



Madani Schools Federation

Special Educational Needs and Disability Information Report

What kinds of Special Educational Needs does the school provide for?

Madani Schools Federation is an inclusive institution which caters for a wide range of pupils' educational needs.

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporarily 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.

Presently, Madani Schools embraces the challenges of students with Special Educational Needs such as:

- Downs Syndrome *(This is not an exhaustive list)*
- Netherton's Syndrome
- Hearing Impaired
- Visually Impaired
- Lupus
- Speech, Language & Communication
- General Learning Difficulties



Currently, Madani Schools has 41 students on our internal SEN register, out of which 8 have a Statement of Special Educational Needs/EHC. Madani Schools strive to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy and the new SEND Code of Practice 2014. The School has a dedicated room for students to access support. We expect and encourage students to access mainstream lessons and activities, with support, where necessary. Students who require additional support will be given adaptive resources and differentiated lessons to ensure expected progress or better for all SEND students. In meeting these responsibilities, Madani Schools Federation has due regard to the SEND Code of Practice 2014, the Equality Act 2010 and the Disability Discrimination Act 2001.

How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Firstly, the school will know if a young person needs extra help if the student has a statement of needs or an EHC plan. These documents specifically highlight what extra support the child needs, and accordingly provision is put into place.

Whether or not such documents are in place, all student data is rigorously tracked and analysed at year 7 to identify both underachievement and lack of progress. Each student's KS2 data is further evaluated to ascertain whether they need extra support. Baseline tests in English, Maths and CATS tests, as well as reading and spelling data, are used to determine the exact need and level of support needed.

Throughout the year, ongoing assessments and teacher data tracking information are monitored to evaluate progress, and determine whether the level of support is appropriate.

The school has a referral system in place. Subject teachers identify relevant young students in need of extra support. The inclusion manager, along with the student, parents and Head of Key Stage then make a collective decision based on the student's needs.

Prior to starting school, parents/carers of pupils with a Statement of Special Educational Needs, as well as those with a Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Parents can arrange an appointment with the inclusion manager to discuss their child's individual needs and provisions. After discussing the student's arrangements, external agencies may be invited to test the child for any specific need.



How will both you and I know how my child/young person is doing, and how will you help me to support my child's/young person's learning?

Monitoring and tracking progress is vital to ensure positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress.

Therefore students will have on-going assessments throughout the year to monitor progress. This data is shared amongst staff and parents to provide consistent support to the student.

Parents are informed of their child's progress, either through annual reviews, Parents evenings and Parent days, reports from the school, as well as by means of interaction with the inclusion manager, who can be accessed at any time by appointment.

The school will set each student targets, which will be communicated to the parent. Student planners are also used to correspond with parents in relation to their child.

Within the School, staff, pupils and parents will be constantly involved to support all pupils' needs within the School. There is flexibility in our approach in order to find the best arrangement for each individual child.

How will the curriculum be matched to my child's/young person's needs?

At Madani we provide highly personalised learning opportunities for all our students. Pathways are matched in KS3 and KS4 to equip each student with the appropriate qualification needed to progress.

Placement in class group is based on assessment data. At KS3 students study all the core subjects and also follow a personalised timetable according to their specific targets. At KS4 students follow a curriculum pathway matched to their need and which will give them the best opportunity to achieve a range of appropriate qualifications.

Each member of staff will differentiate their lesson according to the needs of students. Within each class, teaching and learning styles and organization will be flexible to ensure effective learning.

Differentiation takes a variety of forms within teacher planning. Learning objectives are always made clear, and then activities may be adapted, or planned separately as appropriate. All staff follow the local authority guidance on differentiation.

How will the school staff support my child/young person?

Each member of staff at Madani is highly skilled and pride themselves to deliver a high quality teaching experience. This is done through effective differentiation; feedback and rigorous marking to ensure that's students' needs within the classroom are met. The quality of teaching is described as 'Good' by Ofsted. Each subject teacher is responsible for all of the students that they teach.

Any child who is identified as needing extra support will have strategies put in place for them and will work close with an LSA. An internal SEN register is drawn up and distributed to all staff, and specific programmes are introduced for each student. Targeted interventions for reading, literacy and numeracy are devised. Interventions are specific to need and time related with specific targets. Progress is tracked by staff and successes are shared and celebrated by parents and carers.

Intervention list:

- Accelerated Reader
- Numeracy Warm Up & Workout
- Catch Up Literacy
- Fresh Start
- Study Support
- Independent Travel Training
- Speech and Language Group
- Social Communication Group

The student will also receive in-class support. Grouping to support pupils identified with additional needs will be part of this process. The Governing Body plays an active role in strategically monitoring the quality of our Special Educational Needs and Disability provision.



How is the decision made about what type and how much support my child/young person will receive?

All students have access to mainstream lessons. Decisions are then made in relation to what type of support the student requires and will benefit from. Madani Schools believe that a decision surrounding the type and amount of support received is most successful when a holistic approach is adopted. Factors such as existing Statements or EHC plan, results from baseline assessments, National Curriculum levels achieved and any other essential information will be considered. Professional individuals such as the Class Teacher, Learning Support Assistant, the school SENCO, the school nurse and the Head of Schools will all liaise together to reach a beneficial decision for the student. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by the local authority. Support is monitored regularly, and any concerns or complaints can be raised with those appropriate staff involved. The first point contact would be the Inclusion Manager, followed by the Deputy Head and Ultimately the Head of Schools.

Will my child/young person be included in activities outside the classroom, including school trips?

Madani Schools believe that students who learn outside of the classroom and through extended learning opportunities achieve and progress significantly. The school organizes extensive range of activities, trips and visits for all of our students and we will ensure that the curriculum and extracurricular activities are barrier-free and do not exclude any pupils. All students will have access to activities outside the classroom and provision will also be put in place so that all students can participate in school trips. This may require a meeting with the parents and carers, and where feasible an individualised package of support will be put into place.



What support will there be for my child's/young person's overall well-being?

At Madani Schools Federation, we acknowledge that students may need additional support for health reasons or for their emotional and general wellbeing. Therefore each student will be given pastoral care within the school environment which is led by the Deputy Head. Formal and informal mentoring is available where appropriate. Focused tutoring also takes place on a 1-1 basis, with focus on attendance, anti-bullying and E-safety. The school also facilitates a breakfast club, which incorporates healthy eating and specific dietary needs of students. Pupils with a medical condition who need to access medication during the school day have a special plan in place. Allocated staff, that are First Aid trained have the responsibility to over-look the administration process and provide personal care. A designated NHS nurse is also present to support students.

What specialist services and expertise are available to or accessed by the school?

The school has a variety of specialist services that can be accessed. These include the Leicester City Connexions service, educational psychologists, specialist advisory teachers, Speech & language therapists, Hearing Support Team, Visual Support Team and Student Behaviour Support Team.

What training are the staff supporting children and young people with SEND had or are having?

All teachers working at the school are teachers of students with SEND. All staff working with students are suitably qualified and have ongoing CPD to increase their skills set. Staff members have had training with the Visual Support Team, Hearing Support Team, Dyslexic awareness, differentiation and autism training. We regularly have teacher forum exercises where specialist professionals are accessed. Expert advice is sought and shared within these sessions for the benefit of all staff. The staffs are also qualified to deliver basic first aid, moving and handling, and evac-chair movement.

How accessible is the school environment?

Madani Schools Federation is a single site school, with Key Stage 3 and 4 classes sharing two floors in the main building. The School is built on two levels, with stairs from the ground floor to the first; a lift is available if needed. Entrance to the building is through the main foyer, which is level and therefore suitable for wheelchair access.

Changing rooms are available for PE, along with shower facilities. There are accessible toilets for pupils on both the ground and upper floors. There is a designated toilet for wheelchair users and disabled persons on the ground floor of the main building. Separate toilets are provided for staff. Changing rooms have designated toilets.

There are good lighting and safety arrangements for visually impaired pupils. Classrooms provide good acoustic conditions so that hearing difficulties are minimized.

How are parents and young people themselves involved in the School?

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 learn 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. A dedicated Parents day has also been introduced, where Parents arrange an appointment with their child's form tutor to confer about progress.

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. Students opinions are also gaged through individual student interviews.

Madani Schools operates an inclusive student council which allows the views of our students on the curriculum, teaching and learning and wider aspects of school life to be heard. Ultimately, we aim to actively take into account the views of all students in important decision making. This is facilitated by our Deputy Head teacher. Student feedback is then shared with middle management and senior leadership so that, where appropriate, actions can be put into place.

How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

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 and The Parent Partnership.

Who can I contact for further information?

In the first instance, please speak to your child's form tutor. Further information can be obtained from your child's Head of Key Stage. If you require information about Special Educational Needs please contact our Inclusion Manager Mr Shahid Alhadad on **0116 2498080**.

How will the school prepare and support my child/young person to join the school, transfer to a new school or to the next stage of education and life?

The inclusion manager will meet with the student for a transition meeting before they attend the school. At this meeting, the priorities of the school will be outlined and any concerns the child may have can be addressed. A separate transition visit to the school can also be arranged. The school also has an open evening, where parents of prospective new students can come and view the school, and interact with staff. The school also has a transition day, where all new Year 7 students come to school, and have a taster day. All students have the opportunity to undertake work placements in year 10, to help them prepare for life after education. Students are also given the opportunity to have one to one interviews with external agencies, to help plan and prepare their post-16 education. Post-16 college visits are also arranged for students and support is arranged to help students complete their 'UCAS' online forms.

What other support is available?

Local Offer Leicester provides you with information and advice about special educational needs and disabilities (SEND) and details of services that can support children and young people with SEND, aged 0-25, in Leicester.

To find out more about the local offer please follow the link below:

<https://mychoice.leicester.gov.uk/>