



Special Educational Needs & Disabilities (SEND) Policy

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1. Introduction

We at Leicester Islamic Academy believe that each pupil has individual and unique needs. 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.

2. Aims

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. 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 considered 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

3. Definition

The 2015 SEND Code of Practice states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- *has a significantly greater difficulty in learning than the majority of others of the same age: or*
- *has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”*

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs.

4. Legislation and Guidance

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

5. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school. 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 and SENCO, 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 interest in this aspect of the school.

5.1. Headteacher

The Headteacher is responsible 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 SEND co-ordinator, Early Years (SEND) Teacher and SEND Support staff
- 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
- Ensure that the Local Education Agency informs the school when a child has special educational needs and that those needs are made known to all who are likely to teach that child
- 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 have regard to the requirements of the SEN Code of Practice (2015) 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

5.2. Governing Board

The Governing board will ensure that:

- SEN provision is an integral part of the school improvement / development plan
- day to day management of SEN matters is delegated to the headteacher and all staff are aware of the importance of the need to identify and provide for pupils with SEN
- They report to parents on the implementation of the school's SEN policy
- They are fully informed about SEN issues, so that they can play a major part in school self-review
- They review appropriate staffing, and oversee the school's work for pupils with SEN
- They implement a fair admissions policy
- 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

5.3. Special Educational Needs Co-Ordinator (SENCO)

The 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 using school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff and updates on changes to SEND regulations
- 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 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

5.4. Class Teachers

Class Teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum (interventions). 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 Early Monitoring Form to be filled in (appendix 1). Once this is completed, the SENCO/SEN Teacher intervention team will observe the child and parents will be informed at a meeting arranged with the class teacher and SENCO. With parent's consent, School will put in strategies and targets for the individual child 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

5.5. SEN Staff / Learning Support Staff

Learning support staff/ SEN staff 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

5.6. SEN Children

SEN Children (who can) are responsible for and will:

- fill in their IEPs and be encouraged to see the IEP as a positive procedure
- have to accept some responsibility if their IEP targets are not achieved
- set their targets and recording their achievements
- have 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

6. Identification and Assessment

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to improve long-term outcomes. Needs may be identified by a number of indicators:

- Whole school tracking data
- Teacher assessments and tests
- Concerns raised by class teaching staff
- Concerns raised by parents
- Concerns raised by child
- Information received from pre-school settings and from previous schools if pupils transfer
- Information received from other services (e.g. health care)

7. 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
- term monitoring of procedures and practice by the SLT members
- 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.

8. Curriculum Access and Provision

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual pupils, throughout the school.

We respect the fact that children:

- have different educational, behavioural and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers organise their classroom environments using the principles of dyslexia friendly, communication friendly and autism friendly practice. In order to meet the learning needs of all pupils, teachers differentiate work and resources. They work to meet individual learning needs and to mark work and plan next steps in learning effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The range of provision may include:

- In class support for small groups with a Teacher or Teaching Assistant.
- Small group withdrawal for the further differentiation of whole class learning objectives or as an additional intervention programme.
- Individual class support or individual withdrawal for the above
- Further differentiation of resources
- Peer group learning partners
- Provision of alternative learning materials/ special equipment
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training

9. Partnership with Parents

We believe that education is most successful when parents are closely involved in their child's development; this is particularly in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. We keep parents informed by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- making parents and carers feel welcome
- holding regular events 'café style' events as a forum for discussion
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child with parents
- making parents and carers aware of further support which can be accessed through local services and voluntary agencies
- displaying relevant information on a noticeboard for parents in the school and on the school website

10. Children's Participation

We always seek views of all children regarding their education and inclusion. We involve all children in their learning by offering choices using objects, photographs, verbal means etc. All children are encouraged to express preferences using a variety of methods including augmented methods of communication. We seek all children's views in decision making about the learning environment.

11. Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format.

12. Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision where possible.

13. 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. Therefore, the issue can be investigated fully, and some strategies can be put in place.

In the event of a formal complaint parents are advised to refer to the school's complaint policy.

14. Agency Support List

- Educational Psychologist (EP)
- Special Educational Needs Specialist Services (SENSS)
- Speech & Language Therapy (SALT) (throughout the school)
- Child & Adolescent Mental Health Services (CAMHS)
- Occupational Therapist (OT)
- Physiotherapists (PT)

15. Monitoring Arrangements

This policy will be reviewed by the headteacher every 3 years but can be revised earlier if required. At every review, the policy will be approved by the full governing board.

16. Links with Other Policies

This policy links with our:

- Admissions Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Early Years Foundation Stage Policy
- Data Protection Policy
- Equal Opportunities Policy
- Assessment Policy

Appendix 1 – Early Monitoring Form

Childs Name	
Date of Birth	
Setting/School	
Key Person/ Teacher	
Date of Admission	
Monitoring Start Date	

Records from Previous School				
Attendance Records (if relevant)				
Medical Information				
Optional Test Results (from previous year)	Reading	Writing	SPaG	Maths
Baseline Assessments	Reading	Writing	SPaG	Maths
Evidence of Class Work				
Records of Difficult to Manage Behaviour				
Other e.g. Parent/Carer Views, Planning				

PLEASE BRING THE ABOVE RECORDS TO YOUR MEETING WITH THE SENCO

Main area(s) of concern
Child's strengths, likes and dislikes
Notes from observations/records/ discussions with other members of staff

Differentiated provision/ strategies implemented and outcomes	
Notes from discussion with parents/carers	
Further advice and strategies from SENCO	
Date discussed with SENCO: Decision/ Action:	
	The child's difficulties seem to be resolving. We will continue to monitor the child's progress, record in line with setting/school systems and feedback to the parents/carers.
	The child's needs can be met through additional setting/school support and targeted interventions. Progress will be monitored and recorded and feedback shared with parents/carers.
	The child had significant difficulties. With parental agreement they will be supported through targeted interventions and may be referred to other agencies. We will closely monitor and record their progress, have termly meetings with parents/carers to review the child's progress and set new targets.

SIGNED

Teacher/Key Person:
SENCO:
Parent/Carer:
Date: