

CM19 – Special Educational Needs Policy

Nisai Group deliver alternative education provision through person-centred packages of education and support, which may also include Personalised mentoring. Students and young people we work with have a wide range of abilities, interests and aptitudes. Some may not learn so easily and have difficulties in making progress in a school setting or may have Special Educational Needs (SEN), Learning Disability (LD) and/or be in receipt of an Education Health and Care Plan (EHCP). Nisai help students to achieve their ambitions through holistic learning, creating pathways to university and subsequently future employment. Nisai provide an inclusive, social and student-focused environment that welcomes students of all backgrounds. We ensure children with Special Educational Needs know they are valued, by negotiating support, discussing difficulties, mediating, fostering the development of an enquiring mind, praising and encouraging the student and helping them enjoy their studies.

1.0 Aims and Objectives

Nisai aims to give children with Special Educational Needs the greatest possible access to a broad, balanced and relevant curriculum, including the National Curriculum, so that they may achieve their potential, socially, emotionally and academically by setting suitable learning challenges and overcoming potential barriers to learning and assessment.

- To define the school's objectives regarding learning support and how these will be met

Nisai, working within the guidance provided by the SEND Code of Practice 2015, provides and operates a whole academy graduated approach to management, provision and support, in order to meet student needs. Student outcomes, both academic and social, are regularly reviewed, to inform personalised learning pathways, teaching methods and curriculum planning.

- Procedures are in place to ensure teachers are aware of such students and are supported in meeting their needs.
- The views of the child are sought and taken into account.
- Parents are encouraged in their key role in supporting their child's education.

Student's needs are identified during the referral and induction processes considering the view of the young person, parents/carers and other professionals working with the student. Once enrolled with Nisai, teachers and professionals use the information gathered to inform their teaching and interactions. Parents/carers are encouraged to play a key role in supporting their child's education and have regular contact with a form tutor to maintain and develop a supportive professional relationship, whilst sharing information on progress and highlighting areas for development or support.

- Full use is made of relevant support agencies where appropriate

Nisai offers opportunity for those professionals currently working with the young person such as Local Authority Case Officers, Speech and Language therapists and Outreach specialist staff, in order to develop close supportive links and provide the best possible collaborative approach. In some cases, Nisai will work with Local Authorities to identify the needs of students and support with evidence for referrals to be made to specific services.

2.0 Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3.0 Definition of Special Education Needs

A child or young person has Special Educational Needs and/or disability (SEND) if they have a learning difficulty or disability, which calls for special educational provision to be made for him/ her.

Nisai students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of students the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or post-16 institutions. SEN Code of Practice (2015, pg 15-16)
- c) Are disabled, if they are blind, deaf or dumb or suffer from a mental disorder of any kind or are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (Section 17[11], Children Act 1989).
- d) Have a disability, for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (The SEN and Disability Act 2001).

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, pg. 16)

4.0 Provision

Provision for students with SEND is additional to or otherwise different from the educational provision made generally for students of their age (Mainstream curriculum). In order to ensure that students with SEND are appropriately supported by Nisai teachers in lessons, Nisai undertakes a rigorous referral and induction process, to identify and act upon students’ personalised need.

5.0 Roles and Responsibilities

The SEN Governor

- Understand the provision and leadership of SEND.
- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within Nisai and update the governing board on this.
- Work with the General Manager to determine the strategic development of the SEN policy and provision in Nisai.

The Chief Operating Officer

- Work with the SEN governor to determine the strategic development of the SEN policy and provision within Nisai.
- Have overall responsibility for the provision and progress of students with SEN and/or a disability.

EHCP Co-Ordinator

- Determine the frequency of the reviews of individual students including all reviews of post 16 students in receipt of EHC Plans.
- Review procedures will involve, where appropriate, the student, their parents, the teaching and support staff, and external agencies, both educational and medical.
- Review of outcomes and provision appropriate to the young person.
- Liaise with external agencies to provide best possible support and outcomes for the young person.
- Data collection from teaching, support staff and external agencies to provide evidence of progress improvement and to inform provision.
- Timely return of review information and documentation to local authorities for review process to meet timelines.
- Be the point of contact for external agencies, including the local authority and its support services.
- Ensure that all records of all students with SEN are up to date.
- Liaise with teachers regarding any updates/changes or additional needs of students, explore and agree to any amendments to provision.

The Teachers

- Responsible for delivering high quality learning and support which takes into consideration the specific needs of students with SEND.
- Identify those students who may have special educational needs and ensure that needs are met by using their skills as online teachers to deliver effective appropriate provision.
- Assessing and monitoring the progress and development of every student in their class.

- Work with the EHCP Coordinator to review each student's progress and development and decide on any changes to provision.
- Ensure they follow this SEN policy.

6.0 Staff Development and Performance Management

Where appropriate, Nisai will support Teachers in developing their skills in relation to Special Educational Needs through training and development sessions and team meetings.

7.0 Links with existing customer support services and other agencies and organisations

Where appropriate, Nisai will work with outside agencies who are currently working for or are to be commissioned by the customer, to enable more effective support of SEN students (e.g. Educational Psychologists, Speech and Language Therapist or Behavioural Support Specialists).

8.0 Links with other schools and Transfer arrangements

Nisai liaises with other education and training providers before transfer from and to Nisai. The EHCP Co-ordinator and the Customer and Student Support Team have the responsibility for ensuring that needs are discussed, information is exchanged, and arrangements are made for the transfer of other relevant documentation to provide a smooth transition.

9.0 Handling Complaints about SEN Provision

In the first instance, particular problems will be referred to the Chief Operating Officer who will endeavour to achieve a satisfactory outcome by informal means.

If the issue cannot be resolved in this way, it may be referred to the Chief Executive of Nisai Group, who may invite appropriately qualified external advisors to assist in resolving the problem. Nisai will ensure that all information concerning students is readily available and up to date and that all parents are aware they may contact Nisai at any time to arrange an appointment in order to discuss their requirements.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our provision has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Making reasonable adjustments provided by the Nisai customer, including the provision of auxiliary aids and services which may be in line with need or provision stated in an EHC Plan.

10.0 Contact details of support services for parents of students with SEN

- SENDIASS <https://www.family-action.org.uk/what-we-do/children-families/send/send-info/>
- Contact for families with disabled children <https://contact.org.uk/>
- Government advice for parents and carers - <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

11.0 The Local Offer

Each local authority has what is known as a "local offer" which they share on their websites detailing which organisations and providers they work with including Nisai.

12.0 Monitoring Arrangements

This policy will be reviewed by the Senior Management Team of Nisai on an annual basis and approved by the Governing Board. Changes and updates to the information are made throughout the year as required.

Nisai Learning has a procedure of monitoring and evaluating the quality of teaching and learning practice.

The Chief Operating Officer, and the Special Educational Needs Governor has a particular responsibility for monitoring the success of the Special Educational Needs policy.

Key Responsibility for Policy	Related Policies
Chief Operating Officer Customer and Student Support Team Manager EHCP Co-ordinator	CM11 - Safeguarding Policy CM5 - Equality & Diversity and Inclusion Policy SEND Information Report

Review Date: September 2025

A new EHCP Policy is in development which will also link to this SEN Policy