



NIA Barwa SEND Information Report

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Introduction:

The purpose of this report is to provide stakeholders with transparent details about NIAs support for students with SEND (special educational needs and disabilities). It outlines the types of support, resources, and interventions available, promoting inclusion and equal access. This report fosters trust by ensuring transparency and accountability, while encouraging parental and carer involvement in decision-making. It also explains referral processes and external support agencies. By offering clear guidance, this report helps stakeholders make informed decisions, improve collaboration, and ensures the effective monitoring and development of SEND provisions within the school. NIA is dedicated to fostering an inclusive learning environment that ensures equal opportunities for all students, including those with SEND. Recognising the unique strengths and needs of each student, NIA maintains high expectations for all learners while implementing adaptive teaching strategies and differentiated tasks to promote equity in education. For students identified as having SEND, personalised learning plans are developed and implemented to address their specific requirements, ensuring tailored support that enables them to achieve their full potential.

SEND Policy & Vision

This policy outlines the school's aims, guiding principles, identification and intervention strategies, and staffing responsibilities in ensuring equitable access to education for all learners. Students at NIA are identified as having SEND if they experience significantly greater difficulties in learning than their peers or have disabilities that hinder access to the curriculum. Additional considerations include students transitioning from different educational systems and those identified as more able or talented.

NIA upholds the following key aims for students with SEND:

- Equal opportunities and access to a broad, balanced, and relevant curriculum.
- Inclusion within mainstream education wherever possible.
- Provision of appropriate support to meet individual needs.
- Recognition and celebration of student achievements.

The school follows a **graduated approach** in line with the **British SEND Code of Practice (2001)**, ensuring early identification, intervention, and personalised support.

Objectives

- Provide a differentiated curriculum tailored to individual needs.
- Enable students to achieve their full potential and develop self-esteem.
- Ensure early identification, assessment, and intervention.
- Involve staff, parents, and students in the support process.
- Collaborate with external agencies where necessary.

Key Personnel

The **SEND Team** consists of:

- Principal/Deputy Principal/Head of School
- Special Educational Needs Coordinator (SENCO)
- Class Teachers
- Learning Support Assistants (LSAs) and Teaching Assistants (TAs)
- External specialists

Identifying SEND:

The **SENCO** plays a pivotal role in overseeing SEND provision, coordinating interventions, liaising with staff and parents, maintaining student records, and ensuring compliance with national standards.

Identification, Assessment, and Intervention

Students' needs are identified through:

- Parental input and medical certification.
- Teacher observations and academic assessments.
- Standardised tests, including SNAP Assessments and CAT4.
- Pupil progress tracking and review meetings.

The **referral process** involves initial teacher-led interventions, escalating to formal assessment by the SENCO and external professionals.

Support and Intervention Framework

NIA follows a **three-tiered support model**:

1. **Wave One** – Inclusive classroom teaching with differentiated instruction and in-class support from LSAs.
2. **Wave Two** – Additional targeted interventions, such as after-school support and small group sessions.



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3. **Wave Three** – Individual Education Plans (IEPs) with SMART targets, developed in collaboration with teachers, the SEND department, and parents.

Progress is monitored through **three-week review cycles** and a **traffic-light system**, ensuring timely adaptations to support plans.

Beyond School Intervention

If internal interventions are insufficient, parents are advised to seek external specialist assessments (e.g., educational psychologists, paediatricians). In cases where NIA cannot fully meet a child's needs, alternative educational provisions may be recommended.

Categorisation of Learning Needs

NIA categorises SEND into the following areas:

1. **Cognition and Learning Needs** (e.g., Dyslexia, Dyscalculia, Severe Learning Difficulties)
2. **Behaviour, Emotional, and Social Development Needs** (e.g., BESD, ASD)
3. **Speech, Language, and Communication Needs** (e.g., SLCN)
4. **Sensory and/or Physical Needs** (e.g., Visual Impairment, Hearing Impairment, Physical Disability)

While NIA provides extensive SEND support, **secondary-level provision does not accommodate students with profound and multiple learning difficulties (PMLD)**.

Provision for SEN Students at NIA:

Differentiation in the Curriculum

The curriculum is adapted to meet the needs of students with SEND through **differentiated instruction** and **targeted interventions**. Key strategies include:

- **Personalised Learning Plans (IEPs):** Individual Education Plans (IEPs) are developed for students requiring additional support. These plans set **SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets** to guide learning.
- **Flexible Teaching Methods:** Teachers use a variety of instructional techniques such as **visual aids, hands-on learning, and multi-sensory approaches** to support diverse learning styles.
- **Scaffolded Learning:** Step-by-step guidance and structured activities are provided to help students access and engage with the curriculum effectively.
- **Modified Assignments and Assessments:** Assignments and exams are **differentiated** to accommodate students' needs, including extended time, simplified instructions, and alternative formats for assessments.

- **Inclusive Classroom Environment:** Wherever possible, students with SEND are taught within the mainstream classroom alongside their peers, ensuring an inclusive educational experience.
- **Targeted Group Work:** Small-group sessions are implemented for students who benefit from additional reinforcement in specific subject areas.

Specialist Support

NIA provides a **multi-tiered support system** designed to cater to the varying levels of need among SEND students. The following specialist services and interventions are available:

- **Learning Support Assistants (LSAs) and Teaching Assistants (TAs):** Assist in the classroom to provide targeted support and ensure that students can engage with their learning effectively.
- **One-to-One Support:** Students requiring intensive intervention may receive **individualised sessions** with the **SENCO** or Learning Support Assistants.
- **After-School Homework Club:** Support sessions where students receive additional guidance with assignments and reinforce learning.
- **Speech and Language Therapy:** Support for students with communication difficulties through **specialist speech and language interventions externally**, where necessary.
- **Counselling and Emotional Well-being Support:** Students with **Behavioural, Emotional, and Social Difficulties (BESD)** have access to **school counsellors** and mental health support services.
- **External Specialist Referrals:** Where necessary, NIA collaborates with external **educational psychologists, paediatricians, and therapists** to assess and support students with complex needs.
- **Alternative Learning Arrangements:** In cases where a student is unable to access mainstream education fully, alternative learning provisions, such as small-group interventions or individual tuition, are considered.

Resources and Equipment

To support the learning and development of students with SEND, NIA provides a range of **assistive resources and adaptive equipment**:

Assistive Technology:

- Laptops and tablets for students with dyslexia or other learning difficulties.

Specialised Learning Materials:

- Large-print books and modified worksheets for students with **visual impairments**.



- Visual timetables, social stories, and structured task lists for students with **autism spectrum disorder (ASD)**.

Physical Accessibility Support:

- Quiet spaces or sensory rooms for students who require **calm environments** to self-regulate.

How We Support Social and Emotional Wellbeing

At **NIA**, we recognise that **social and emotional wellbeing** is essential to the success of students with SEND. We are committed to fostering a **nurturing and inclusive environment** where students feel safe, valued, and supported in their emotional and social development. NIA adopts a **whole-school approach** to pastoral care, ensuring that the mental health and emotional needs of students with SEND are prioritised. Key support strategies include:

- **Designated Pastoral Support Team:** The school provides **dedicated pastoral care** through the **Heads of Year (HOY)**, **SENCO**, **Learning Support Assistants (LSAs)** and **counsellors** to ensure students' emotional wellbeing is monitored and supported.
- **One-to-One and Group Counselling:** Students experiencing **anxiety, low self-esteem, or emotional distress** can access school counsellors for individual sessions. **Small-group interventions** promote social skills, confidence building, and emotional regulation.
- **Safe Spaces and Breakout Areas:** Quiet, low-stimulation environments are available for students who require a **safe retreat** when feeling overwhelmed.
- **Mentoring and Peer Support:** Identified students may be assigned a **peer mentor (KS4/5)** or staff mentor to provide encouragement and guidance in managing social challenges.
- **Mindfulness and Wellbeing Programs:** NIA integrates **mindfulness practices**, relaxation techniques, and resilience-building exercises into the curriculum to support students' emotional self-regulation.
- **Positive Behaviour Support (PBS):** A structured approach to behaviour management ensures that students are guided through **positive reinforcement**, clear expectations, and restorative practices rather than punitive measures.

SENCO Qualifications and Responsibilities:

- The SENCO is a **qualified specialist** in SEND education with expertise in **assessments, intervention strategies, and curriculum adaptations**.
- Responsible for **coordinating SEND provision, managing Learning Support Assistants (LSAs)**, advising staff, and liaising with parents and external specialists.

- Trained in **diagnostic assessments** such as **SNAP and CAT4** to identify learning difficulties.
- Regularly updates the **SEND policy and provision map** in line with best practices and regulatory requirements.

Class Teachers:

- All teachers receive **training on differentiated instruction, adaptive teaching strategies, and behaviour management techniques** to support students with SEND.
- Trained to create **Individual Education Plans (IEPs)** and implement **graduated support strategies** (Wave 1-3 interventions).
- Equipped with **inclusive classroom management techniques** to ensure students with SEND have access to a broad and balanced curriculum.

Learning Support Assistants (LSAs) and Teaching Assistants (TAs):

- LSAs and TAs provide **one-to-one and small-group support** under the supervision of the SENCO.
- Trained in **assistive technology, speech and language strategies, and sensory support techniques**.
- Attend **targeted workshops** on supporting students with **ASD, Dyslexia, Behavioural, Emotional and Social Difficulties (BESD), and other SEND categories**.
- Work closely with **teachers, parents, and external professionals** to ensure individual student needs are met.

Pastoral and Wellbeing Staff:

- School **counsellors and pastoral care staff** are trained in **mental health first aid, emotional regulation techniques, and resilience-building strategies**.
- Support students with **self-esteem, social skills development, and anxiety management**.
- Work alongside the SENCO to implement **social-emotional learning (SEL) programs** tailored to SEND students.

Ongoing Professional Development

NIA is committed to **continuous professional development (CPD)** to ensure staff remain up to date with the latest research, strategies, and policies related to SEND. The school provides the following training opportunities:

SEND Training Sessions:

- Staff attend **SEND training workshops** covering topics such as:
- Differentiated instruction and curriculum adaptations.



- Understanding and supporting specific learning difficulties (e.g., **Dyslexia, Dyscalculia, ADHD, ASD**).
- Behaviour management strategies for students with **BESD**.
- Mental health and emotional wellbeing support.

Annual External Training and Certifications:

- Teachers and LSAs participate in **certified SEND courses** provided by professional training organisations.
- SENCO and selected staff attend **national and international SEND conferences** to stay informed about best practices.

Collaboration with External Specialists:

- Regular **consultation sessions with educational psychologists, speech and language therapists, and occupational therapists** to enhance staff knowledge and improve intervention strategies.

In-Service Training and Peer Learning:

- Experienced SEND staff deliver **internal training workshops** to share expertise with colleagues.
- Peer observations and **co-teaching opportunities** allow staff to learn **effective differentiation techniques** in real-time classroom settings.

Updates on British SEND Code of Practice:

- Staff receive **guidance on the British SEND Code of Practice (2001)** and legal requirements regarding inclusive education.

Induction and New Teacher Training:

- New teachers undergo **SEND induction training** to familiarise themselves with NIA's SEND provision, policies, and referral procedures.

Communication with Parents and Carers

NIA is committed to maintaining **clear, consistent, and proactive communication** with parents and carers regarding their child's progress, support, and overall well-being. The following methods are used to facilitate effective communication:

- **Regular Meetings and Progress Reviews:**
 - **Termly SEND review meetings** with the SENCO, class teacher, and parents to discuss the child's progress and any necessary adjustments to their support plan.

- Scheduled **IEP (Individual Education Plan) meetings** where parents are invited to review and contribute to their child's learning goals.
- **Annual parent-teacher conferences** that include a dedicated discussion on SEND students' achievements and challenges.
- **Daily and Weekly Updates:**
 - Parents receive **regular emails, phone calls, or messages** regarding any significant developments, behavioural updates, or academic progress.
 - **Traffic light monitoring system** updates are shared every three weeks to inform parents whether their child is on track or requires additional intervention.
- **Home-School Communication Books:**
 - For students requiring additional support, a **daily or weekly communication book** is used to provide feedback on classroom performance, social interactions, and behaviour.
- **Electronic and Online Communication:**
 - Parents have access to **email updates, online portals, and digital platforms** where they can monitor their child's progress.
 - The school provides **electronic copies of reports, IEPs, and meeting summaries** for parents who are unable to attend in-person meetings.
- **Workshops and Information Sessions:**
 - **SEND awareness workshops** and training sessions are offered to parents to help them understand their child's learning needs and how they can support their development at home.
 - Sessions on **assistive technology, behaviour management, and emotional well-being strategies** are available for parents of SEND students.

Parental Involvement in Decision-Making

NIA values **parental input and collaboration** in shaping the education and support provided for their child. Parents are actively involved in the following ways:

- **Development and Review of Individual Education Plans (IEPs):**
 - Parents are consulted when an **IEP is created or updated**, ensuring that their child's learning targets align with their strengths and needs.
 - **IEPs are reviewed termly**, with parents encouraged to **suggest modifications** based on their observations at home.
- **Consultation on Support Strategies:**
 - Parents are involved in discussions regarding **classroom adaptations, intervention programs, and external specialist referrals**.
 - For students receiving **Wave 2 and Wave 3 interventions**, parents collaborate with teachers to reinforce learning strategies at home.
- **Meetings with External Specialists:**
 - When external professionals such as **educational psychologists, speech and language therapists, or occupational therapists** are involved, parents are invited to **review findings and recommendations** before implementation.



- The school supports parents in **seeking external assessments** if additional professional input is required.
- **Home-School Partnership in Behavioural and Emotional Support:**
 - Parents play a crucial role in implementing **consistent behavioural strategies at home and school**.
 - Meetings with **school counsellors and pastoral care staff** provide parents with guidance on supporting their child's emotional regulation and social skills.
- **Feedback and Continuous Engagement:**
 - Parents are encouraged to **provide feedback** on the effectiveness of SEND support during review meetings and through surveys.
 - Open-door policies allow parents to schedule **meetings with the SENCO, class teachers, or senior leadership** to discuss concerns or seek additional support.

Complaints and Feedback Process

How to Make a Complaint or Provide Feedback

NIA encourages parents to **raise concerns as early as possible** to allow for **swift resolution**. Feedback and complaints can be submitted through the following channels:

1. **Informal Discussion with the Class Teacher:**
 - Parents should first **discuss their concerns with the class teacher**, who can provide clarification and address any immediate issues.
 - The class teacher will liaise with the **SENCO and Learning Support Team** if additional input is required.
2. **Contacting the SENCO:**
 - If concerns persist, parents can directly **request a meeting with the SENCO** to discuss their child's **IEP, progress, interventions, or any difficulties** faced in school.
 - Parents may email or schedule an appointment via the school office.
3. **Submitting Formal Feedback:**
 - Parents who wish to **provide feedback** or highlight specific areas for improvement in SEN provision can do so through:
 - **Email correspondence with the SENCO or Senior Leadership Team (SLT).**
 - **Termly parent feedback surveys** regarding SEND support.
 - **Parent-SENCO forums or focus groups** held periodically.
4. **Filing a Formal Complaint:**
 - If parents feel their concerns have not been adequately addressed, they may **submit a formal written complaint** to the **Head of School or Principal**.
 - Formal complaints should include **specific details of the issue, previous attempts to resolve it, and the desired outcome**.

Resolution Process

NIA follows a **structured and transparent process** to ensure all concerns are addressed fairly and efficiently.

1. Acknowledgment of Complaint:

- Complaints submitted via **email, letter, or formal meeting request** will be acknowledged within **five working days**.

2. Investigation and Review:

- The **SENCO and relevant staff members** will review the concerns and consult **teachers, LSAs, and external specialists** if necessary.
- If required, the school may **observe the student, review assessment data, or seek external professional input** to better understand the issue.

3. Meeting with Parents:

- A meeting will be scheduled with the **SENCO, class teacher, and parents** to discuss concerns and possible solutions.
- Parents will receive a **summary of the discussion and agreed-upon actions** following the meeting.

4. Escalation to Senior Leadership:

- If the issue is not resolved, parents may escalate the matter to the **Head of School, Deputy Head, or Principal**.
- The **Senior Leadership Team (SLT)** will conduct a **further review** and propose a **formal resolution plan** within **ten working days**.

Commitment to Resolution

NIA is dedicated to ensuring that all **concerns and complaints are handled with sensitivity, professionalism, and fairness**. The school strives to:

- **Work collaboratively** with parents to find solutions.
- **Ensure transparency** in all communication.
- **Review and refine** SEND provision based on parent feedback.

By maintaining a **proactive and responsive approach**, NIA ensures that every student receives the **best possible support and educational experience**.



Access and Inclusion

Physical Access

NIA prioritises the **physical accessibility** of its campus to ensure that students with mobility challenges and other disabilities can navigate the school environment safely and independently. The school provides:

- **Wheelchair Accessibility:**
 - **Ramps and step-free access** are available across key areas of the school.
 - **Wide doorways and corridors** accommodate students using mobility aids.
- **Lifts and Elevators:**
 - Multi-story buildings are equipped with **lifts** to provide access to different floors.
 - Lift access is prioritised for students with **physical disabilities, sensory impairments, or medical conditions** requiring mobility support.
- **Accessible Toilets and Changing Facilities:**
 - **Dedicated accessible toilets** are available throughout the school to support students with physical disabilities and medical needs.
 - Toilets include **grab rails and adapted seating** for enhanced safety and comfort.
- **Sensory-Friendly Areas:**
 - The school offers **quiet spaces** or **sensory rooms** for students who may require a **low-stimulation environment** to self-regulate.
 - Classroom lighting and sound levels are adjusted where necessary to support students with **sensory processing difficulties or ASD**.

Inclusion in Extra-Curricular Activities

NIA is committed to ensuring that **all students, including those with SEND, have equal access to enrichment opportunities and extracurricular activities**. The school actively promotes participation by:

- **Adapted Activities for Diverse Needs:**
 - Sports teams, clubs, and after-school activities are **modified** to accommodate students with **physical disabilities or learning difficulties**.
 - Alternative activities are offered where necessary, ensuring that students with SEND can **engage in meaningful experiences**.
- **Support in School Trips and Events:**
 - Students with SEND are included in **educational visits and special events** with appropriate accommodations.
 - **Risk assessments and accessibility planning** are conducted to ensure that all students can **safely participate** in trips and outdoor learning experiences.
 - **LSAs or additional staff support** are provided where required.
- **Inclusive Sports and Physical Education (PE):**

- **Adaptive PE sessions** cater to students with **motor or coordination difficulties**.
- Alternative **non-contact or low-impact sports** are provided for students who may have physical limitations.
- **Social and Leadership Opportunities:**
 - **Buddy programs and peer mentoring** allow SEND students to develop friendships and build social confidence.
 - SEND students are encouraged to **take on leadership roles** within the school community, such as participating in **student councils**.
- **After-School Clubs and Homework Support:**
 - SEND students can access **after-school homework clubs**, which provide additional **one-to-one support** from LSAs and teachers.
 - **Tailored sessions** help students with organisation, study skills, and reinforcement of classroom learning.



Monitoring and Review

NIA has a **robust system** in place to track the academic, social, and emotional progress of students with SEND. Progress is measured through:

1. Regular Assessment and Data Tracking:

- Student progress is monitored using **formative and summative assessments**, including:
 - **National Curriculum assessments** and teacher observations.
 - **Standardised tests such as SNAP and CAT4**, used to identify and track specific learning difficulties.
 - **End-of-year teacher assessments and progress reports.**
- **Traffic Light System:**
 - A three-weekly **traffic light system** is used by teachers to indicate whether SEND students are:
 - **On target** (meeting expectations)
 - **Working towards target**
 - **Below target** (requiring additional intervention)
 - Teachers must provide **detailed feedback on students identified as 'below target'**, enabling the SEND department to adjust interventions accordingly.

2. Classroom Observations and Teacher Feedback:

- The **SENCO and Learning Support Assistants (LSAs)** conduct regular **lesson observations** to ensure that SEND strategies are being implemented effectively.
- Teachers submit **weekly reports** on students receiving **Wave 2 and Wave 3 interventions** to track engagement and progress.

3. Pupil Progress Meetings:

- **Termly review meetings** are held with the **SENCO, class teachers, the Deputy Head (Academics), the Head of School (HOS), and the Principal** to analyse data and discuss student progress.
- Intervention effectiveness is reviewed, and necessary adjustments are made to teaching approaches, resources, or support plans.

4. Student Voice and Self-Assessment:

- Students are encouraged to reflect on their own progress and set personal learning goals.
- **One-to-one check-ins** with SEND staff help identify any **barriers to learning** from the student's perspective.

5. Parental Feedback and Involvement:

- Regular **parent consultations** ensure that families are kept informed about their child's progress and can provide **insights from home**.
- Parents are encouraged to **share observations** and request modifications to support plans if needed.

Review Process for Support Plans

The school follows a **structured review process** to evaluate and refine support plans for SEND students.

1. **Reviewing Individual Education Plans (IEPs):**
 - IEPs are reviewed **every term** in collaboration with **teachers, the SENCO, LSAs, and parents**.
 - **SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets** are assessed, and new goals are set based on student progress.
 - **Parental involvement** is integral to the review process—parents attend review meetings and provide input before any plan is finalised.
 - The **SEND department provides updates on IEP targets via email** for parents who cannot attend meetings.
2. **Monitoring Graduated Support Levels (Wave 1, Wave 2, Wave 3):**
 - **Wave 1 (Classroom-Based Support):**
 - **Class teachers** adjust differentiation strategies as needed and monitor student engagement.
 - **Wave 2 (Small-Group or Targeted Intervention):**
 - LSAs and **teaching assistants oversee intervention sessions** and provide written feedback to the SENCO.
 - **Wave 3 (Individualised Support and External Agency Involvement):**
 - Students receiving **one-to-one support or external specialist interventions** have their progress formally reviewed at least **once per term**.
3. **Annual Review of Education, Health, and Care Plans (EHCPs):**
 - Students with EHCPs or **long-term SEND needs** undergo an **annual review meeting**, attended by:
 - **SENCO, parents, class teachers, and external specialists (where applicable)**.
 - The review evaluates:
 - **Effectiveness of current provisions** and interventions.
 - **Necessary modifications** to the support plan.
 - **Future transition planning**, particularly for students moving between key stages or to further education.
4. **Tracking External Interventions:**
 - For students receiving **speech therapy, occupational therapy, or mental health support**, the school maintains **regular communication with external specialists** to assess intervention outcomes.
 - Reports from **educational psychologists, speech and language therapists, and paediatricians** are reviewed and integrated into **individualised learning plans**.
5. **Continuous Staff Reflection and Training:**
 - The **SEND team regularly evaluates intervention strategies** to ensure best practices are maintained.



- **Teacher training workshops** focus on refining SEND teaching strategies based on **assessment data and student outcomes**.

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