



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 2026	Review date: January 2027	SENDCo Coordinator: Zahrah Sheikh
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Adopted: January 2026

Review: January 2027

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: Zahrah Sheikh, 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 coordinators (SENDCOs) and the SEN information report.
- Equality Act 2010.



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: **Zahrah Sheikh**

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 coordination 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 liaise with external 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
- 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:

- Providing Quality First Teaching (QFT)
- Assessing and monitoring the progress and development
- 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 read and abide to the SEND 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 identify and give early intervention to:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Emotional Health.
4. Sensory and/or Physical.
 - 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.

Early Identification of 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, including parents, has developed a clear understanding of the pupil's areas of need, that parents' concerns and suggestions have been taken into account and that outcomes and next steps have been agreed upon.

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 referral to the SENDCo including compilation of the referral form
- The SENDCo's observation of the pupil
- A meeting between teacher and SENDCo to share observation and concerns
- Analysis of the assessment data
- Parents' views and concerns
- Pupil's views and concerns
- Setting SMART targets
- Compilation of an IEP
- Sharing the IEP with parents
- Plan adaptive resources
- Review half-termly



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

Individual Educational Plan

We should not focus on separated interventions as they are not inclusive and students may develop poor self-esteem, we should work on the QFT and adapt the planning and the resources in the classroom and during the lessons.

Behavioural Approach

As part of our mental health and well-being policy, we recognise that continued disruptive behaviour can result from unmet needs. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEND and BESD.

The SEND code of practice highlights four broad areas of SEND needs, which are:

- communication and interaction
- cognition and learning
- social, emotional, and health difficulties
- sensory and/or physical needs

As mentioned above, if a child displays difficulties in any of the above areas, an Individual Educational Plan (IEP) or Positive Support Plan (ISP) for those with Behavioural, Social, Emotional Difficulties (BESD) will be issued.

At Unique, we will consider whether a pupil's SEND and BESD has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance.

If this is the case and the child is on the SEN register, the way the undesired behaviour is managed is by establishing clear expectations, routines, preparing the pupil during transitions, using positive reinforcement, utilising visual aids, and pastoral care. SEND students often respond well to rewards for positive behaviour rather than punishments for negative actions. This could be verbal praise, stickers, or earning time for a preferred activity.

Please see the Behaviour Policy

Education, Health and Care Plan

When the school cannot cater for a pupil's needs, the school or parents will apply for an assessment for an Education, Health and Care (EHC) plan which if eligibility has been proved, will be carried out by the Local Authority.

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



Transitions

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

The EYFS framework emphasises that transitions from nursery to school or reception to year 1 should be well-planned and as smooth as possible. Transitions should also be seen as a process and not a finite event that occurs on the first day of school.

Mid-year Admissions

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.

School Transition

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

The pupils will be let talk about their feelings and express their worries if they have any encouraging independence and boosting self-esteem.

A Social Story about school transition will be prepared.

Role of the SENDCo

- Early identification
- Early intervention
- Training staff
- Ensuring QFT is delivered
- Liaising with teachers, parents and external agents

Adaptive Teaching

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.



Inclusive Classroom

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 font, etc

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.

Our Vision

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.

PSHE and RSE Lessons Adaptation

We make sure to 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.

Partnership 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.
- Hounslow Early Years Team Coordinators through SENCO Forums.

Concerns or complaints about SEN provision

We endeavour to comply with the SEN Code of Practice; however, we are not a specialist school nor are we legally required to offer SEN specialistic support.

The SEN Code of Practice does not apply to independent schools, other than independent special schools which are listed under section 41 of the Children and Families Act 2014. This means that the provision for children with SEN can vary significantly between different non-special independent schools.

However, children with special needs can succeed in a private school, where the class size is smaller and they can benefit from more one-on-one attention.

Nevertheless, as a school we have the moral and social goal for all our students to succeed. May you have any concerns about SEN, please do not hesitate to kindly approach the class teacher directly to schedule a meeting with the SENDCo.

Contact details of support services for parents of pupils with SEN

Parents can contact 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=Kx3huEMrhIU&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:

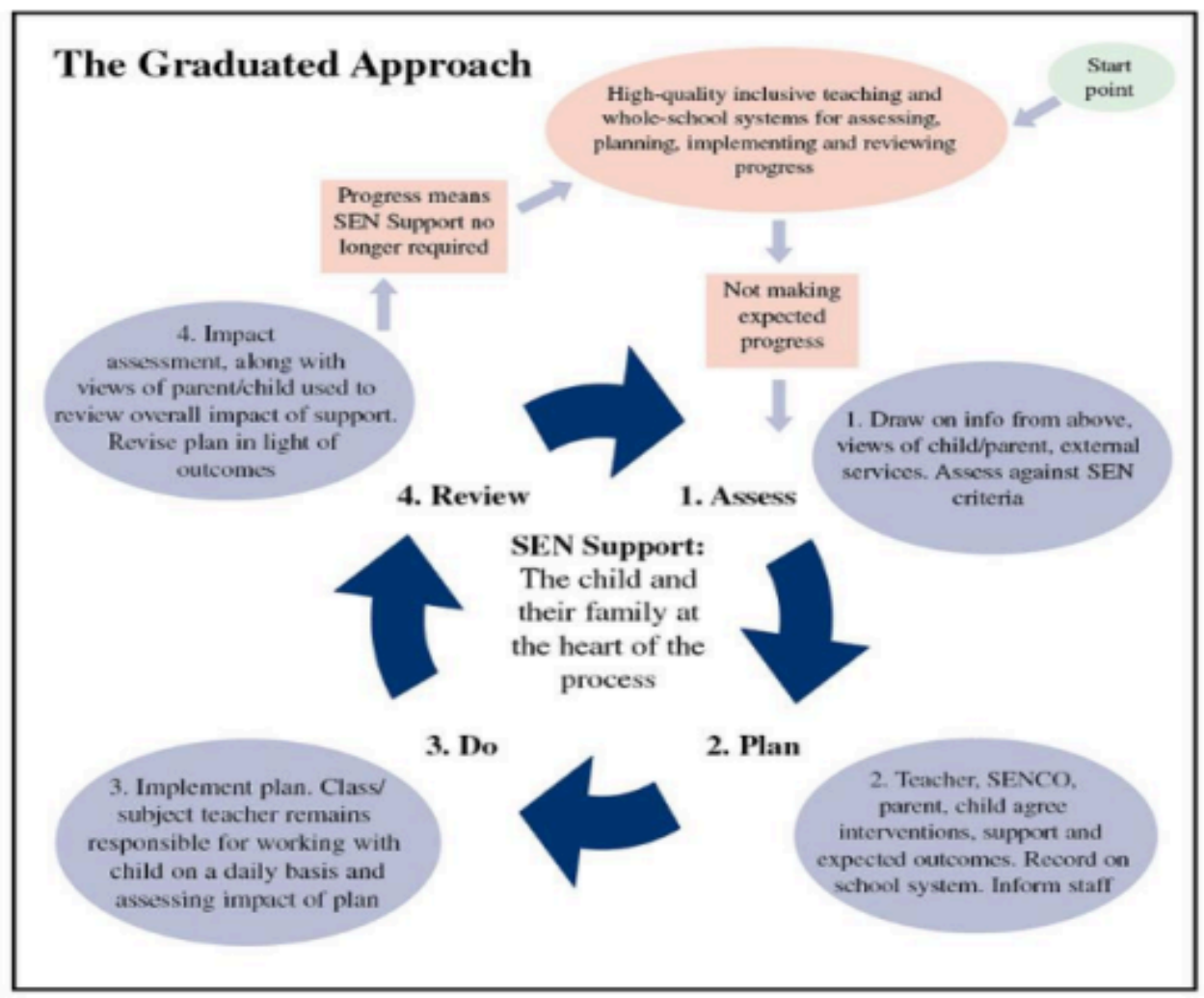
- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Single Equality Policy
- First Aid Policy

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
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 Work Booklets		
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 EDUCATION PLAN (IEP)

Name:		Year:	
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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 and difficulties:	
Support strategies:	

School interventions:	
External agencies:	

Last reviewed:		By:	
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