

Leicester Islamic Academy

Special Educational Needs

Purpose

We at Leicester Islamic Academy believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The Leicester Islamic Academy aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Main ECM outcomes: all

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Roles and responsibilities of headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN co-ordinator (Mrs. A. Suleman)
- Early Years SEN Teacher is Mrs. S. Adam
- SEN Support teacher is Mrs. K. Khan
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement / development plan
- the necessary provision is made for any pupil with SEN
- ensure that a responsible person – the Headteacher or a named governor – is told by the LEA when a child has special educational needs and that those needs are made known to all who are likely to teach that child
- all staff are aware of the importance of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the *SEN Code of Practice* (2001) when carrying out their duties towards all pupils with special educational needs.
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate

resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom

- hold regular meetings with teachers of children with special educational needs to assess the progression of pupils with SEN
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN (teachers to follow the pack provided by SENCO).
- Once a child has been identified as needing SEN support, the SENCO will provide the class teacher with a Record of Concern Form to be filled in (teachers to follow sample given). Once this is completed, the SENCO/SEN Teacher will observe the child and parents will be informed at a meeting arranged with the class teacher and SENCO. With parent's consent, School Action will be put in place and the SEN support teachers will provide appropriate support as required, e.g. one to one, small group sessions.
- giving feedback to parents of pupils with SEN.

SEN Children (who are able to) are responsible for and will need to:

- filling in their IEPs and be encouraged to see the IEP as a positive procedure
- may have to accept some responsibility if their IEP targets are not achieved
- setting their targets and recording their achievements
- having the benefit of extra teaching support from an LSA, when available. It may also be appropriate to involve other pupils, e.g. for paired reading, precision teaching

Learning support staff/SENCO Teachers (Mrs. K. Khan/Mrs. S. Adam) should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies and regular meetings with class teachers.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- termly monitoring of procedures and practice by the headteacher
- the annual Governor's report, which contains the required information about the implementation and success of the SEN policy
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

Date established by governing body

August 2008

Date for full implementation

August 2008

Date for review

May 2016

Reviewed

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