



SEND (Special Educational Needs and Disability) Policy

This policy has been developed by the SEND Lead and overseen by the Headteacher and Trustees

Intent

The needs of children identified with SEND will be supported fully at Al-Islamia. This will be implemented using a flowchart of identification to ensure that every child has access to a supportive and high-quality learning environment. Where necessary, we will use outside agencies who are experienced and qualified to support in the identification and diagnosis process where applicable.

We intend to implement our SEND support and provision with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

Ensuring that every individual can access and enjoy the curriculum and learning environment at Al-Islamia is imperative as part of our teaching and learning ethos. Every teacher is a teacher of every child, including those with SEN.

At Al-Islamia Institute we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than most others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

At Al-Islamia Institute for Education we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and with reasonable adjustments, and we work hard to ensure no children are discriminated against or put at a disadvantage because of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents to meet their child's individual needs and develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the school's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to identify if any additional action is required beyond a 'Quality-First Teaching' approach, and establish what reasonable adjustments can be made.

Implementation

Our implementation process is in line with:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)

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Our steps are as follows:

- We will ensure that we are aware of SEND from the application process via the application form so support can be put in place in readiness for new students
- Where a child has been identified as having needs, they will be placed on the school's SEND Register and a healthcare plan (EHCP) or Individual Education Plan (IEP) will be put in place and shared with members of staff to ensure appropriate and qualitative support
 - The SENCo will follow this step for children whose parents disclose a SEND need any point after enrolment.
- Where we believe a child may have additional needs that have previously been unacknowledged, class teachers will complete an initial observation form (see SEND file).
- Teachers will be signposted to an initial observation where they feel a child may have needs – these children will be placed on the Watchful Waiting List
- This will be followed up with observations completed by the school's SENCo.
- Following the observation process, the school will work closely with parents/guardians to identify next steps
 - This may involve parents arranging for appointments or referrals with local health professionals or paying for assessments with licensed professionals
- Where relevant, all related information shared by healthcare professionals or the LA Special Education Service will be stored in the SEND folder and pupil file and shared with the class teacher and other staff.

NB: When the school transitions fully to an electronic information system, all information will be stored within child's personnel file.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the school day according to their individual needs and abilities
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- Include all children and their families in our provisions
- Encourage children to value and respect others
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services if needed
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the school with parents and support parents in seeking any help they or the child may need

When we have children identified with SEND, our SENCo will:

- Review children's progress and support plans every term and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the school has to offer, e.g. Makaton trained staff

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- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Healthcare (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Where it is decided to provide SEN support, and having formally notified the parents, the SENCo, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will consider the views of the child.

The support and intervention/s provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Impact

Every term, the SEN provision will be assessed and reviewed. Progress will be checked in line with our Assessment and Monitoring Policy, with the needs and any IEPs taken into consideration. Information will be shared with parents about the impact of the support provided.

The aim is that consistent and individualised support enables children to meet the agreed outcomes successfully,

Review

This policy will be reviewed annually and edited to reflect the school's action plan and SEND Code of Practice.

Review Date: Ongoing

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