



Nourishing the fitrah of each unique child

Special Educational Needs and Disability (SEND) Policy

“Make things easy for people and do not make things difficult for them....”

(Saheeh Bukhari, 6125)

Updated: January 2024	Review date: January 2025	SEND Coordinator: Hawwa Mbombo
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Adopted: January 2024

Review: January 2025

Special Education Needs and Disability & SEN Information Report

Our SEN policy and information report aims to:

- Set out how Unique Academy will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Children who are identified as having Special Educational Needs and Disability (SEND), whose parents wish for them to remain at the school, will be educated within the criteria set out in our admissions and accessibility policies, and the staffing and relevant resources which we have available.

Aims

In meeting the SEND of each individual child, the Unique Academy will work together with the pupil, their parents, relevant agencies, and professionals, as necessary and appropriate.

All the teaching staff will be supported by the Special Educational Needs Coordinator: **Hawwa Mbombo**, will support pupils with SEND by ensuring:

- The participation of children and their parents in decision-making.
- The early identification of children and young people's needs and early intervention to support those needs.
- That a child with SEND continues to get the support they need – this means doing everything we can to meet children's SEND.
- A focus on inclusive practice and removing barriers to learning.
- That all children, including children with SEND, are able to engage in the activities of the school.
- That all children, including those with SEND, will be treated fairly.

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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities in terms of education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

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

Roles And Responsibilities

The SENDCO

The SENDCO at Unique Academy is: **Hawwa Mbombo**

The SENDCO will:

- Work with the trustees to determine the strategic development of the SEN policy and provision in the school
- Work with the trustees 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 SEN up to date
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate 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 individual pupils and their parents are informed about options and a smooth transition is planned

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any specialist staff to plan and assess the impact of support and interventions and how these 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 that might be beneficial
- Ensuring they follow this SEN policy
- Delivering quality first teaching to ensure that all pupils are supported to access the learning

SEN information Report

The kinds of SEN that are provided for:

Unique Academy will aim to provide support for pupils with needs related to:

- Cognition and learning, for example, for pupils with dyslexia and/or dyspraxia and
- Moderate learning difficulties.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry (within the first 6 weeks), which will build on the assessments undertaken in previous settings, where appropriate. Class teachers will undertake regular assessments of progress for all pupils 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
- Highlights a widening of the attainment gap

This assessment may include reviewing progress in areas other than attainment, for example, social development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, but it will highlight where additional support would be beneficial.

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

Education Health and Care Plan

An education health and care plan (EHC plan) is for children and young people up to 25 years old with complex needs who cannot get access to the support they need in mainstream education. A EHC assessment can be obtained if the young person:

- has complex needs which can't be met by a mainstream school with support from the council
- their needs affect daily functioning

After consultation with parents, a pupil in the early years can receive the additional support offered through a EHC plan, from the Hounslow early years inclusion team following an initial EHC assessment after which, if applicable, a EHC plan can be drawn up. The process for this is outlined in Appendix 5. The SENDCo will liaise with the class teacher and early years inclusion team in order to complete necessary assessment forms in order to begin the EHC plan process and access the extra support offered through this service. The relevant forms that must be completed and submitted to the local authority can be found at:

https://fsd.hounslow.gov.uk/SynergyWeb/local_offer/How_to_get_an_education_health_and_care_plan_assessment.aspx

Consulting And Involving Pupils And Parents

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

- Everyone develops a good understanding of the pupil'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

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when a decision is made about whether a pupil will receive SEN support.

We offer an open-door policy where parents are welcome any time to make an appointment to meet with class teachers, the SENDCO and discuss how their child is progressing. Parents can contact staff members directly by writing a note in their child's planner, or through the school office: office@uniqueacademy.education or 0208 004 5481 (option 4).

Planned arrangements for communicating between school and home include:

- Every pupil has a homework diary, which travels between home and school every day so that comments from parents and teachers are shared and responded to as needed.
- Each year group has three parents' meetings a year, when all class teachers are available to meet with parents and discuss their child's progress and learning.
- Every child receives an annual written report, which is sent home to parents in the summer term.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach (See Appendix 1) and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Targeted Plans

Children identified as needing SEN support will have a Targeted Plan, which highlights their area/s of need. Within their PSP, pupils will be involved by completing a 'Pupil Passport' at the point of identification of their needs, and then at the beginning and end of each academic year. As part of this passport, pupils will be encouraged to consider their strengths and areas that they would like to improve on (Targets). Parents are invited to comment on their child's learning.

During intervention sessions, pupils will be involved in assessing their own progress against their targets. Progress within the identified area/s of intervention will form the basis of PSP reviews.

Targeted Plan Reviews

Parents will be offered opportunities to review their child's support. Each review will consider:

- Any changes required to provision, including increased or reduced intensity and frequency of support.
- The need for increased or decreased expertise from outside agencies.
- Where sufficient progress has been made and whether ongoing additional support is required and what form that support might take.
- Where progress has not been made, the need for further assessment to determine the appropriate level of support going forward.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area/s of need, we will consider involving specialists, including those from outside agencies. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent and teaching staff supporting the child.

In a very small number of cases, where pupils have received ongoing additional support over a period of time, yet continue to make less than expected progress, consideration will be given to requesting an assessment by the Local Authority for an Education, Health and Care (EHC) plan. The SEND code of practice provides further details on this process.

<https://www.education.gov.uk/consultations/downloadableDocs/SEN%20Code%20of%20Practice1.pdf>

After a review, if we assess that we can not cater for the needs of the child in the school environment, we would strongly suggest that an application be made to an alternative setting where the child can learn and develop with the appropriate support.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to when they leave Unique Academy. We will agree with parents and pupils which information will be shared as part of

this communication.

Pre-school/Nursery to Reception class

For all children moving from Nursery into Reception:

- The Reception class teacher and the SENDCO will attend individual transition meetings with the Nursery teacher for pupils with SEND.
- In the September of the term a child is due to start at, parents are offered a home visit from the class teacher.

Joining Unique Academy mid-year

A pupil 'buddy' will be chosen to support any new pupil for the first few days of being at Unique Academy. The buddy shows them around the school, introduces them to other pupils and answers questions.

We will contact the previous school to ensure the transfer of information and the child's school file.

Parents will be invited to attend a meeting with the class teacher to have further discussions on the needs of the child.

Moving to another school

We will make contact with the new school to ensure the transfer of information and the child's school file.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The provision of high-quality teaching is the baseline expectation for all pupils at Unique Academy. It is always our first step in responding to the needs of pupils who have SEN and will be differentiated for individual pupils.

We will also provide the following specific interventions where appropriate:

- Gross motor (physical) skills groups – activities which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing, walking, running, and sitting upright.
- Fine motor skills groups – activities that practice and develop smaller movements that occur in the wrists, hands, fingers, feet and toes.

The SENDCO is responsible for ensuring that teachers:

- Understand a child's needs;
- Receive the necessary training in meeting those needs;
- Have support in planning to meet a child's needs;
- Ensure the quality of teaching for students with SEND is delivered effectively

Adaptations to the curriculum and learning environment

Pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by offering 1:1

support work, adapting teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing according to needs.
- Using recommended learning aids, visual timetables, larger fonts, etc.

Additional support for learning

Sometimes, some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age.

In these circumstances, the SENDCO is responsible for liaising with the class teacher to organise intervention/s for an individual or small group of pupils through pre-arranged sessions on, for example, handwriting, reading, spelling, maths, and social skills, etc.

The support that children receive is planned, delivered and reviewed by the class teacher, in collaboration with parents, the SENDCO, and, where appropriate, the pupils themselves.

Where it is not possible for the class teacher to deliver the intervention. Appropriate adult support staff will be sourced and allocated to the pupil/small group of pupils, if the school is able to do so. If not, the SENDCO will contact the local authority to enquire regarding any support or training they may have.

Expertise and training of staff

Unique Academy's SENDCO will work closely with specialist agencies or consultants, as well as other staff with relevant expertise.

Unique Academy will also work closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise will be actively sought throughout the school year.

Securing equipment and facilities

Unique Academy is a small school, with limited resources and facilities which means that we can not cater for complex needs, severely challenging or disruptive behaviour that poses a threat to themselves or others.

Evaluating the effectiveness of SEN provision

For pupils identified with SEN, we will evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks, or longer depending on term length.
- Monitoring by the SENDCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

We know that SEN provision has had an impact when:

- We see evidence that the child is making adequate progress academically against national and age expected levels and that the gap is narrowing – i.e. they are catching up to their peers or expected age levels.
- The pupil is achieving or exceeding their expected levels of progress.
- Verbal feedback from the teacher, parent and pupil highlights a positive impact and/or identifies progress.
- Formal or informal observations of the child at school identify evidence of a positive impact and/or identifies progress.
- Pupils move off the SEND register

Enabling all pupils, including those with SEN, to engage in activities

At Unique Academy, we believe that:

- All of our extra-curricular activities and school visits, including our after-school clubs, are available to

all our pupils.

- All pupils are encouraged to take part in school presentations/special workshops, etc.
- No pupil will ever be excluded from taking part in these activities because of their SEN or disability.
- Unique Academy is located on the ground floor with all classrooms being accessible to wheelchairs. The site has one accessible toilet large enough to accommodate changing.
- There are two disabled parking bays for easy drop off and pick up.

Support for improving emotional and social development

We will provide support for pupils to improve their emotional and social development by having daily *Halaqah* (PSHE) lessons where emotion, feelings and social issues can be discussed. Unique Academy does not tolerate bullying in any way, shape or form.

Working with other agencies

Unique Academy will aim to work closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, paediatricians, speech & language therapists, physiotherapists.
- Social services – locality teams, social workers, child protection teams, family intervention programmes.

Concerns or complaints about SEN provision

Your main point of contact at Unique Academy should always be your child's class teacher in the first instance, who will be able to discuss your concerns. If you need to speak with other staff members such as the SENDCO, then the class teacher will be able to help you arrange this.

Contact details of support services for parents of pupils with SEN

Parents to the following agencies for information and support:

Hounslow council:

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/advice.page?id=MS95wl7aoLU>

IPSEA:

<https://www.ipsea.org.uk/>

SOS!SEN:

<https://sossen.org.uk/>

National Autistic Society:

<https://www.autism.org.uk/services/helplines/education-rights.aspx>

The local authority local offer

Our local authority's local offer is published here:

https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/advice.page?id=Kx3huEMrhlU&localofferchannel=2341_8&&c=00aeef

Monitoring arrangements

This policy and information report will be reviewed by the (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the trustees and SEND procedures and records will be monitored during trustee visits every term.

Links with other policies and documents

This policy links to our policies on:

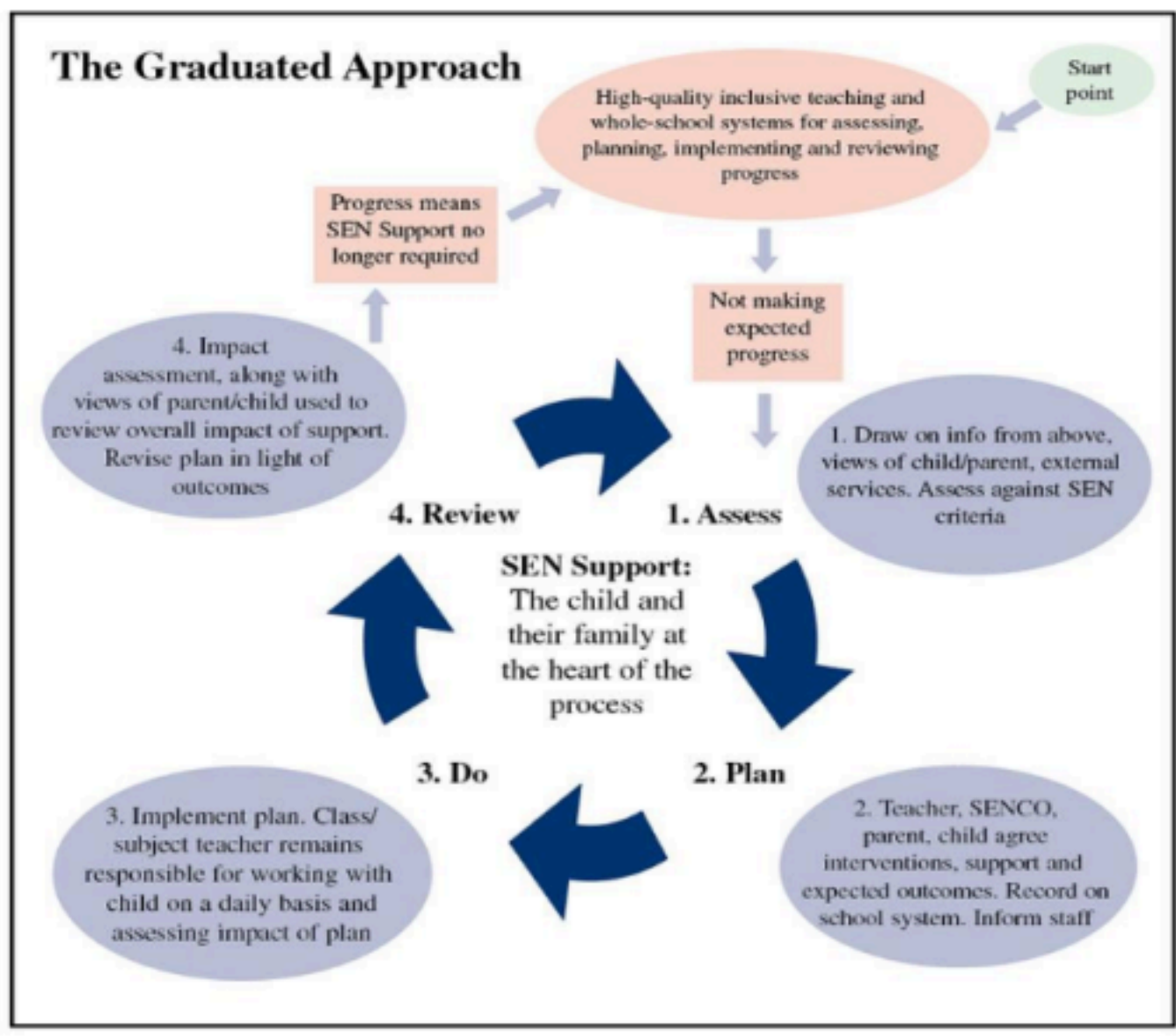
- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Single Equality Policy
- First Aid Policy

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015



Appendix 1



Appendix 2



Teaching Strategies to support pupils with SEND

Please tick the appropriate boxes below to indicate the strategies you have since the last review to help him/her achieve their targets.

Strategies used with pupil	Worked	Didn't work	Haven't used
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Age appropriate texts		
Simplified vocabulary		
Word lists		
Use of diagrams/pictures/visual aids		
Tape recorded texts		
Homework recorded in organiser for child		
Differentiated class work		
Clear lesson objectives given/written on board		
Oral instruction repeated/further explanation		
Rewards for achievement		
Multi-sensory activities		
Text/questions read to whole class/individual		
Amanuensis – answers written down for pupil Scribe – answers re-written from pupil's work Use of ICT: word processor/laptop etc		
Teacher's notes photocopied for pupil		
Appropriate seating – able peer/study buddy		
Peer study/reading Support		
Parental Reading Support Additional Teacher support		
Teaching Assistant in class support		
Oral presentation instead of written work		
Group work/Change in grouping arrangements		
Activities amended to individual learning style Choice of tasks given		
Subject specific vocabulary lists in book/on wall		
Summary cards/information for revision		
Extra time for tests		
Differentiated activities/worksheets		
Use of writing frames		
Use of sentence starters		
Change in lesson pace		

Use of KS1 Maths Workbooklets		
Use of Rigby Rocket reading scheme (R – Y2)		
Use of phonic check lists/Progression in Phonics		
Individualised programmes of work		
Use of Touch Typing		
Use of ALS/ELS/FLS		
Involvement of outside agency.(Please state)		
Other. (Please State)		

Appendix 3



Use of *Simple but Effective* Individual Educational Plans (IEPs)

An Individual Educational Plan, commonly known as an IEP, is a personalised plan and record of action undertaken to ensure that pupils with additional needs to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential.

In line with the SEN Code of Practice and contemporary research, IEPs at the school are written and implemented according to the following principles:

- IEPs should be working documents with a practical value in the present moment – they should not be a ‘paper exercise’.
- IEPs should act as a profile outlining a pupil’s particular strengths and difficulties.
- IEPs should actively involve the pupil, parents / carers, colleagues and where necessary, external agencies.
- IEPs should work towards the outcome of ‘*every teacher is a teacher of special needs*’ as well as specific outcomes for Learning Support staff.
- IEPs should outline action *additional and different* to everyday classroom practice, taking into account what the pupil can already do independently.
- IEPs should be accessible to all involved - using ‘Plain English’, avoiding jargon and ‘information overload’.

Who is entitled to an IEP?

At Unique Academy, we operate a policy whereby only those pupils placed on the Additional Needs Register with multiple additional needs and clearly identified as *currently underachieving* or *having underachieved within the past 12 months* are assigned an IEP.

For many pupils at School Action who present with milder difficulties, the IEP may act primarily as a 'tip sheet' outlining the nature of their additional needs and strategies (including equipment if necessary) for teachers to implement in the classroom.

For other pupils at School Action with more moderate difficulties and for all pupils at School Action Plus, Referred for a Statement of SEN and Implementation of Statement of SEN stages, the IEP will also outline current and past Wave 2 / Wave 3 interventions, access arrangements, involvement of external agencies and any related documents such as a Health Care Plan and/or a Risk Assessment.

How is an IEP created and maintained?

The following process is adhered to in the creation and maintenance of IEPs:

1. SENDCo identifies the additional needs of the pupil through distribution of a Monitoring Form to all teachers, screening / standardised assessments, referral to external agencies / previous setting.



2. SENDCo arranges an IEP Meeting with parent/s or carer/s, involved colleagues and any involved external agencies – invitations to the meeting are sent two weeks prior to the proposed date.



3. SENDCo chairs an IEP Meeting with relevant parties in which additional needs are explained / discussed, outcomes and action agreed – involving the pupil where appropriate. Notes are taken by SENDCo or other Learning Support Staff and kept in a bound book for future reference.



4. SENDCo drafts the IEP based on the notes from the IEP Meeting.



5. Where necessary, the IEP is sent to relevant parties to agree on content. The IEP is saved according to the following format e.g. **IEP Sultan Khan 01.10.2020** then distributed by staff to all staff working with the pupil.



6. The IEP is also placed on the cloud and uploaded by the relevant member of staff.



7. Each IEP is scheduled to be reviewed on a twice yearly (Sept / Oct and Feb / Mar) basis initially by the SENDCo in consultation with colleagues - with an IEP Meeting then called if necessary. An IEP may also be reviewed should the pupil present with heightened / changed additional needs or if they are due to exit the Additional Needs Register.

How is the effectiveness of an IEP reviewed?

Each Individual Educational Plan begins by outlining the intended outcomes of the action undertaken.

For some pupils – particularly those at School Action Plus, Referred for a Statement of SEN and Implementation of Statement of SEN stages - the intended outcomes will be specific and detailed, running in addition to curriculum attainment targets. For

pupils with a Statement of SEN, outcomes will be based on the objectives / targets outlined in their statement and most recent Annual Review Summary Report.

For other pupils – particularly those at the School Action stage with milder difficulties – there will be a more generalised outcome focused on facilitating full access to teaching & learning in the classroom and any other opportunities for development & achievement.

Fulfilment of intended outcomes will be measured through consultation with colleagues, Monitoring Forms, screening / standardised assessments, IEP Meetings and for pupils with a Statement of SEN, through the Annual Review process.



Appendix 4

INDIVIDUAL EDUCATIONAL PLAN (IEP)

Name:		Form:	
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Area of Need/s:	
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Intended Outcome/s of the IEP:	
Monitored by:	Monitoring Forms, IEP Meetings, Attainment, Behaviour Watch.

Strengths & Difficulties:

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Support Strategies:
✓

School Interventions:	
External Agencies:	

Last reviewed:	by:
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Appendix 5
Monitoring Form

Pupil	Class:	
Subject		Teacher



Please use **X** to indicate answer.

Additional Needs No concerns
 Requires occasional support
 Requires continuous support
 Not applicable

	Concentration: Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.	
	Organisational Skills: Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.	
	Speech and Language: Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.	
E n g l i s h	Reading: Ability to read a paragraph or more with ease and fluency.	
	Spelling: Ability to consistently spell common words and make a good attempt at unfamiliar words.	
	Extended Writing: Ability to write a correctly punctuated paragraph or more with ease and fluency. Handwriting: Ability to write legibly, with ease and at a pace equivalent to peers.	
	English as Additional Language: Understanding English as a second language, acquiring new vocab etc. Mathematics: Demonstrating a basic grasp of number, data, shape / space and measure etc.	
	Social: Forming and maintaining positive relationships, conforming to social norms etc.	
	Emotional: Showing awareness of own feelings and that of others, managing feelings, confidence etc.	
	Homework: Ability to work independently, to produce work to deadlines etc.	
	Exams: Ability to prepare for and sit an assessment without close adult support.	

Overall, how well is this pupil progressing in the lesson/s? (please include EYFS/NC grades & current attainment where possible)