



SEND Information Report

Last Reviewed	June 2023
Reviewed by	Principal: S. Sanghera SENDCo: A. Swales
Approved by	Trustee for Standards and Welfare: N. Melvin
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1 INTRODUCTION

Seva School is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)

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

At Seva School we ensure that all of our pupils are included in all aspects of learning and school life from Reception all the way to Year Eleven. Our School will provide an inspiring and stimulating learning environment, while fostering harmony between spirituality and secularity. We will seek to achieve the best morally, socially, and intellectually in an ethos promoting tolerance and mutual understanding. Seva School will develop and use a range of innovative and creative educational resources, including online materials which are children-friendly and incorporate a fusion of technology in teaching. This will enable confident individuals to live fulfilling lives and make a successful transition into adulthood.

2 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

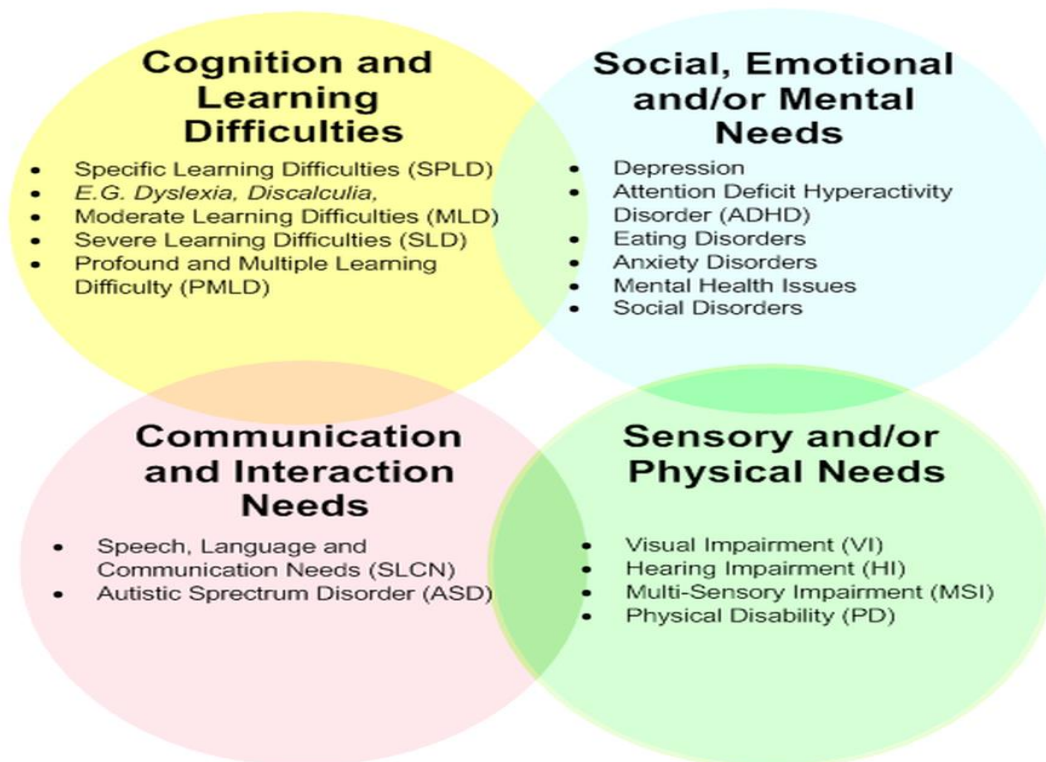
What is SEND?

Special Educational Needs and Disability (SEND) comprises a learning difficulty or disability that affects a pupils' access to our facilities and resources, limits progress or opportunities and constitutes a significant difficulty.

All teachers at SEVA teach pupils with SEND, delivering quality first teaching (QFT) and learning as set out in the Teachers' Standards (DFE 2011), every teacher is teacher of SEND. Where significant difficulties continue to present barriers to a pupil's progress or access to school, we may put in place special educational provision in the form of targeted adaptations and programmes of support, with appropriate time frames that are additional to or different from those made for other students. We develop this by engaging with the student, parent/carers, school staff and relevant external agencies. Our school's definition of SEND is "Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies".

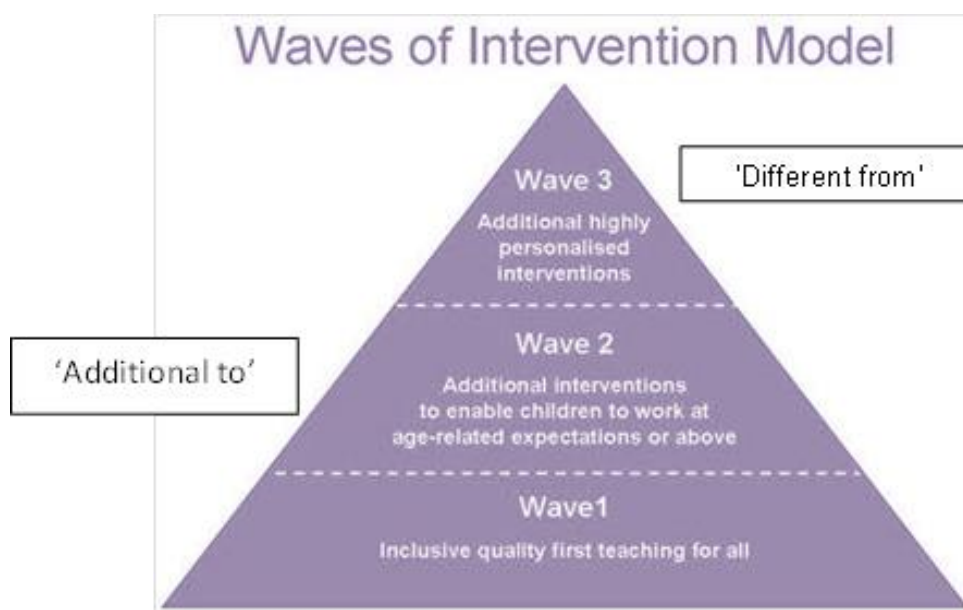
Areas of SEND:

Our pupils which have special educational needs and/or disabilities (SEND) and may have difficulties in the following areas:



3. MONITORING PROCESS

The SEVA school provides a graduated response to each pupil dependent on their level of need. This approach is often referred to as the waves of intervention model which is shown below.



Wave 1 : This is our first response to pupils who have SEND. Adaptations are made in class by high quality first teaching to ensure their barriers to learning do not stop their progress. Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENDCO (Special Educational Needs Co-ordinator) as soon as they have concerns about any of their pupils. The SENDCO may then suggest class-based strategies to break down the barriers to learning.

Wave 2: Interventions outside the classroom. To address their barriers to learning some pupils will need extra support that goes beyond high quality first teaching. Input will come from class teachers, pastoral and parent. The SENDCO will then decide what this support will look like. It could be out of class interventions like study skills sessions, mentoring,

memory magic, spelling group, pre teaching vocab. Some of our intervention can be personalised for the pupil's specific needs. At this point, the child may be placed on the SEND Support Register after consultation with parents / carers. A learning passport will also be created further outlining strategies that can be used.

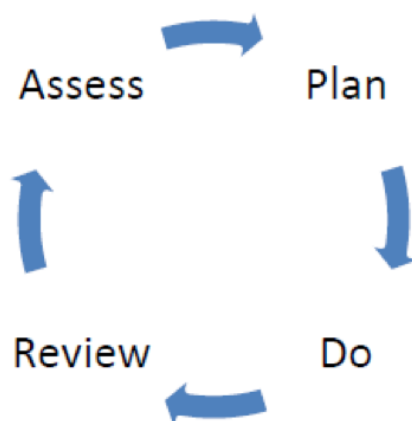
Wave 3: External agencies. Some pupils may need support from outside agencies in order to progress. This could be:

SEMHL – The Social, Emotional, Mental Health Team.

CCT - The Complex Communication Team

Our Educational Psychologist

During wave 3 pupils are monitored using the Assess, Plan, Do, Review cycle APDR



After 3 cycles of wave 3, the assess plan, do, review cycle - if the pupils are still unable to make progress due to his barriers to learning progress and outcomes have not been met. An EHCP may be considered. The process is directed by the SEND and Disability Code of Practice 0 to 25 years (2015) is <https://www.gov.uk/government/publication/send-code-of-practice-0-to-25>. The SEND Support Register is a working document and pupils will move on and off the register dependent on their needs at any given time after consultation with parents / carers.

Other impacts on Progress and Attainment:

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

3 SHARING PROGRESS WITH PARENTS

We enjoy sharing your child's progress with you! We aim to share lots of information with you throughout the year so that you know how much progress is being made.

If your child is on the SEND register, they will have regular meetings to set individual targets and reflect on work completed. If your child has a statement or EHCP then there will be an annual review. There are also parent's evenings throughout the year so that you have the opportunity to speak to your child's class teacher about strengths and any areas of difficulty. We also produce and share annual reports to explain whether your child is working within, above or below the expected level for their age in each area of learning. You can also speak to the class teacher at any time of the year to share any worries and concerns and to ask questions.

4 INVOLVING CHILDREN IN THEIR OWN LEARNING

We try to involve the children in their own learning as much as possible. Children's opinions about their learning and what works well for them are sought before SEND / EHCP review meetings in school. Their views are included, where appropriate, in the planning and target setting process. Teachers listen and respond regularly to children's opinions through an informal or more structured approach where appropriate.

5 TRANSITION BETWEEN KEY STAGES AND SCHOOLS

We are very aware that moving to a new class or school is a time of worry and anxiety for all children and their families.

If your child has SEND, we will discuss transition arrangements with you during the summer term. All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term. Some children may benefit from extra transition support, and this will be based on individual needs. For example, spending extra time with their new teacher, additional classroom visits and supportive information to take home for the summer holidays. Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual child and more detailed information about children with SEND. Any targets, assessments and other relevant information is passed on to the next teacher.

Where transition is to a new school, transition meetings are put in place with the new school and information regarding the child's individual needs are shared. Visits to the new school are put in place where possible and appropriate.

For transition to secondary school, the SENDCO team will meet with the secondary school Inclusion Lead / SENDCO to discuss the child's individual needs and transitional arrangements will be made based on the level of need.

6 TRAINING

All staff attend training on various SEND issues throughout the year. Staff attend training to share knowledge, strategies, and experiences and to ensure consistency of the school's approach for children with SEND.

Support staff, when appropriate, attend training run by outside agencies that are relevant to the needs of the children they are working with.

The SENDCO works very closely with specialists who provide advice and direct support regularly.

7 SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL AND LEARNING NEEDS

Each class teacher teaches PSHE (Personal, Social and Health Education) in class so that children have time to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives. We also have a buddy system at playtimes for children who feel lonely, and for new children starting at school.

We have a School Counsellor who can see individual children or work with small groups of children. This work can focus on specific issues or concerns or can be in place to develop friendship and communication skills. For children with specific difficulties, we work with a range of professionals including EPS (Educational Psychologist Service), SEMH and Learning, Complex Communication Team, CAMHS (Children and Adolescent Mental Health Service), Speech and Language, Occupational Therapy and Sensory Support.

8 DISABLED ACCESS AND PROVISION

At Seva School we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any child who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Our Accessibility Plan sets out how we aim to improve access to:

- the curriculum for disabled children and young people
- school buildings
- information

Our Equality Policy and Equality Objectives demonstrate how we comply with the Public Sector Equality Duty.

View [Coventry's Accessibility Strategy](#).

9 CONTACT DETAILS

School Office: 024 77987619

Name of Headteacher: Mrs S Sanghera
Email: school.office@seva.coventry.sch.uk

Name of SENDCo
Email: a.swales@seva.coventry.sch.uk

For more information on the roles and responsibilities of the SENDCO, Headteacher and SEND Governor please see the SEND Policy.

10 EXTERNAL AGENCIES AVAILABLE

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any schools. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions. [\(Click here\)](#)

Short breaks – This service provides activities, games, and trips for children with SEN and disabilities which are free of charge. [\(Click here\)](#)

Coventry Young Carers Project – This is a support service for young carers who have a family member with a disability [\(Click here\)](#)

The Local Authority also has a Local Offer website and information about services that may be available to you. [\(Click here\)](#)

Sensory Support -

http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/683/sensory_and_physical_support_service

Early Help and Family Hubs

https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=rmnNBh6YZaQ&family_channel=3

CAMHS - <http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

Complex Communication Team

<https://www.coventry.gov.uk/complexcommunicationteam>

EPS -

http://www.coventry.gov.uk/info/223/educational_psychology/675/eps_information_for_young_people_and_parents

Vibes - <https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=2jG7ULzMKus>

Short Breaks -

http://www.coventry.gov.uk/info/156/special_educational_needs_and_disabilities/1812/short_breaks

SEMHL-

http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/2319/learning_and_wellbeing_support_service_-_schools_team

SALT - <http://www.coventrychildrensslt.co.uk/>

Ethnic Minority Achievement Service- <https://www.coventry.gov.uk/emas>

Nurse - <https://www.healthforkids.co.uk/coventry/coventry-school-nursing-team/>

OT - <http://www.covkidsot.co.uk/>

IPMHS -

http://www.coventry.gov.uk/info/36/childrens_health_and_wellbeing/2104/integrated_primary_mental_health_service_ipmhs

Relate - <http://www.relatecoventry.org/>

E-Pep -

http://www.coventry.gov.uk/info/235/virtual_school/2894/coventry_virtual_school_-_resources/2

LACES - Virtual School - http://www.coventry.gov.uk/downloads/download/3221/laces_-_personal_education_plans

Integrated Early Years Support Service -

https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=ltRC52IzYcw&familychannel=7_3

The Keys -

http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/2317/the_keys_-_key_stage_1

11 GLOSSARY OF TERMS

LACES – Looked After Children Education Services

IPMHS - Integrated Primary Mental Health Service

OT – Occupational Therapy

EMAS – Ethnic Minority Achievement Service

SALT – Speech and Language Therapy

SEMHL – Social Emotional, Mental Health and Learning Support Service (previously LAWSS)

EPS – Educational Psychology Service

CAMHS – Children Adolescent Mental Health Service

CCT – Complex Communication Team