 2024

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1. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

2. Aims

Our SEND policy and information report aims to inform parents/carers and members of staff of the procedures the SEVA trust follows for students who have, or may have Special Educational Needs and Disability. Seva School is an inclusive school. We work within the Local Authority Offers which can be found here [Coventry SEND Local Offer | Let's Talk Coventry](#) and [SEND Local Offer – Warwickshire County Council](#). We follow the guidelines from the Code of Practice 2014.

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

Service
Excellence
Virtues
Aspiration

We want:

- For our pupils to be able to access a broad balanced and relevant curriculum.
- To be able to celebrate the achievement of all our students
- To enable the learning that takes place will equip our students with the necessary life skills for adulthood and transition into post 16 and beyond.
- To ensure that a wide variety of teaching strategies are used for students with SEND
- To ensure that students with SEND fully participate in all aspects of life at school

3. Definitions

Definition of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others in the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health, and;
- sensory and/or physical needs.

For further information on these areas and the monitoring of pupils please see the SEND information report.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCO is Anthea Swales

They will:

- Work with the Principal 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

- Manage the work of staff members who are employed to work with children with SEND.

4.2 The SEND trustee

The SEND trustee will:

- Help to raise awareness of SEND issues at trust board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the trust board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

'Every Teacher is a Teacher of SEND'

- Each class teacher is responsible for:
 - The progress and development of every pupil in their class
 - Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
 - Ensuring they follow this SEND policy

4.5 Assistant SENDCo

- To work with the SENDCo to promote an inclusive curriculum
- To liaise with and inform parents/carers about the specifics of the SEND provision for their child under the direction of the SENDCo
- To offer advice and support to teaching staff in providing a quality first-teaching approach
- To monitor the progress of pupils with SEND
- To carry out 1:1 and small group interventions
- Attend meetings as directed by the SENDCo
- Undertake training and other learning activities required to ensure continuing professional development

4.5 Teaching assistants and SEND academic mentor

- To teach 1:1 and small groups in consultation with the SENDCo and class teacher
- Support SEND pupils in the classroom, taking direction from the SENDCo and class teacher
- To use the assess, plan, do review cycle in their intervention groups in close consultation with the SENDCo
- Attend appropriate training

In addition to the above the SEND academic mentor will also –

- To contribute to the identification of barriers to learning for individual pupils
- To meet with parents when necessary to address SEND concerns
- To mentor, and support identified groups of SEND pupils

Additionally:

It is important to also consider the following may also impact progress and attainment but are not special educational needs:

- Attendance and punctuality
- Health and welfare
- EAL – English as an Additional Language
- Pupil premium
- Looked after child
- Being a child of a serviceman/woman

5. Evaluating the success of provision

To ensure that we make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, and pupils during the academic year. Parents and pupils are given the opportunity to evaluate the effectiveness of the provision at parents' evenings and at review meetings.

6. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. Through understanding and collaboration, the SENDCo will do everything to resolve the situation. If parents are still not happy, a meeting will be arranged with the Head Teacher. If the situation cannot be resolved, the school complaints procedure will be given to parents.

7. Contact details for raising concerns

SENDCo: Anthea Swales 024 77987619

A. Swales SENDCo

School Principal: Sukhy Sanghera 024 77987619

This policy and information report will be reviewed by Anthea Swales SENDCo. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board.

8. Links with other policies and documents:

Accessibility link

- Behaviour: https://9a2f5bf9-c583-4ab2-a2a8-a8f7fd002d42.filesusr.com/ugd/ce7870_40813e892851445992f3dc190daac79e.pdf
- Equality information and objectives: https://9a2f5bf9-c583-4ab2-a2a8-a8f7fd002d42.filesusr.com/ugd/ce7870_07ee3bceccf24e539d1b3d753a195af2.pdf
- Supporting pupils with medical conditions: https://9a2f5bf9-c583-4ab2-a2a8-a8f7fd002d42.filesusr.com/ugd/ce7870_01de88cec25f4eeeb9dfafa77deeebb.pdf