Noor ul Islam Primary School
Special Educational Needs & Disabilities (SEND) Policy

1 Introduction

1.1 This Noor Ul Islam Primary School policy was reviewed and updated in line with the revised SEND Code of Practice 2014. It was reviewed by the schools Special Educational needs Co-ordinator (Mrs Hawa Moreea) and the Head Teacher (Mr Majid Ishaque).

1.2 This school provides a broad and balanced curriculum for all children. We will treat all pupils fairly and without discrimination. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 T**h**e aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- Provide adequate support and advice for all staff working with children with SEN;

3 Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their rate of learning or needs, and raise their aspirations. We have high expectations of all our children and believe in a growth mindset. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

3.1 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs support

4.1 Children with special educational needs have learning differences that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if: they have significantly greater difficulty in learning than the majority of children of the same age; they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age; they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting. In many cases children join the school with their needs already assessed.

4.2 The needs of the pupils are broadly identified through four key areas

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing
Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

4.3 If our assessments show that a child may have a difficulty in an area or in multiple areas, we use a range of strategies that make full use of all available classroom and school resources. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. Advice will be taken from external support services on targets and specialist input will be provided. The class teacher and SENCO will keep parents informed and draw upon them for additional information in further assessments of the child's needs.

4.4 We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being taken.

4.5 Should a child have a complex need that affects their progress in school an **Education, Health and Care plan (EHCP)** will be requested via the local authority. This will always be done in conjunction with parents.

4.6 In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, special equipment to enable appropriate provision for children with special educational needs
- contributes to the professional development of all staff.

4.7 A trained member of admin staff and first aiders will be responsible for meeting the medical needs of pupils.

5 The role of the governing body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. There is a named person, Nailah Ashraf, on the Governing body who acts as the link governor for SEN.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an Education and Health Care Plan are aware of the nature of the statement or plan.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The SENCO attends regular network meetings and gives feedback to all staff on SEN issues.

6.4 All staff are encouraged to undertake training.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENCO assess the child's progress in line with existing school practices.

7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

9.2 We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Pupil participation

10.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

10.2 We aim to get children involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings, especially at Key Stage 2. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and the Headteacher with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.

11.3 The SENCO will review the provision as stated in the IEP with parents regularly and at least twice a year.

11.4 The SENCO and Headteacher review this policy annually and consider any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body via the Headteacher.

11.5 The SENCO, Behaviour Co-ordinator and Headteacher meet on a weekly basis at an 'Inclusion team meeting' to review provision for children in the school as part of our commitment to ensuring every child makes progress and is happy at the school.

12 Storing and managing Information

12.1 All members of staff working with children with special educational needs will have access to their I.E.Ps.

12.2 Reports from external agencies and other related confidential information will be shared with the class teachers (except if it is a safeguarding issue).

13. Compliance

This policy complies with the statuary requirement laid out in the SEND Code of Practice 2014 as well as 'Special educational needs and disability code of practice: 0 to 25 years (January 2015) valid from 1 April 2015.