

Special Educational Needs Policy

Nisai Group delivers high-quality alternative education through student-centred programmes of learning and support. The students and the young people we work with have a wide range of abilities, interests and aspirations. Some may experience challenges in accessing learning within a traditional school setting and may have Special Educational Needs and Disabilities (SEND), learning disabilities (LD), and/or an Education, Health and Care Plan (EHCP).

At Nisai, we support students to achieve their ambitions through a holistic approach to learning, creating pathways to reintegration, further education, higher education, and future employment. We provide an inclusive, supportive, and student-focused environment that welcomes learners from all backgrounds. We are committed to ensuring that students with SEND feel valued and understood by providing appropriate support, discussing and addressing difficulties, facilitating effective communication, encouraging curiosity and independence, celebrating achievements, and helping students develop a positive relationship with learning.

Nisai aims to provide children and young people with SEND with the greatest possible access to a broad, balanced, and relevant curriculum. Through suitable learning challenges and the removal of barriers to learning and assessment, we enable students to achieve their potential academically, socially, and emotionally.

Working within the guidance of the SEND Code of Practice (2015), Nisai adopts a whole-academy graduated approach to identifying, managing, and supporting students' needs, ensuring that provision is responsive, effective, and tailored to individual requirements. Academic and social outcomes are reviewed regularly to inform personalised learning pathways, teaching strategies, and curriculum planning.

Students' needs are identified during the consultation, referral, and induction processes, taking into account the views of the young person, their parents or carers, and other professionals involved in their support. Once enrolled, teachers and support staff use this information to inform their teaching, planning, and interactions with students. Robust procedures are in place to ensure that staff are aware of individual needs and are supported in delivering appropriate provision. The views and experiences of students are actively sought and taken into account.

Parents and carers play a vital role in their child's education and are encouraged to work in partnership with Nisai. Regular contact with our team helps to maintain a positive and supportive relationship, enabling effective communication about progress, achievements, and any areas where additional support may be required.

Nisai works collaboratively with professionals involved in supporting young people, including Local Authority Case Officers, Speech and Language Therapists, Educational Psychologists, and specialist outreach teams. This collaborative approach helps ensure that students receive coordinated and effective support. Where appropriate, Nisai works with local authorities and other agencies to identify students' needs and provide evidence to support referrals to specialist services. Relevant external support agencies are engaged whenever beneficial to the student.

1.0 Legislation and Guidance

This policy has been developed in accordance with the requirements of the Department for Education's Online Education Accreditation Scheme (OEAS) and the Online Education Standards, and with regard to relevant legislation and statutory guidance concerning special educational needs, disabilities and equality.

In developing and implementing this policy, Nisai has regard, where applicable, to:

- the Online Education Accreditation Scheme (OEAS): Online Education Standards and associated guidance;
- the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015);
- Part 3 of the Children and Families Act 2014, which provides the statutory framework for children and young people with special educational needs and disabilities, including Education, Health and Care (EHC) plans;
- the Special Educational Needs and Disability Regulations 2014, which contain detailed provisions supporting the SEND framework established by the Children and Families Act 2014; and
- the Equality Act 2010, including provisions relating to disability discrimination and reasonable adjustments.

2.0 Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Students will not be regarded as having a learning difficulty solely because the language spoken at home differs from the language in which they are taught.

A child or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2.1 Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. A person is considered disabled if they have 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.

3.0 Provision

Provision for students with SEND is additional to, or different from, the educational provision generally available to students of the same age.

To ensure students with SEND receive appropriate support, Nisai follows a thorough consultation, referral, and induction process to identify individual needs and determine the most effective support and provision for each learner.

In identifying and responding to SEND, Nisai has regard to the four broad areas of need identified within the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

4.0 Roles and Responsibilities

Chief Operating Officer

- Work with the Chief Executive Officer (CEO) to determine the strategic development of the SEN policy and provision within Nisai.
- Have overall responsibility for the provision and progress of students with SEND.
- Report to the Senior Management Team and Board regarding the quality and effectiveness of SEND provision.

EHCP Team Leader

- Determine the frequency of the reviews of individual students including statutory reviews for post 16 students with Education, Health and Care plans (EHCPs).
- Ensure review procedures involve, where appropriate, the student, parents/carers, teaching and support staff, and relevant external agencies.
- Monitor and review student outcomes and provision to ensure they remain appropriate to the young person's needs.
- Liaise with external agencies to secure the best possible support and outcomes for students.
- Collect data from teaching staff, support staff and external agencies to provide evidence of student progress and to inform provision.
- Timely return of review information and documentation to local authorities for review process to meet mandatory 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 SEND are up to date.
- Liaise with teachers regarding any updates/changes or additional needs of students, explore and agree to any amendments to provision.
- Manage the EHCP Team, ensuring all consultation requests are completed and submitted within required timescales.

Head of Teaching and Learning

- Providing strategic leadership for high-quality, inclusive teaching and learning across Nisai.
- Ensuring that SEND and accessibility are appropriately considered within teaching and learning policies, curriculum development, quality assurance and professional development.
- Overseeing the quality and consistency of teaching and learning for students with SEND and ensuring that identified areas for improvement are addressed.

- Ensuring that teachers and teaching leaders understand their responsibilities in relation to students with SEND and have access to appropriate guidance, training and support.
- Working with the EHCP team and other senior leaders to ensure that identified needs, agreed strategies and relevant provision are appropriately reflected in teaching and learning.
- Reviewing relevant information about the engagement, progress and achievement of students with SEND to identify trends, barriers or areas requiring further action.

Teachers

- Responsible for delivering high-quality learning and support that takes into account the specific needs of students with SEND.
- Be aware of and respond appropriately to students identified SEND needs, adapting teaching and support strategies to maximise engagement, progress, and achievement.
- Assess and monitor the progress and development of every student in their class.
- Work with the EHCP Team Leader to review each student's progress and development and decide on any changes to provision.

5.0 Staff Development and Performance Management

Where appropriate, Nisai will support Teachers in developing their skills in relation to Special Educational Needs through targeted and regular CPD, discussions, briefings and team meetings.

6.0 Working with Support Services, Agencies and Partner Organisations

Where appropriate, Nisai will work collaboratively with external professionals and agencies involved in supporting the student to ensure effective and coordinated provision. This may include Educational Psychologists, Speech and Language Therapists, Behaviour Support Specialists, Local Authority representatives, and other relevant professionals.

7.0 Links with other schools

Nisai works collaboratively with schools, colleges, and other educational organisations where appropriate to support positive outcomes for students.

The EHCP Team Leader and Customer and Student Support Team may liaise with external providers to share relevant information, contribute to planning discussions, and support continuity of provision where required and appropriate.

8.0 Handling Complaints about SEND 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.

Parents/carers of students with disabilities have the right to make disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability) if they believe discrimination has occurred. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Failure to make reasonable adjustments where these are required under the Equality Act 2010 and within the responsibilities of Nisai and/or the commissioning organisation.

9.0 Contact Details for SEND Support Services

Parents and carers may find the following organisations helpful for information, advice, and support regarding Special Educational Needs and Disabilities (SEND):

- [SENDIASS](#) (Special Educational Needs and Disabilities Information, Advice and Support Service)
- [Contact](#) (Support for families with disabled children)
- [Government SEND Guide for Parents and Carers](#)

10.0 The Local Offer

Each local authority publishes a Local Offer on its website, detailing the services and support available for children and young people with SEND and their families.

The Local Offer provides information about education, health, and social care services available within the local area, helping families understand and access the support that may be available to them. Where appropriate, this may include information about organisations and providers such as Nisai.

11.0 Monitoring Arrangements

Next Review Date: September 2027

This policy will be reviewed annually by Nisai's Senior Management Team and approved by the Governing Board. Updates may be made throughout the year in response to changes in legislation, guidance, or organisational practice.

Nisai has established procedures for monitoring and evaluating the quality and effectiveness of teaching, learning, and SEND provision.

The Chief Operating Officer has particular responsibility for monitoring the implementation and effectiveness of this policy and ensuring that it continues to meet the needs of students with SEND.

Key Responsibility for Policy	Related Policies
Chief Operating Officer Customer and Student Support Team Manager EHCP Team Leader Head of Teaching & Learning	CM11 - Safeguarding Policy CM5 - Equality & Diversity and Inclusion Policy