



Al-Hijrah School
مدرسة الهجرة

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SEN Policy 2018

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	May 2018
Next Review Date	May 2019

This policy was adopted on 20 th June 2018			
Name	David Willey Chair of IEB	Signed	

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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



THE DUKE OF
EDINBURGH'S AWARD



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Mission

Everyone at Al-Hijrah school is committed to providing the conditions and opportunities to enable any child with Special Education Needs and Disability to be included fully in all aspects of school life.

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 help pupils including those with Special Educational Needs and Disabilities to achieve excellence in their educational opportunities and experiences. 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 to the benefit of all.

2. 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:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sr Zara Abbas and she can be contacted via email at office email address: zara.abbas@al-hijrah.bham.sch.uk or through the school switchboard. Our SENCO is a qualified teacher and experienced in the SEND role as she has been awarded the National Award for SEN (NASENCo award).

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- 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
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry taking into account information from any previous settings or agencies as appropriate; building on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Other factors that will be considered, which may be affecting achievement are:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

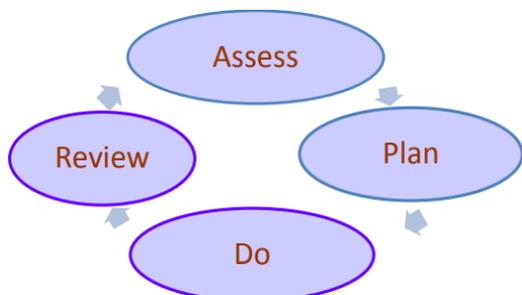
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



This approach requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having Special Educational Needs, the school will intervene. If a pupil is known to have special educational needs when they arrive at school, the SENCO, Learning Support staff, departmental and pastoral colleagues will:

- Use information from the previous setting to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school

Assess

Once identified as requiring additional SEN support a more detailed assessment of the pupil's will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

Plan:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focussed where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on Support Plans or Behaviour plans.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents and carers will receive a copy of this plan within 2 weeks of the initial planning meeting and 2 weeks following a review meeting.

DO:

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in section 5.8.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining Al-Hijrah School or moving to another primary, a specialist setting or onto secondary school and has significant additional needs, an individualised programme will be developed taking into account the most successful way to meet the child's needs upon transition.

Staff will have a meeting usually involving parents/ carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at Al-Hijrah School. Staff at Al-Hijrah School will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, parents, carers and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments that are carried out when identifying and reviewing pupils with SEN.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

5.7 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, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The accessibility plan outlines the adaptations to the learning environment at Al-Hijrah school, this can be found in appendix 1.

5.8 Additional support for learning

Universal support is the first line of support, followed by targeted support and then specialised support.

Universal Support- Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties

The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will observe the pupil in class and consult and advice as needed for supporting. If a pupil has recently been removed from the SEN list they may also fall into this category, as continued monitoring will be necessary. Parents will be informed of any concerns and the school action-taking place. Parents are encouraged to share information and knowledge with the school. Concerns by teachers and/or parents will be investigated. Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil's needs and progress being made.

Pupils will only be placed on the SEN register once the need is confirmed and further targeted and specialised support will be put in place.

Targeted Support –SEN Support

This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Within Targeted provision, the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.

Class/subject teachers collaborate with the SENCO on evidence gathering and identification. Once the SENCO has been notified, he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria.

An action plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.

Specialist Support-SEN Support

When a pupil has been identified as having SEN and steps have been taken for provision within targeted support but the pupil has not progressed as expected, the school will consider taking steps where appropriate external professionals will be called to make their own assessments of the pupil and provide support in the planning specialist support, extended provision, continued assessment and revised action points.

The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress. External input involves specialised support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions. We work with the following agencies to provide support for pupils with SEN:

- Birmingham Educational Psychology Service Tel:
- Birmingham CAMHS:
- Occupational Therapy
- Children's Physiotherapy

- Speech and Language Team SALT
- Community Paediatricians :
- Visual Impairment Service
- Hearing impairment service
- Birmingham Early Help
- Behaviour Support Team
- Parents In Partnership
- SENDIAS (SEND support for parents and carers)
- Contact a Family
- Council for Disabled Children

5.9 Education Health and Care Plans (EHCP)

The additional needs of most of the pupils with SEN at Al-Hijrah school will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with staff, parents, carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) Full details of the process for requesting an EHC plan can be found on the Birmingham Local Offer.

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

5.10 Removal from the SEN Register

In some cases if a pupil makes good progress and achieves the outcomes set then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the half-termly tracking for all pupils.

5.11 Expertise and training of staff

Our SENCO has 12 years experience in this role and has worked as a SENCO in a number of schools. The SENCO is allocated 3 days a week to manage SEN provision. An assistant SENCO who is also a Higher Level Teaching Assistant is the supporting role in the SEN department, she is allocated 2 days a week.

We have a team of 16 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Teaching assistants will cater for pupils with SEN through:

- One to one tutoring
- Precision teaching
- Mentoring
- Small group teaching
- Use of ICT software learning packages.

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and plan learning for the pupils with a range of SEN within everyday teaching.

We are developing a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They will have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENCO attends the termly Birmingham briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. She is also an active member of the local cluster network.

5.12 Securing equipment and facilities

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEND. The school ensures that the 'notional budget' caters sufficiently for the special educational needs of the children and young people within their school.

5.13 Evaluating the effectiveness of SEN provision

We undergo an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence:

- Reviewing pupils' individual progress towards their goals each half-term
- Compiling half-termly data narratives
- Reviewing the impact of interventions on a 2 weekly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Making comparisons to standards achieved by SEN group nationally
- Case studies for groups and individual pupils
- Feedback of parents and pupils.

This is then shared with the Governing body.

5.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) that are organised by the school.

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.

5.15 Support for improving emotional and social development and bullying

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 ongoing clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying; however we recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils, including those with SEND are encouraged to share any concerns with a trusted adult, including members of the headship team. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

5.16 Complaints about SEN provision

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an

independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures, this information can be found on the school website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the SENAR team. Parents will be contacted directly to receive information about the mediation services available.

5.17 Contact details for raising concerns

Al-Hijrah School

The Cherrywood Centre
Burbidge Road
Bordesley Green
Birmingham
B9 4US

Head of IEB : **Mr.David Willey**

Head Teacher : **Mr. Arshad Mohammed**

Telephone : **+44(0)121 773 7979**

Fax : **+44(0)121 773 7111**

Email : enquiry@al-hijrah.bham.sch.uk

5.18 The local authority local offer

The Local Offer is where the core offer developed through Aiming High for Disabled Children is extended to provide a set of principles for engagement by schools and children's services with parents/carers of children with SEN.

The DfE states that Local Authorities must set out a local offer of the support that is available for children with SEN or have disability and their families. The Local Authority is required to publish and describing how Authorities must work with parents, local schools and colleges, and other local services (including those on the Health and Wellbeing Board) to develop the offer.

Our contribution to the local offer is on the school website. Our local authority's local offer is published on:
https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

6. Monitoring arrangements

This policy and information report will be reviewed by the school SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions