



Al-Hijrah School
مدرسة الهجرة

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SEN Policy

Policy Monitoring, Evaluation & Review

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Updated	October 2017
Next Review Date	October 2018

This policy was adopted on 18th October 2017

Name	David Willey Chair of IEB	 Signed
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Specialist Schools
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THE DUKE OF
EDINBURGH'S AWARD



Special Educational Needs (SEN) Policy

1. Objectives & Aims

1.1 We at Al-Hijrah are committed to meeting the special needs of the pupils and ensuring that they make progress across all of the Key Stages.

2. Mission Statement

2.1 It is the aim of Al-Hijrah School to develop God-consciousness (Taqwa) in ourselves through which we, as professional teachers and staff can educate all the pupils entrusted to us in the best possible manner. By continually developing our knowledge, understanding and skills we should help pupils to achieve excellence in their educational opportunities and experiences.

2.3 As teachers we should, in addition to our contractual obligations, help Muslim pupils to retain and enhance their Islamic faith and moral values. Through a development of mutual understanding and respect between our non-Muslim colleagues and us, we should dispel some of the negative perceptions of Islam and create a better teaching environment that benefits all.

"Helping Muslim children become better educated citizens."

(See Staff Handbook for full statement)

2.4 At At-Hijrah School the emphasis is on a whole school approach. All staff accepts responsibility for providing all children realistic learning goals in a broad based, appropriate curriculum.

2.5 We therefore intend:

- a) To have regard for the Code of Practice 0-25 2014 on the identification and assessment of SEN;
- b) To work in partnership with parents/carers/pupil, governors and outside agencies;
- c) To ensure high quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people;
- d) Where a child is not making adequate progress we will provide specialised intervention support which is in addition to quality teaching;
- e) Enable all SEN students to join in activities of the school;
- f) To recognise the importance of early identification and act accordingly to ensure that barriers to achievement is reduced;
- g) Use a variety of complementary approaches to support the whole child, i.e. differentiation, one to one support, learning mentor, within class support or withdrawal where appropriate;
- h) Endeavour to use all resources appropriately and efficiently;
- i) Make use of all support agencies that are available within the Local Education Authority.

3. The Code of Practice 0 – 25

3.1 The SEN Code of Practice for 0 – 25 years August 2014 offers guidance to aid schools in the identification and assessment of SEN. The following pages sets out the model of Assessment and Provision that occurs at Al Hijrah School.

4. Areas of Need

4.1 Children will have needs and requirements which may feed into at least one of the four areas:

- a) Communication and interaction;
- b) Social, mental and emotional health;
- c) Sensory and /or physical;
- d) Cognition and learning.

5. Identification & Assessment

5.1 The Draft Policy states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision.”

5.2 This means they have:

“Significantly greater difficulty in learning than the majority of others of the same age; Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

5.3 The importance of early identification, assessment and provision for any child who may have SEN cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily an intervention is made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child.

5.4 If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child’s difficulties prove less responsive to provision made by the school, then an early start can be made in considering additional provision that may be needed to support the child’s progress.

5.5 Any of the following may trigger a concern; the child and parent/carer are involved throughout:

- a) Parents/carers;
- b) Child;
- c) Class Teacher assessment;
- d) Response/length of time on SEN register;
- e) Any external support agencies, i.e. health, social care, LEA outside agencies;
- f) Records – transferred from another school;
- g) Base line assessments;
- h) SATs results;
- i) In-house testing and assessment;
- j) Records of achievement;
- k) Special Needs Register;
- l) Pupil tracking;
- m) Medical issues a pupil may have.

5.6 In identifying pupils who may have SEN we can measure children’s progress by referring to:

- a) Their performance monitored by the teacher as part of ongoing observation and assessment;
- b) The outcomes from baseline assessment results;

- c) Their progress against the objectives specified in National Literacy and Numeracy Strategy Frameworks;
- d) Their performance against the Government guidelines at the end of each Key Stage;
- e) Standardised screening or assessment tools.

5.7 Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. If a pupil's progress is inadequate despite 'Good Quality Teaching' then the Class Teacher will ensure that will provide additional to or different from those provided as part of the usual differentiated curriculum, in consultation with SENCo. This level of support will be known as Tier One.

5.8 Tier One Support

The following action can occur once concern has been raised by teachers or parents and underpinned by evidence as stated earlier. The teacher will ensure that the additional intervention and support is based upon reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge. Reviews of the effectiveness of the support and the impact upon pupils' progress will be reviewed termly. If the pupil makes little or no progress despite well founded support the school will consider involving specialists including those from outside agencies.

5.9 Parents/carers and pupils will be involved fully in the planning and review process.

5.10 Tier Two support

The majority of pupils with SEN will have their needs met within school. If the pupils SEN have a long term impact and affect both their health, care and education then a request for Education, Health and Care (EHC) Plan assessment will occur. This EHC Plan will be likely when the special educational provision required to meet the pupils needs cannot be reasonably be provided from within the resources normally available to mainstream provider.

5.11 Formal reviews of the EHC Plan must be taken annually and will focus upon the young person's progress towards achieving the outcomes specified in the EHC Plan.

6. Monitoring & Evaluation

6.1 The SENCo monitors the movement of children within the SEN system in school. The SEN Register is fluid. It is regularly reviewed and updated.

6.2 The SENCo is involved in supporting teachers involved in preparing Individual Education Plans (IEPs) or Provision maps for children. The SENCo and the head teacher hold regular meetings to review the work of the school in this area. The SENCo and the named Governor with responsibility for special needs also hold meetings.

6.3 The Governing Body reviews this Policy every three years and considers any amendments in light of the annual review findings.

7. Roles & Responsibilities

7.1 Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

7.2 SENCo

The SEN Coordinator (SENCo) will be a qualified teacher who has National Award in SEN. The SENCo has an important role to play with the Head Teacher and the Governing Body in determining the strategic development of the SEN Policy and the provision in school. They are advisors to teachers and aid them

in planning for the provision of interventions and additional support for pupils who may have SEN. The SENCo will:

- a) Oversee the day to day operation of the schools SEN policy and Accessibility Plan;
- b) Aid in coordinating provision for pupils with SEN;
- c) Liaise with relevant designated teacher where looked after pupil has SEN;
- d) Advise on graduated approach to providing SEN support;
- e) Advise on the deployment of the schools delegated budget and other resources to meet pupils needs effectively;
- f) Liaise with parents of children with SEN;
- g) Liaise with early year's providers, other schools, educational psychologists, health and social professionals and other outside agencies;
- h) Be a key point of contact with external agencies;
- i) Liaise with potential next providers of education to ensure a smooth transition;
- j) Work with the head teacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- k) Ensure that the school keeps up to date records of pupils with SEN;
- l) Manages the role of Teaching Assistants and one to one support assistants linked to children with SEN.

7.3 Parents/Carers

Parents/carers are responsible in working closely with teachers and the SENCo to ensure that the needs of the pupil are addressed, planned for and reviewed. They will attend termly reviews and work in partnership with the school to ensure that their child's SEN are supported at home and in school.

7.4 Governors

The Governors have a legal duty to publish information on the school website about the implementation of the Governing Bodies' Policy for pupils with SEN. This will be published annually and updated accordingly. The Governors will ensure that the Senior Leadership Team (SLT) and the SENCo have established a clear picture of the resources available to the school and strategic approach to meeting SEN in the context of the total resources available including resources targeted at particular groups, such as Pupil Premium.

7.5 The SEN Governor together with the SENCo and Head Teacher will monitor the most efficient use of the SEN National Budget. They will report back to the Governors and parents/carers on the effectiveness of the Policy.

7.6 The Head Teacher

The Head Teacher will ensure that the SENCo has adequate time to ensure that the practices of the school follow the SEN Policy. They will continue to develop staff/Governors expertise by making full use of courses provided by the Education Authority or appropriate agency, national conferences or INSET drawing on staff specialisation. The needs are identified by the individual the SENCo and through the School Improvement Plan (SIP).

8. Complaints

8.1 Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the Class Teacher.

8.2 If the concern continues then the SENCo and Class Teacher will discuss with parents/carers and plan together next steps to ensure that all providers are aware of their responsibilities.

8.3 If the concern cannot be satisfactorily dealt with after this discussion and planning meeting then it should be brought to the attention of the Head Teacher.

8.4 If the Head Teacher is unable to resolve the difficulty, the parent's/carer's concerns should be put in writing to the SEN Governor.

8.5 The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.