



ALAMEEN
PRIMARY SCHOOL



SEND

POLICY

IN THE FOOTSTEPS OF

MUHAMMAD

In the name of Allah, The Beneficent, The Merciful

This policy has been written to comply with the requirements of the SEN Code of Practice 2015 where this applies within the setting, the Equality Act (2010) and of part 3 of the Children and Families Act 2014.

This policy has been reviewed in line with the 2023 Department for Education (DfE) guidance: "SEND and Alternative Provision Improvement Plan," and Part 1 of the updated Independent School Standards (2024).

Al Ameen Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disability (SEND) Code of Practice (**DfE, Jan 2015**) This definition is as follows:

- 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 the majority of 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
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Many children and young people who have SEN may 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'.

The school will provide special educational provision for pupils, who require these provisions, whilst they are enrolled at the school.

Al Ameen Primary School and the SEN Code of Practice 2015

Al Ameen Primary School is not a specialist independent school within the meaning of the Children's and Families Act 2014 and is not registered with the Secretary of State under section 41. Consequently, there is no obligation for Al Ameen to publish a SEND Information report, nor comply universally with the SEND Code of Practice, whose scope is targeted at maintained schools and specialist independent schools.

Guiding principles

At Al Ameen Primary School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to a primary education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into secondary education Objectives of the school's SEN policy

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- the school will manage its resources to ensure all pupils' needs are met
- a pupil's special educational needs will be identified early
- provision and progress for our SEN pupils will be monitored and reviewed regularly
- the school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy

Where a SEN is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

Admissions

To ensure equality of opportunity for all students, including those with specific educational needs, parents of a prospective pupil with an existing teacher's or health professional's assessment, an Individual Education Plan (IEP) or equivalent, an Educational Psychologist's report and/or an Educational Health Care plan, are requested to submit copies of such papers to the Headteacher who will then consult with the SENCO to determine whether the school can reasonably provide the level of support needed by the pupil. Failure to disclose this information may later result in parents being asked to withdraw the pupil without being charged fees in lieu of notice if, in the opinion of the Headteacher the School cannot provide adequately for a pupil's special educational needs.

If a pupil is accepted into the school with known educational needs, the school has a duty of care to meet those needs. In this instance, the school will consult with parents to determine how the needs of the pupil can best be met. If a pupil is accepted into the school and the special needs become apparent at a later stage, the school will assess whether it is able to meet those needs or not. If the school cannot reasonably provide the level of support needed to meet the needs of the pupil, it may be necessary to ask parents to provide additional outside support or, in very rare circumstances, withdraw the child.

Effectiveness of the policy

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the Head Teacher. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.

The school's provision for pupils with SEN will be coordinated by the SENCO.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SLT has the day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans/ Statements of Special Educational Needs.

The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the Graduated Approach to providing SEN support in the form of regular CPDs to all staff.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with the Area SENCO, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, including the local authority and other support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned for
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (**2010**) and the Case Law (**2018**) with regard to reasonable adjustments and access arrangements and not excluding a child displaying challenging behaviour that is related to their need (for example an Autism meltdown).
- ensuring that the school keeps the records of all pupils with SEN up to date in the form of a Provision Map. This will be a working document which will be updated when the need arises.
- Follow up new concerns raised by teachers using the Assess, Plan, Do, review method.
- Carry out regular data meetings with the head teacher to ensure that SEND children are making progress through adequate provision and support.

How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, class teachers and SENCOs and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

Action by class / subject teacher (prior to involvement of the SENCO).

Class teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what a child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.
- Follow the school's referral procedure to highlight new concerns to ensure Early Intervention.
- Liaise with the SENCO to ensure that concerns are dealt with and adequate provision is put in place.
- Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support.

List of pupils with SEND

Placing pupils on the school's list of pupils with SEND

- Will be considered when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties.
- Wave 2 interventions have not made a significant improvement.

The school recognises that mental health difficulties can impact learning and may constitute a special educational need requiring targeted support or reasonable adjustments.

The Graduated Response

Will be led by the class teacher (or could be pastoral for pupils with social and emotional needs) in partnership with the SENCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher will consider a range of approaches/materials
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)

Assess

- Analyse pupil's needs
- Teacher's assessment, experience of pupil, data on progress & behaviour, views of pupil

Plan

- Notify parents
- Identify interventions & support

Do

- Class teacher responsible for working with pupil on a daily basis
- Class teacher takes responsibility for group interventions away from the class

Review

- Review plan on a termly basis
- Interventions should last 4-6 weeks

The termly review meeting

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child. These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively.

The school's provision map

The school will maintain a provision map of the support, arrangements and interventions available to ensure that pupils with SEN can access learning and maximise their achievements.

The School's Approach to Identification and Assessment of SEND

At Al Ameen Primary School we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs. We source support from the Local Authority or other commissioned professionals. This could be from the Educational Psychologist, Additional Needs

Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. For higher levels of need, our school will arrange to draw on more specialised assessments from external agencies and professionals. Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

The school ensures that all reasonable adjustments are made to enable access to learning for pupils with disabilities, as required under the Equality Act 2010. This includes adjustments to teaching strategies, environment, and assessment methods.

Education Health and Care Plans (EHCP)

If a pupil has an EHCP, the Head teacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Access to the National Curriculum

At Al Ameen Primary School we expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEN will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work. At Al Ameen Primary School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The governing body will meet with the Head Teacher and SENCO at least annually to review the success of the education provided at the school for pupils with SEN.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's complaints procedures as set out on the school's website.

Arrangements for Professional Development for all staff, including SEN staff and learning support assistants, in relation to special educational needs

All staff in the school will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department are given appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

The SENCO should be aware of relevant courses relating to SEND which staff can request access to and the SENCO can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.

Roles and Responsibilities

All parents and carers of pupils with special educational needs at Al Ameen Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Al Ameen Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Any links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: August 2024

Next review due by: August 2026

Signed: M A Rahman