



SIKH ACADEMIES TRUST

Faith Inspired Education

# **SAT Special Educational Needs and Disability Policy**

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### SEND REFORM

The government has committed to a Schools White Paper in Autumn 2025 that will set out more concrete reform proposals. Once published, this policy will be updated in line with the DfE guidance.

- The SEND system is under strain: rising numbers of EHC plans, budget pressures in high-needs funding, long delays, variation in quality of provision.
- There is recognition of inconsistencies between local areas, lack of clarity in what mainstream vs special provision “should” offer.

### Under-Discussion Reforms

The main ideas, proposals, and changes that are being discussed or are likely to feature in the upcoming reforms are:

Proposal	What It Might Mean	Key Considerations / Risks
<b>Legal right to additional support</b>	The minister has said that children and families will have a legal right to additional support; this suggests possibly strengthening statutory obligations around support short of full EHC Plans.	How this is defined will matter (what “additional support” includes), and whether rights are enforceable. There is concern about diluting rights tied up in EHC Plans.
<b>Streamlining the assessment / EHCP process</b>	Proposals to reduce bureaucracy; possibly simplify or standardise EHC Plan / assessment templates; improve timeliness.	Risk that simplifying could reduce thoroughness; families worry about losing specificity or legal enforceability.
<b>Explicit expectations for mainstream settings</b>	Clearer statements on what needs / levels of support mainstream schools should provide without requiring an EHCP; possibly new standards of “ordinarily available” support.	Resource implications: mainstream schools may need additional staff, training, or specialist support. Also, variation in capacity across schools/local authorities could lead to inconsistent implementation.
<b>Redefining or clarifying statutory vs non-statutory support</b>	There are suggestions that some needs currently met via EHCP may in future be handled through non-statutory support or “core offer” within school, with EHCPs reserved for more severe or complex cases.	Could reduce burden on system, but families worry about loss of legal guarantees. Transition and transitional safeguards will be very important.
<b>More core support in mainstream schools</b>	Strengthening capacity of mainstream schools to support SEND pupils, so that fewer children require special school placements or alternative provision. This might include funding, training, and	Needs investment; risk if mainstream schools are under-resourced or under-trained. Quality control is essential.

Proposal	What It Might Mean	Key Considerations / Risks
	increased collaboration with special schools.	
<b>National standards / baseline expectations</b>	Mandated minimum resources, specialist expertise, and equipment in all schools; clearer standards for what inclusive practice looks like.	Could help reduce inequalities; but setting too high a baseline without funding support could be unfair or unachievable for some schools.
<b>Greater voice for pupils, parents, and teachers</b>	Reforms emphasise engaging those with lived experience in shaping the system; more transparency and feedback loops.	Good for legitimacy; but must be meaningful, not just consultative tokenism. Implementation must follow dialogue.
<b>Funding reforms / better resourcing</b>	High needs funding guides already updated; likely to see more funding commitments, possibly reallocation between mainstream and special settings.	Funding must be stable and sufficient. Habits of reactive spending (e.g., crisis support) need shifting toward proactive, preventative approaches.

### **Potential Changes & Uncertainties**

- There is **concern** among parents, charities, and legal bodies that legal protections might be reduced (for example by weakening or narrowing the EHCP framework) under reforms.
- The transition period is uncertain: how existing plans will be handled, whether schools and LAs need to reapply or be re-assessed under new standards.
- The scale of funding to support reforms in mainstream schools, inclusion, upskilling, and increasing specialist provision is not fully clear.
- The impact on special schools and alternative provision: if more inclusion is expected in mainstream, what happens to specialist settings' roles, capacity, funding, and pupils' choices?

### **What SAT Needs to Plan For:**

- **Audit Current Provision**
  - Map what support is currently "ordinarily available" in mainstream settings.
  - Identify gaps in staffing, expertise, resources.
- **Prepare for Stronger Accountability**
  - Transparent documentation of SEND support and outcomes.
  - Data to show how pupils with SEND are performing, what adjustments are being made.
- **Engage with Stakeholders**
  - Parents, pupils, staff should be involved in planning adjustments, feedback.
  - Maintain good communication about what changes might mean.
- **Training & Professional Development**
  - Invest in teacher training, SENCO training, possibly joint work with special schools.
  - Build capacity for inclusive practice.
- **Review EHCP Processes**
  - Consider how to streamline application, reduce delay, ensure assessments are timely.
  - Be ready to adapt to any standardised or simplified templates.
- **Plan for Funding Shifts**

- Identify how budgets may need to shift (mainstream vs special provision).
- Ensure readiness to apply for or manage additional funding, if provided, for reforms.

### **What to Watch For (Coming Up)**

- The Schools White Paper (Autumn 2025): this should detail the government's official reform plans. It may include legislative changes.
- Consultations: there may be public or sector-specific consultations on specific proposals (e.g. on redefining legal rights, minimum standards, new assessment processes).
- New policy/statutory guidance updates
- Changes to funding allocations, high needs block, possibly ring-fenced funding to support mainstream inclusion.
- Possible modifications to the EHCP framework: templates, thresholds for issuing plans, review frequency, etc.

## **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 (SEN/D):**

Students are defined as having special educational needs if they have difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of the kind generally provided for children of the same age.

Special educational provision may be triggered when students fail to make adequate progress despite having had access to a differentiated programme. Parents and staff will be informed that a child has special educational needs 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 emotional and / or behavioural difficulties, which have not been effectively managed by the deployment of appropriate strategies.
- Sensory or physical impairments despite the provision of appropriate aids and / or equipment.
- Poor communication and / or interaction despite adaptations to access learning.

### **1.3 Curriculum Support (Provision) is achieved by:**

- Identifying and assessing individual students' needs.
- Reporting of students' needs to all members of schools' staff that are involved in supporting 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:
  - Quality First 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 "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.

#### **2.1 Trustees:**

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

- The strategic overview of and the implementation of the SEND Policy.
- 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.
- Reporting annually to parents on the schools' policy through the website.
- All Trustees are informed of the schools' provision, including funding, equipment and staffing.

## **2.2 The Headteacher has responsibility for:**

- Setting objectives and priorities in the School's Development Plan, which include SEND.
- Line-managing day-to-day provision for students with SEND, including utilising a budget for supporting students within the school's overall financial resources.

## **2.3 The Role of the SENCO is to:**

- Determine the strategic development and deployment of the SEND Policy and 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.

## **2.4 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.

## **2.5 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.

## **2.6 All teachers are teachers of special needs.**

### **Teachers should:**

- Devise strategies and identify appropriate adaptive methods to access the curriculum, in conjunction with the SEND team.
- Ensure Student Centred Plans (ISP)/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.

## **2.7 Admission and Inclusion**

### **Admission Arrangements**

- Admission arrangements are outlined in the Admissions Policy.
- Applications received by the school from the local and neighbouring boroughs are considered on an individual basis and considered against the following criteria: whether the school believes it can meet the identified requirements and needs of the child; and whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.
- Where the application is for a student with a recognised disability, the school's capacity to provide specialised and adapted facilities and resources will also be considered.

### **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 need.
- Academic progress of students with special educational needs.
- Improved behaviour of students, where this is appropriate.
- Student attendance.
- Fixed Term 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 “Special educational needs and disability code of practice: 0 to 25 years” (January 2015). 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 better the student’s previous rate of progress
- Closes the gap between the student and their peers

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. 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 progress and convene and hold the annual review meetings on their behalf.

### **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 SEND level. 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 SEND level. Other screening tests are administered as and when required.

### **Primary EYFS intake**

Staff meet with students and liaise with the inclusion coordinators to access and make the appropriate provision for students as they join the primary school.

### **Individual Diagnostic Assessments**

Individual diagnostic assessments are used as required.

### **Staff Observations**

- Members of staff liaise with the SENCO in relation to students who may need specialist help. Evidence to support concerns raised must be produced, prior to any testing and / or additional intervention being undertaken.

### **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 differentiated 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: these students receive support as stipulated by the Local Authority. Targets and provision are reviewed and shared with parents/carers and the Local Authority at SEND review meetings.

#### **a) Statutory Assessment / Statements**

If a student fails to make adequate progress at SEN Support and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

#### **b) Requesting an Emergency Annual Review**

In the very exceptional circumstances that SAT, despite every effort, has serious cause for concern about the extent to which they can meet the needs of a student with an EHC plan within a mainstream setting, SAT recognises a professional and moral obligation to convene an Emergency Annual Review. The Review seeks to involve parents, professionals from the support services and the Local Authority in an effort to access the most appropriate educational provision in relation to current and long terms needs.

### **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 differentiated 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 to the parents / carers and the student. ISPs are constantly 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 but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving Free School Meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

## **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 are invited to engage with a consultation process on our local offer early in the Autumn Term with a view to naming a school for their child.
- 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 all Reviews.
- 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

All documentation about special needs included in a student's record is transferred between schools. 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.

The records of students who leave at the end of Year 11 are kept in school. Documentation relevant to the last review is forwarded to Post 16 placements. 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. 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 is available on our website.