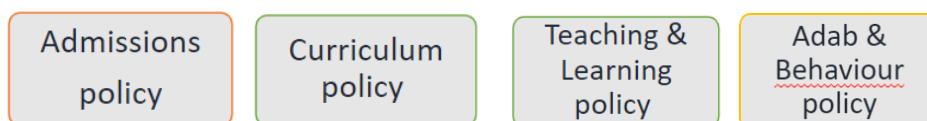




Special Educational Needs Policy

How this policy fits in with other policies:



Log of updates

May 2021	Reviewed and formatted
Jan 2022	Changes in red
Sept 2023	Reviewed with HT and Senco. Changes in red
Nov 2024	Reviewed with HT and Senco. Changes in green

Introduction

The purpose of this policy is to establish a framework within the school, based upon recognised good practice, which will enable us to identify and to assist, as fully as possible, pupils with additional learning needs. The framework for our provision is based upon the guidelines issued in:

This SEND Policy reflects the principles and guidance included in the Special educational needs and disability code of practice: 0 to 25 years (January 2015) - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

As a school we do not specialise in SEN or provide any special units. We operate a policy whereby all prospective pupils are assessed, prior to entry. Whilst the school's admissions policy is not highly selective in academic terms, nevertheless the minimum requirement is for a pupil to demonstrate average plus ability in the school entrance tests. This confirms the child's ability to access the mainstream curriculum provided by the school.

We do recognise, however, that our small classes and supportive atmosphere enable us to help pupils with certain special needs, which respond to individual attention by the teacher in a normal classroom setting, together with some one-to-one or small group support. Pupils with dyslexia, for example, often respond well in our environment

without the need for a great deal of specialist expertise and equipment or for extensive facilities.

Prior to admitting pupils with such special needs into the school, each child is carefully assessed, and discussions are held with the parents and other agencies, as appropriate. **EHC plan** (where applicable – usually applying to **Autism** for example) are examined closely to gain a full understanding of the history, the problems and the needs of the child concerned. The purpose of this procedure is to establish clearly whether Lady Nafisa School is the right environment for the child and whether our type of provision is adequate to meet her needs.

The school takes pupils into Year 7 from the age of 11 years. Sometimes a child's special needs in educational terms may not yet be fully evident especially if it involves mild learning difficulties. It is therefore the policy of the school to regularly monitor the development of pupils from the point of intake in order to identify and to respond to special needs, which may become apparent. The school recognizes its responsibility to make adequate provision to meet those needs as far as possible and to alert parents as early as possible should it become apparent that the school's provision will no longer be adequate.

Our SEN provision is managed by the SEN team, each responsible for one wave. **Part of our SEN provision is the Senco (Mrs Cinzia Albi) who provides support, advice and training as well as liaison with external agencies. There is also a Deputy Senco (Mrs Maryam Hurst).**

A more detailed account of the school's policy for pupils with SEN is outlined below: -

Identification of pupils with SEN and making appropriate provision – A graduated response

Prior to and following entry into the school, pupils are monitored and assessed on all **broad areas** of their development.

- e.g. Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/ or physical needs

Details are recorded and a note made of any problem areas. The school may also be alerted to problems by parents or other agencies. As special needs become apparent, or where they are known from the outset, these are noted by the SENCO. **If teachers have concerns about a new or existing student, they can make a referral to the SENCO through the referral form online. (Appendix 1)**

At this stage the coordinator will give help and advice to the teachers on how to help the pupil access the curriculum more effectively in the classroom through adaptive resources and scaffolding (see below). The progress of this pupil is monitored through regular scrutiny of the tracking system by the SENCO and/or feedback from staff, **form tutor, mentor or key person**. If little or no progress is seen to be made and further assessment becomes necessary, parents are involved at an early stage in discussing concerns and developing a strategy.

The **strategies** adopted will depend upon the needs of the child and will be based upon a graduated response, which is determined at each stage by consulting the Special Educational Needs Code of Practice.

This response takes one of three forms at this stage: -

(a) WAVE 1 Differentiation and support within the class

Where it is felt that no immediate specialist help is needed, **adaptive strategies will be used as appropriate**, within the normal classroom context. Her progress will be kept under review and will be regularly reported to the parents.

If it becomes apparent that there is continuing cause for concern, her name will be added to the SEN register and she will be moved to the next stage.

(b) WAVE 2

The key test of the need for further action is evidence that current rates of progress are inadequate. Adequate progress can be defined as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in **self-esteem**, social or personal skills
- demonstrates improvements in the child's behaviour

At this stage interventions will be provided that are additional to or different from those provided as part of the school's **adapted** curriculum.

As appropriate, special help will be given by subject teachers in the normal classroom setting and by the special needs support teacher, usually withdrawing the child for a period of time each week. The SENCO will work closely together with the child and parents, to gather further information, and to review progress every term.

Parental involvement and support is also encouraged in supervising homework and extra work at home, such as reading, handwriting and mathematics.

Where it is felt that progress is still inadequate and that further assessment, advice and support are clearly needed then the child is moved on to the next stage.

(c) WAVE 3 Request for Statutory Assessment (EHCP) and/or Certified professional report conducted privately.

At this stage the SENCO discusses the situation with parents and appropriate subject teachers and steps are taken, where appropriate, to involve outside agencies in order to gain further insight into the problem. Advice, assessment and support may be sought from an Educational Psychologist, a Speech Therapist, the Family Doctor, local and national voluntary groups and local support groups, for example.

Based upon this further information, assessment and advice, the SENCO and relevant subject teacher will draw up a revised pupil friendly individual education plan (IEP) setting out fresh strategies for supporting the child's progress. This will be implemented, as before, with the continuing support and involvement of the parents.

Progress will continue to be reviewed regularly and records maintained of all IEP reviews and specific interventions.

The whole assessment and planning process from the time the assessment is requested until the final education, health and care (EHC) plan is issued lasts up to 20 weeks. A request form is completed and all referral information is collated and submitted to the LA for consideration.

If the LA decides to issue a plan, it must first consult with parents by issuing a draft. Parents have at least 15 days to review the draft and feedback to the LA their comments.

Full cooperation will be given by the school at each stage to providing the LA with evidence of the school's assessment of the child's difficulties and with details of IEP's, reviews of progress, specialist input and outcomes up to the present time.

The final plan will be issued, after consultation, within a further **8 weeks time limit**.

The time limit for the whole process is therefore 26 weeks.

Before a request for statutory assessment is made, the school will discuss with the parents the possible outcomes should a EHC plan be created.

If a EHCP is made by the LA, then clearly some extra provision for the child will be made available. However, the LA may well decide that such provision is best made in the context of one of its own mainstream or special schools, rather than making extra provision available for the child within Lady Nafisa School. This may well be an acceptable solution to the parents and may well be in the child's best interests. In the latter case the school would strongly recommend that the parents accept the decision of the LA to place the child in another school.

Both school and parents may concur in the view, however, that the child's best interests are served by remaining in Lady Nafisa School with specialist support provided by the LA. In such a case, the school would support the parents in making representations to the LA. The school would make it clear to the parents, however, that the final outcome of the Education health and care plan may not be as they would have wished. Should this be the case, then the school would discuss with the parents the best way forward in the light of all the available information.

Pupils with EHC Plans

As mentioned in the introduction, the school is unable to accept pupils with EHCP UNLESS it feels that it is able to provide the right kind of environment and support for the child to thrive.

In such circumstances the school fully accepts its responsibility to:-

- meet the child's needs as fully as possible through whatever provision has been agreed as being appropriate for the school to make.
- assist the child in moving towards the objectives specified in the statement and towards the IEP targets for the given year.
- collate and record information on the progress of the child which will assist in further planning and support.
- participate fully in the **annual review procedure**. -i.e. convene a review meeting - with the parents, appropriate staff and other specified people.
- request written advice from the parents, other specified people and anyone else considered appropriate, prior to the meeting.
- circulate a copy of all advice received to all those invited to the review meeting (2 weeks before meeting).
- involve the pupil in the process wherever possible.
- conduct the review meeting in accordance with the guidelines given by the LA.
- prepare a review report based on the advice and comments received and on the outcomes of the review meeting.
- send the review report to the LA and copy it to the parents and all other professionals involved with the child

Preparing pupils for access arrangements at GCSE:

- SENCO works with staff, parents and pupils to ensure the correct arrangements in place for GCSE exams e.g. extra time
- SENCO shares the information with the exams officer in a timely manner to ensure requests are made before external deadlines
- SENCO ensures that relevant evidence is recorded to show pupils 'normal way of working' in collaboration with subject staff

APPENDIX 1:

Teacher Referral Form

Pupil's Name:
completed:

Year Group:

Date

Name of Teacher completing the referral form:

Please could you complete this questionnaire and return it to me, senco@ladynafisa.org with as much information as possible. It is important that I get your views and opinions on the student's difficulties and strengths at school.

All information will be confidential.

TEST RESULTS (complete where appropriate)

Baseline (Subject)		Comments:
Current Term		Comments:

Please state briefly the reason for referring this student to the school SENDCo:

SPEECH, LANGUAGE AND LITERACY

Is the student able to express themselves clearly in line with other students in the class? If not, can you describe/list their difficulties? (E.g.) mix up words, forget names of objects, and mispronounce words, speaks in short stilted sentences?	
Do they have a delayed response to questions that you ask? Please explain	

Do they have good ideas but have difficulty writing them down? Please detail.	
Do they start a written task immediately or find starting difficult? Please comment.	
Please describe their written composition.	
Please describe their handwriting if relevant or slip this question.	
Do they do any of the following? (please tick) Reverses letters Non cursive Missing spaces from the board Composition poorly organised	Slow writing Difficulty with copying
Are they able to learn rhymes, poems, nasheed and quraan easily?	
When reading, do they, miss words, stumble, and confuse words with similar looking words? Please describe their reading fluency and word attack skills.	
Do they have good listening comprehension?	
How is there reading comprehension? Do they remember literal answers or have to find them? Do they have good inference skills?	

When reading new words, do they attempt to decode or guess? Can they decode?	
--	--

NUMERACY AND MATHS

Is the student confident in their maths lessons or do they tend to withdraw and become anxious?	
Do they take longer time to complete their work in class? Do you think this is due to fine motor control and copying questions or taking time with the processing of the information and recalling facts and calculation?	
Do they miss/skip questions from the worksheets?	
Have poor recall of basic addition and subtraction facts?	
Have poor recall of multiplication facts?	
Do they require overlearning to understand the concepts?	
Please describe their maths	

ATTITUDE TO SCHOOL LEARNING AND SOCIAL SKILLS

Question	Answer
Does the student have a strong group of friends?	

Do they generally get on with other students?	
Are they confident or withdrawn?	
Are they better with older students, with younger students or both?	
Are they keen to learn?	
Are they able to concentrate in a group or are they easily distracted?	
Can they concentrate on their work if sitting alone?	
Can the student follow instructions promptly, or do they need them repeated?	
Does the student have good attendance?	

BEST/WORST SUBJECTS

What subject does the student engage well in?	
What is the student's worst subject?	

STUDY SKILLS/ ORGANISATION

Do they have difficulties organising their work?	
Do they currently have any strategies to help plan their work?	
Do they misread written instructions?	

SUPPORT AND INTEVENTIONS

<p>Is the student currently getting support at school or have they received support in the past? Please detail.</p>	
<p><u>SENDCo USE ONLY</u> Are there any other professional reports on this student?</p>	

PHYSICAL SKILLS – *Please ask the PE teacher if not able to answer the first two questions*

<p>Would you describe the student as well co-ordinated?</p>	
<p>Does the student participate and enjoy team sports with good spatial awareness?</p>	
<p>Please describe fine motor skills?</p>	
<p>Is the student able to sit still and listen or do they fiddle with pens, buttons, hair?</p>	

BEHAVIOUR

Please underline any descriptions that apply to the student's behaviour.

<p>General Behaviour Withdrawn, aggressive, over-sensitive, anxious, attention seeking, over-active, normal, passive, timid, cooperative, friendly, responsive, disorganised, other... please specify e.g. zones out, etc</p>
<p>Attitude to work Enthusiastic and works well, seeks approval, distractible, slow, competent, shows no interest, other...please specify.</p>

Attitude to adults

Obedient, apprehensive, submissive, aggressive, normal, resents correction, other...please specify

Attitude to others

Friendly, popular, prefers older pupils, prefers younger pupils, withdrawn, dominant, submissive, normal, other...please specify. Please detail how social they are in their group of friends and difficulties/ strengths you have observed: She is dominant in her small friends' group during breaks, but not with anyone else. She is usually submissive with the rest of the class.

Problem solving strategies

Relies on adult to intervene/support, independent, tries initially to resolve problems before seeking support,

Other?

please place an X in the boxes below using the following key

Occasionally observed: 1-2 times in a 6-hour period

Often Observed: 3-4- times in a 6-hour period

Very often observed: at least 6 times per 6-hour period

N e v e r o b s e r v e d	O c c a s i o n a l l y o b s e r v e d	O f t e n o b s e r v e d	V e r y o f t e n o b s e r v e d
---	--	---	---

Inattention

Has difficulty concentrating				
Fails to finish assignments or projects				
Is disorganised and has difficulty getting started on assignments				
Has difficulty planning and carrying out plans				
Is absent minded and/or forgetful				
Is inattentive; doesn't listen well				
Is easily distracted and frequently off task				
Has difficulty following directions				
Has a short attention span				
Frequently loses things				
Forgets what he or she is reading and frequently needs to reread material				
Doesn't pay attention and makes careless mistakes				
Has poor study skills				
Tunes out, daydreams, appears 'spacey'				

Hyperactivity/Impulsivity

Is highly energetic; constantly on the go				
Can't sit still (e.g. twists and wiggle in a seat, jumps up and out of chair, kneels in chair)				
Gets excited easily				
Engages in significant amount of unnecessary movements (pacing, tapping feet, finger-tapping)				
Fidgets with feet or hands				
Restless; isn't able to relax				
Squirms in seat				

Is frequently out of assigned area without permission (wanders around classroom)				
Intrudes into others' space				
Acts before thinking				
Blurts out answers or blurts out verbal responses, often inappropriately				
Fails to wait his or her turn in activities				
Is frequently reprimanded for not raising hand and waiting to be called on				
Often interrupts or intrudes when others are talking				
Has trouble standing in line				
Acts before adult finishes giving directions				
Has difficulty waiting for things; wants things now				
Knows the rules and consequences but acts without thinking				
Has difficulty inhibiting what he or she says; says whatever pops into his or her mind.				

GENERAL

Any other comments?

Jazakallahu kheirun for completing the referral form.