

Islamiyah Girls High School



SEND Policy

Document Control:

This document has been approved for operation for:	Islamiyah Girls High school
Date of last review	September 2023
Date of next review	September 2024
Review Period	1 year
Owner	Islamiyah Girls High School
Approved by:	Governing Body

Introduction:

Islamiyah School currently has no Pupil with SEN. The school is able to cater for pupils with SEN under certain circumstances. The admission will be accepted under the discretion of the Headteacher and with the approval of governors.

To identify any SEN pupils a SENCO will have termly assessments, for SEN pupils the following policy will be adopted. Islamiyah School values the achievements and contributions of all our students and we strive to provide an inclusive educational environment where everyone contributes to and is part of our success. We acknowledge that some students have additional learning needs which make it more difficult for them to access the broad and balanced curriculum offered in our school without extra support. The intention of the school SEND policy is to remove barriers to participation and attainment in order that all of our students can aspire and achieve to the very best of their ability. This involves developing academic rigour, personal resilience and the social and emotional skills that are necessary to prepare them for lifelong learning.

Objectives:

Our SEND policy aims to:

- Set out how our school will support and make provision for students with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- The best outcomes for our SEND pupils are the same as the best outcomes for our non-SEND students in that we facilitate success through nurturing and developing the individual strengths and talents of our young people, regardless of background, previous life experiences and disability. This involves:
 - Early identification of SEND of pupils attending the school
 - Providing a broad, balanced curriculum which is differentiated to the needs and abilities of each pupil.
 - Ensuring that pupils with SEND are fully involved in school life and their contributions are celebrated
 - Involving pupils, and parents/carers, fully in consultation and decision-making about the best provision for those with SEND
 - Ensuring that provision is monitored, adapted and changed as the needs of the pupil develop throughout her school career.
 - Developing a skills base of staff expertise to meet the needs of SEND pupils, wherever possible, within the school
 - By involving external agencies for advice and to provide services that are beyond the in-house expertise available at the school

Legislation and guidance

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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 coordinators (SENCOs) and the SEN information report Definition of Special Educational Needs and Disability (SEND)

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Special Educational Needs Code of Practice 2015 sets out four areas of Special Educational Needs into which most areas of need are categorised, including:

- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. This can take many forms from physical adjustments to the working environment to the availability of specialist technology or support, to providing mental health support, to providing differentiated learning materials and examination access arrangements.

Roles and responsibilities

The SENCO Rafeek Seedat (governor) and he can be contacted by telephone on [01254 661259](tel:01254661259).

Assessor for Access Arrangements can be arranged by the **Local Authority educational officer**.

The SENCO is responsible for coordinating and managing the day-to-day educational provision for all students with identified SEND within the school. Specifically, this includes:

- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Working with the Headteacher and SEND to determine the strategic development of the SEN policy and provision in the school.
- Maintaining an up-to-date and accurate register of students with Special Educational Needs and the communication of these needs, and how to meet them, to staff.
- Communicating school procedures for identification, assessment and provision for students with SEND, including screening of students for SEND where possible on entry to the school.
- Liaising with parents and carers of students with SEND. Having day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.
- Co-ordinate the monitoring of progress of pupils with identified SEND.
- Managing inclusion staff and ensuring that their skills are kept up-to-date through relevant training.
- Oversee the monitoring of SEND support in terms of quality of in-class and withdrawal intervention support.
- Advising on suitable whole school SEND training through staff INSETs.
- Liaising with the Local Authority and/or outside agencies where relevant to ensure that pupils with SEN receive appropriate support and high-quality teaching where expertise is not available within the school.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of Islamiyah Schools delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies, especially the local authority and its support services such as the Sensory Impairment Service, Healthy Young Minds, School Nurse, Speech and Language service, Occupational Therapy, etc.
- Liaising with previous and potential next providers of education to ensure pupils and their parents are informed about options and that a smooth transition is planned, including attending Year 7 and Year 11 Annual Reviews as possible.

The Headteacher

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision at Islamiyah School.
- Ensure that adequate resources are available to support SEND provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability, working closely with the SEND team. Ensure that the school has clear and relevant policies for working with parents/carers in order to promote their involvement in their child's education.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring they follow this SEND policy
- Collaborating with the SENCO and parents/carers to formulate the best support for pupils with SEND, including implementing policies identified in pupil profiles
- Providing information to the SENCO on pupils exhibiting potential SEND in order to identify possible areas for support.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
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Admissions

At Islamiyah Girls School, the admissions criteria do not discriminate against any students with SEND in line with the Special Educational Needs Code of Practice (2015).

Primary schools are contacted prior to admission of pupils in order to establish any additional needs a student might have. Steps taken are:

- Our School Admin Officer calls the primary schools to collect data on future pupils.
- Vulnerable pupils are identified in order to provide additional transition support in Year 7.
- The DSL will gather information on pupils with child protection issues. The SENCO liaises with primary schools in order to identify students on the SEN register who will need additional support in school.
- The SENCO attends the Year 6 annual review of students with Educational, Health and Care plans where possible.
- Transitional notes are created for all Year 6/7 students. Pupil profiles of students with SEND are created to inform staff of need and recommended support.

Identification of SEND and provision

Students with previously identified SEND

Students with SEND already identified are placed on the school SEN register and provision is made to support the pupils based on available information and the results of any following assessments.

Pupils with no previously identified SEND

All Year 7 students are screened on entry to the school for literacy difficulties via standardised reading test and spelling tests. Any standard scores below the average range prompts further testing using more detailed reading, comprehension and spelling tests. This helps to establish

which intervention(s) is/are best suited for that pupil. Pupils achieving low scores during this further testing can be offered withdrawal intervention if their learning needs are significant. Pupils are given additional support after school and parents are strongly encouraged to seek greater assistance at home.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Statutory assessment

If a pupil's needs are significant or complex, or if the pupil remains a cause for concern despite continued intervention, the pupil may be awarded an Educational Health and Care Plan (EHCP) through statutory assessment by the Local Authority (LA). These specify the desires and outcomes for the pupils and the provision needed. The Headteacher, via the SENCO, reviews the provision annually and all associated paperwork is forwarded to the LA. The aim of annual reviews is to:

- Assess pupil progress in relation to targets set
- Review current provision
- Consider the appropriateness of the EHCP in terms of whether to amend or cease it •
- Set targets for the coming year

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The aim of this is to facilitate pupil progress in order that the progress of pupils with SEND matches or improves upon the progress of similar pupils nationally.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupils's needs. This will draw on:

- The teachers' assessments and experiences of the pupil
- Results of assessments using standardised tests
- Their previous progress, attainment and behaviour
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress. For some interventions and support, however, outcomes are not easily measurable using standardised testing, and outcomes are measured by improvements in personal skills, confidence or in organisational skills.

Consulting and involving pupils and parents

The school will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. Individual needs of pupils with SEND are discussed in detail on entry to the school in transition meetings with parents. Copies of relevant supporting documentation or advice are requested prior to entry into school in Year 7. For pupils joining the school later, this information is requested on entry to school.

These conversations will make sure that:

- Everyone develops a good understanding of the pupils' areas of strength and difficulty.
- The school takes into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.
- The school will formally notify parents when it is decided that a pupil will receive SEN support.
- Quality Assurance (QA) monitoring reports and Parents' Evenings throughout the school year provide consultation opportunities with parents/carers to discuss a pupil's concerns or progress. Additionally, for students receiving SEND withdrawal intervention to support cognition and learning, parents/carers can be invited into school on at least two more occasions to discuss progress following monitoring and assessment.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Where possible, pupils are taught in mainstream classes. High quality teaching is our first step in responding to pupils who have SEN which will be differentiated for individual pupils. Support for pupils with SEND is provided on a graduated basis of response, as promoted by the 2015 SEND Code of Practice as follows:

Wave 1 Quality First Teaching

Pupils' needs are met by the classroom teacher through a differentiated teaching and provision as outlined in pupil profiles.

Wave 2 Small group interventions

Examples of these include Maths intervention groups, Year 7 transition groups, ASD social groups, handwriting improvement groups, touch-typing groups, spelling and Lexia (phonics) form-time groups.

Wave 3 Targeted 1 to 1, or 1 to 2 interventions

These interventions are for pupils requiring more intensive and/or personalised intervention aimed at removing barriers to their attainment. Examples of this are English, comprehension and Maths groups, or bespoke self-esteem work with particular pupils.

In addition, certain interventions are provided by external support services such as Speech and Language, Counsellors, Sensory Impairment Service where the expertise to provide this is not available within the school.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, provision of writing slopes, larger font, etc.
- Differentiating our teaching, for example, giving examination access arrangements such as allowing for longer processing times, or use of a reader or reading pen, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school is fully accessible for wheelchair users on the ground floor.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing students' individual subject progress towards their goals each term.
- Reviewing the impact of interventions after a set number of weeks depending on the nature of the intervention offered.
- Using pupil feedback questionnaires to evaluate the impact of relevant interventions such as touch-typing.
- Monitoring by the SENCO.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans and regular reviews for pupils receiving school SEN support.
- Post 16 destination data and NEET data.
- Parental feedback.

Enabling students with SEN to engage in activities available to those in the school who do not have SEN.

All of the school's extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of social clubs such as the art club to promote good social skills.
- Teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying

Partnership working

External agencies are contacted as required to support the needs of individual pupils, many of whom have complex needs. We use specialist staff for assessment for learning difficulties, and Educational Psychologists to assess and recommend support for pupils with more significant needs. This is primarily done through our local council, Blackburn with Darwen.

Approved by:

	Mrs. Yaasmin Mubarak Headteacher	Mubarak Patel Chair of Governing Body
Date:	September, 2023	September, 2023