

## SEND POLICY

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (Jan 2015)

Learners are understood to have special educational needs or a disability (SEND) if they meet the definition set out in the Special Educational Needs and Disability Code of Practice: 0-25 document (DfE, Jan 2015).

A child or young person has SEND if s/he has 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 (post 16) 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND 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.

### **CORONAVIRUS AND SEND**

Covid-19 or Coronavirus is a global pandemic. The government response to COVID-19 was to enforce social distancing to reduce the exposure and spread of the virus. As a result, on 5th January 2021, all schools were closed except for vulnerable pupils and children of key workers critical to the COVID-19 response.

The government guidance identifies pupils in receipt of an education, health and care plan (EHCP) as vulnerable pupils. It also includes other pupils ‘at the provider and local authority’s discretion’ such as pupils who need support in managing risks to their mental health.

Pupils who are identified as vulnerable pupils due to having SEND will have an individual risk assessment. The SENDCo will complete the Risk Assessment Template for pupils with an EHCP during Covid-19. Following a risk assessment, and in consultation with the pupils’ parents/carers, a decision will be made as to whether a pupil requires face-to-face learning or can learn remotely. Pupils with SEND and in receipt of social care must be in school. The pupil’s support plan (PSP) will be updated as a result to any changes and reviewed each half term.

The Coronavirus Act 2020 outlines the temporary amendment to schools and Local Authorities' duties in terms of SEND. The duty is amended to making 'reasonable endeavours' when securing the provision within an EHC Plan, rather than an absolute duty to provide, which is a lesser duty. 'Reasonable endeavours' is fact dependent and a degree of flexible and creative thinking is needed to deliver the provision.

### **GUIDING PRINCIPLES**

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 an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition from our Primary phase into secondary education
- Make a successful transition from our Secondary to tertiary education

### **OBJECTIVES OF OUR SEND POLICY**

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

This will be achieved by:

- taking into account the views of the pupil
- actively involving parents in supporting their child's education
- ensuring all learners have full access to a broad, balanced and relevant education, including an appropriate curriculum
- managing the school's resources in a manner that meets the needs of all pupils
- identifying the specific needs of pupils at an early stage
- regularly monitoring and reviewing provisions for and progress SEND pupils
- taking a multi-agency approach to meet the needs of SEND pupils
- regularly review Education, Health and Care (EHC) plans
- providing up to date training for staff involved in the implementation of the policy

Where a child with SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of our *Graduated Response*, which includes regular reviews of the progress made and adaptations to the support provided.

### **HOW WE WILL MEET THE SET OBJECTIVES**

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs and Disabilities Coordinator (SENDCo). 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 school will undertake a self-evaluation of the effectiveness of this policy on an annual basis in order to both update the policy and to plan further improvements and development.

### **COORDINATING EDUCATION PROVISION FOR PUPILS WITH SEND**

The school's provision for pupils with SEND will be coordinated by the SENDCo.

The SENDCo along with the Headteacher will determine the strategic development and implementation of the SEND policy and provision in the school.

Our Senior Leadership Team (SLT) has 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.

The SENDCo will provide professional guidance to colleagues and will work closely with staff, parents/carers and other professional. The SENDCo will keep up to date with the provision in the Local Offer and will work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant teacher where a looked after pupil has SEND
- advising staff on the *graduated approach* to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for 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 Headteacher and proprietor to ensure that the school meets its responsibilities under the Equality Act (**2010**) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

### **HOW PUPILS WITH SEND 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/subject teachers and the SENDCo 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 SENDCo)**

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 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.

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, attainment below age expected level or serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties. Wave 2 interventions have not made a significant improvement

### **THE GRADUATED RESPONSE**

Will be led by the class/form tutor (or could be pastoral for pupils with social and emotional needs) in partnership with the SENDCo.

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.
- SENDCo/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

#### **Plan**

- Notify parents
- Identify interventions & support

#### **Do**

- Class teacher responsible for working with pupil of 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 SENDCo. 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 Huda 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.

### **EDUCATION HEALTH AND CARE PLANS (EHCP)**

Once a pupil has an EHCP naming Al Huda Primary School, the Head teacher of the school 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 Huda Primary School, we follow the new National Curriculum statement on Inclusion. 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. 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 PROPRIETOR WILL EVALUATE THE SUCCESS OF THE EDUCATION WHICH IS PROVIDED AT THE SCHOOL TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS.**

The proprietors of academy schools must publish information on their websites about the implementation of the proprietor's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2015.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

### **ARRANGEMENTS MADE BY THE PROPRIETOR 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 SUPPORT ASSISTANTS, IN RELATION TO SPECIAL EDUCATIONAL NEEDS.**

The professional development of all staff involved in meeting the needs of pupils with SEN will be ongoing and continuous. A wide range of training opportunities will be provided.

### **THE ROLE PLAYED BY THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS.**

All parents and carers of pupils with special educational needs at Al Huda 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 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 school, 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 and colleges prior to transfer. Contact is coordinated by the SENCO.

This policy was adopted at a meeting of:

Al-Huda Primary School

Held on:

September 2023

Date to be reviewed:

September 2024

Signed on behalf of Al-Huda Academy:

*Zeinab Bhikha*

Name of signatory:

Zeinab Bhikha

Role of signatory:

Headteacher



