



Special Educational Needs & Disability (SEND) Policy

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.

- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1 SEN

Coordinator:

Shahid Alhadad
National Award for SEN Coordination
Assessment coordinator for EHC plans.

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the School's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SENCoordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants through training.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Pupil Profile for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,

- Contributing to in-service training and external training (as appropriate).

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate departmental teaching resources for students with SEND are purchased from within dept allocated budgets.
- Raising awareness, of schools responsibilities towards SEND

Teaching Staff:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities and interests of the students in their classes.
- Ensuring Pupil Profile and agency advice documents are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to the SENCO.

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Profile and agency advice documents.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEND issues to and from the School.
- Raise awareness of SEND issues at Departmental meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

2.3 Admission Arrangements

Admission arrangements are outlined on our school website, which also includes our school admission policy.

2.4 Inclusion

At Madani Schools, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers’ workshops and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;

- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the schools website can be followed.

2.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from depts, outside agencies
- Number of complaints received.

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND area.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. Early visits are arranged for the pupil in the summer term. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- English and Maths baseline tests
- Reading, spelling, tests
- CATs test (Cognitive Ability Test)
- Tests undertaken by the SENCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Madani learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students not making adequate progress. The subject teacher initiates this process where the parents of a pupil are called in and targets are agreed. The SENCO is also part of this meeting and offers advice wherever possible. There are two cycle meetings as part of the graduated approach before the pupil can be considered for additional SEND support. However, at this stage a level and type of support is provided to enable the student to achieve adequate progress.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Teacher led support and strategies with advice from the SENCO

Wave 3

If after the two cycle meeting the pupil fails to make progress, the SENCO will decide to place the pupil on the SEND register and begin specific targeted interventions.

Where students fail to make adequate progress, despite some intervention at Wave 3, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Profile/Provision Map is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Statutory Assessment / Statements

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating students with statements a specified amount of support. Termly/annual reviews are organised as and when appropriate with input from all staff shared with parents and agency professionals.

3.3 Provision Map

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Pupil Profile and Provision Map Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Pupil Profile where their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Provision Map is communicated to all staff who support the student's learning, and to the parents or carers and the student. The map is also kept on the Q drive on our internal system for all to access.

Provision Maps are reviewed and updated, but also form part of the formal review process.

Review of the Provision map will include:

- The steps taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by schools individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum

Through departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual department at the School to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Learning Support Dept.

3.6 Provision of Curriculum Support

The Learning Support Dept can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum support:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Team and individual teaching.
- Advising on teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Madani Schools Federations inclusive ethos.

d) In-service Training

- The SENCO provides in house training to support teaching and learning.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Budget:

- The SENCO is allocated a departmental budget each financial year.
- Individual departments are responsible, through their own budget allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

- The SENCO liaises closely with individual SLT Leaders. Information and concerns are always discussed with the appropriate member of staff.
- Schools systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

Madani Schools actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer.

4.3 Students

Madani Schools acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Madani Schools Federation include (*this is not an exhaustive list*):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- (Connexions) Service for Young People

- The School Nurse
- The Educational Welfare Officer
- Ethnic Minority Service
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership

4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEND.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post 16 placements.

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
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Mild dyslexia Emotional Behavioural Difficulties –social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature
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This policy will be reviewed every year

Date of next review: July 2017