



V1.0

# POLICY: SPECIAL EDUCATION NEEDS

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**Assunnah Primary School**

565A High Road | London | N17 6SB

T: 0208 350 0592

E: [admin@assunnahschool.co.uk](mailto:admin@assunnahschool.co.uk)

W: [www.assunnahschool.co.uk](http://www.assunnahschool.co.uk)

**School Manager:** Mohamed Yusuf

**Head Teacher:** Feroz Adam

**Deputy Head Teacher:** Shiree Alam

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# Special Education Needs Policy



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<b>Policy Title</b>	Special Education Needs Policy		
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## Mission Statement

As-Sunnah Primary school is an independent, selective, faith-based Muslim School. We strive to offer a holistic education cultivating growth along spiritual, moral, emotional, intellectual, physical and communal dimensions. Our aim is to positively orient our students towards realising their full potential as exemplary contributors to our society, in actively promoting fundamental universal values.

We are against radicalisation that leads to unjust acts of violence and the violation of fundamental universal values. We encourage peaceful but effective communication, dialogue and interaction with all parties who are keen to working towards achieving common goals of goodness.

## Expectations

The policies for the school are provided by the school leadership comprising of the governors, school manager, headteacher and deputy headteacher.

Assunnah Primary School is a unique Islamic School that is committed to maintaining an environment within the framework of Islamic principles and striving to achieve academic excellence and perfection of character.

In order to achieve this the school leadership expects that all staff, parents and guardians fully comprehend and adhere to the policy in full as specified in their employment contract, terms of agreements and handbooks.

## Purpose

In keeping with our ethos this policy serves to ensure that all students are able to learn and develop. The policy represents a framework for all those involved in helping students to develop academically, spiritually and physically. It also acts as a guide for parents and guardians. Our objective is to provide a flexible but balanced curriculum which meets the need of all our students.

**Mission Statement** 1 *Abu Hurayrah (radi Allahu anhu) said that the Prophet (sal Allahu alaihi wa sallam) said: "Whoever removes a grief from a believer from amongst the sorrows of this life, Allah will remove a grief from him amongst the sorrows of the Day of Resurrection. Whoever brings ease to one in difficulty, Allah will make it easy for him in this life and the Hereafter.*

At Assunah School we believe that every child is a gift from Allah and has a right for their needs to be addressed. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We celebrate diversity whilst embracing individuality. We work together to remove barriers to learning so all our children can make positive contributions to our school and the wider community.

**Aims and objectives** 2 In providing for children with Special Educational Needs we aim to:-

- Provide every child with access to a broad, balanced and relevant education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip students with the skills and attributes necessary for adult life.
- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- To meet individual needs through a range of provisions.
- Involve Parents in a partnership of support as they play a vital role in supporting their child's SEN/D.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Code of Practice.

**Definition of Special Educational Needs** 3 Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Pupils who have SEN may also have a disability under the Equality Act 2010.

A pupil of compulsory school age has a learning difficulty or disability if they:

- **have a significantly greater \*difficulty in learning than the majority of others of the same age; or**
- **have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools**

\*These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties.

For primary aged pupils, SEN provision is educational provision that is **additional** to or **different** from that made generally for other primary aged pupils in maintained schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Therefore, Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The revised code of practice focuses on meeting these needs in the classroom. As staff we

accept that the responsibility for meeting the educational needs of all students lies with us all as, **'All teachers are teachers of children with special educational needs'** (SEN Code of Practice pg. 44).

<b>Admissions Arrangements</b>	4	No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. However, we review the specific needs of each new applicant and in consultation with prospective parents discuss how these needs be better met. (Please see school’s Admissions Policy for more information).
<b>Inclusion</b>	5	The Head teacher and SENCO oversee the school’s policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
<b>Identification and assessment</b>	6	<p>The importance of early identification, assessment and provision for any child who may have SEN is regarded as an ongoing process. A range of evidence is collected through a variety of assessments and monitoring arrangements, including:</p> <ul style="list-style-type: none"> <li>• Home visits where parental concerns are noted</li> <li>• Pre 5 Support who identify children who need extra support</li> <li>• Teacher observations and monitoring of performances</li> <li>• Baseline assessment results</li> <li>• Entry Assessments and interview</li> <li>• Progress against objectives specified in the National Literacy and Numeracy Strategies.</li> <li>• Performance against National Curriculum levels at the end of a Key Stage.</li> </ul> <p>If a child is considered to not be making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and or different provision is necessary.</p> <p>The school has a graduated approach to intervention and provision, which was recommended in the SEN Code of Practice.</p> <p>As children progresses through the Foundation Stage their achievements will be measured in relation to the Early Learning Goals. By these means children who are making slower or more repaid progress (i.e. Gifted and Talented) than the norm, will be identified and closely monitored.</p> <p>Throughout the school, the attainment and progress of the pupils are continually assessed against the National Curriculum age related expectations for each subject. Those pupils whose attainments falls outside the range expected of their age group may have SEN and are further assessed and monitored. The areas of need are defined as: Communication and interaction Cognition and learning Behaviour, Social and Emotional Development Sensory and/or physical. Pupils with SEN may have needs which span two or more of these areas and can be long term or short term.</p> <p>Where there is a concern teachers are required to complete Cause for Concern forms (CfCs) and refer to the named SENCO</p>
<b>SEN support</b>	7	<p>Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.</p> <p>The support provided consists of a four – part process:</p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> </ul> <p>This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.</p>
<b>Assess</b>	8	This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment,

comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

<b>Plan</b>	9	<p>Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Special Educational Needs Policy (2014)</p> <p>All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.</p>
<b>Do</b>	10	<p>The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.</p>
<b>Review</b>	11	<p>Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.</p>
<b>Placing children on the SEN register</b>	12	<p>Children who are deemed to have SEN will be placed on the school's SEN register. They will receive intervention determined by the nature of their specific needs. Intervention plans will seek to ensure that the child's individual needs are met and that they make good progress. The intervention plan will take the form of an Additional Needs Plan (ANP). The plan will set targets for the pupil and will detail:</p>

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Details of progress

The ANP should only record that which is additional or different from the normal differentiated curriculum. It should contain 3 or 4 targets relating to the key areas of communication, literacy, mathematics and behaviour and social skills. The ANP should be discussed with both the parent and pupil.

The class teacher will be responsible for working with the child on a daily basis and planning and delivering a differentiated curriculum to address the difficulties identified in the ANP. Some pupils may receive additional support outside of the classroom. This will be determined by individual pupil's needs. The ANP will be reviewed on a termly basis and the outcomes will be recorded. Pupils and parents will be involved fully in the review process.

At the review it will be decided whether a child will either:

- Be removed from SEN register because significant progress has been made and the child's needs can now be addressed through a normal differentiated curriculum.
- Continue to provide additional support because insufficient progress has been made despite intervention and support. External agencies may be contacted at this point (with parental permission) for further advice and support. These professionals will contribute to monitoring and reviewing progress and any further assessments that may be planned to identify a child's specific needs. Pupils are usually assessed within school and advice and strategies are provided on new ANP's. It is the class teacher's responsibility wherever possible to address the child's targets within the classroom.
- The SENCO will arrange a time to meet with parents and share the ANP targets on a termly basis. During this meeting parents will be provided with the opportunity to contribute to the targets set in their ANP. Parents are also encouraged to discuss any other concerns and the SENCO will keep parents informed of the involvement of outside agencies and proposed interventions. Pupils will also have the opportunity to participate in the ANP review process and will contribute to their ANP targets.

<b>Referral for an Education, Health and Care Plan</b>	13	<p>Where a child has demonstrated significant cause for concern, and all other intervention stages have had insufficient success in meeting a child's needs, the school may request statutory assessment, although the parents can also request this too. If the child meets the needs of the criteria outlined by the LA, the child may receive an Education Health Care Plan. This will set objectives, identify resources and allocate funding to meet the child's needs. The statement will be reviewed annually with involvement of the parents, pupils and the appropriate outside agencies. A report will then be written for the local LA. Furthermore the child's ANP will be reviewed termly and new targets will be written if required.</p> <p>When pupils are due to transfer to another school, planning for this will be started in the year prior to transfer. Advanced planning for children in year 5 will allow appropriate options to be considered. It is the responsibility of the SENCO to liaise with the SENCO of the local secondary school's to ensure that effective arrangements are in place to support pupils when they transfer.</p>
<b>The role of Teachers</b>	14	<p>All teachers are teachers of children with special educational needs. Quality First Teaching is at the heart of the work in each class and is part of a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of children. The majority of children will learn and make expected progress within these arrangements. Those children whose overall attainment in specific subjects fall significantly outside the expected range, and who are not making the expected progress, may have special educational needs. If a teacher feels that this is the case, then they will discuss their concerns with the parent and SENCo and then complete a Cause for Concern form if necessary. This will then be discussed at SEN Meetings and further actions will be discussed with the parents and documented by the SEN team.</p> <p>Every class teacher is responsible for maintaining and updating intervention records on their Class Provision Map. These are shared with SLT at termly Pupil Progress Meetings. Class teachers, support staff and members of the SEN Team are responsible for completing Outcome of Intervention sheets at the end of every term, for each child receiving an intervention, and to report progress back to parents.</p>
<b>The role of Support Staff:</b>	15	<ul style="list-style-type: none"> <li>• Give regular feedback to class teachers.</li> <li>• Responsible for the day-to-day planning and resources for any interventions that they teach and for working with groups allocated to them in whole class teaching.</li> <li>• Maintain resources and a range of teaching materials to enable appropriate provision to be made;</li> <li>• Involved in the development of the SEN Policy and be fully aware of the processes for identifying, assessing and making provision for children with SEN / EAL.</li> <li>• Keep accurate records and logs of pupils' progress and work.</li> </ul>
<b>The role of SENCO</b>	16	<p>The named SEN coordinator is Shiree Alam.</p> <p><b>The SENCO:</b></p> <ul style="list-style-type: none"> <li>• Manages the day-to-day operation of the policy</li> <li>• Supports and advises colleagues, works in partnership with parents/carers, children and outside agencies to set, monitor and review short-term objectives on individual education/behaviour plans</li> <li>• Co-ordinates the provision for and manages the responses to children's special needs</li> <li>• Contributes to and oversees the class teacher's pupil progress records</li> <li>• Manages the school-based assessment and completes the documentation required by outside agencies and the LEA;</li> <li>• Organises annual reviews for children with EHC Plans and acts as the link with parents;</li> <li>• Acts as link with external agencies and other support agencies and informs parents of initial visits;</li> <li>• Liaises with transition schools SENCo/Inclusion Manager during the Spring and Summer Terms to ensure the efficient transition of Y6 and other pupils with special needs.</li> <li>• Monitors the achievement of children on the SEN register and those who have additional needs</li> <li>• Provide professional guidance and continuing professional development for all staff to secure quality teaching and effective use of resources for these pupils</li> <li>• Keep an up to date SEN register and provision map</li> </ul>

- Maintain and evaluate records and progress made by pupils with SEN

<b>The role of head teacher</b>	17	<p>The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs (SEN). The head teacher keeps the governing body fully informed and also works closely with the SENCO.</p> <p>The head teacher regularly reviews and monitor the management of Special Educational Needs policy and procedures within the school, including the work of the SENCO.</p>
<b>The role of governors</b>	18	<ul style="list-style-type: none"> <li>• To work with practitioners to develop and monitor the SEN Policy and the approach to children with SEN / EAL.</li> <li>• Establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work.</li> <li>• To appoint a Link Governor with responsibility for monitoring the school's work on behalf of the children with Special Educational Needs.</li> <li>• To monitor equality across policy and practice through the development of the equalities committee.</li> <li>• To ensure that SEN / EAL provision is an integral part of the school's development plan.</li> </ul>
<b>Complaints procedure</b>	19	<p>If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advice on formal procedures for complaint.</p>
<b>Partnerships</b>	20	<p>We believe that a close working relationship with parents is vital in order to ensure</p> <ul style="list-style-type: none"> <li>• Early and accurate identification and assessment of SEN leading to appropriate intervention and provision</li> <li>• Continuing social and academic progress of children with SEN</li> <li>• Personal and academic targets are set and met effectively</li> </ul> <p>In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.</p> <p>We seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. We access the specialist knowledge and services within the borough whenever appropriate, eg Haringey SEN team, Educational Psychology service, Education Welfare, Behaviour Intervention and the Autism Team. We work with and promote parents' groups. Liaison with Health services such as Speech Therapy and Social Services ensure we are supporting the whole child.</p> <p>We also work in partnership with the other schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We recognise the need to share information and form links with other schools and we do this for the benefit of our pupils. Arrangements for the transition to Secondary School begin at the end of Year 5 for pupils with a statement of SEN. Pupils with SEN in Year 6 have opportunities for discussing Transition in small groups throughout the year in termly sessions. Liaison with other schools is made for any pupils with Additional Educational Needs who join the school during the term, to ensure appropriate support and provision.</p>
<b>The local offer</b>	21	<p>This information is for parents/carers of children with special educational needs and/or disabilities. It explains the support available in Haringey for those children and young people.</p> <p>This is called the 'local offer'.</p> <p><a href="http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer">http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer</a></p>
<b>Monitoring evaluation and review</b>	22	<p>In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.</p> <p>Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.</p> <ul style="list-style-type: none"> <li>• SEN provision and interventions are recorded on an individual provision map and individual educational plans, which are updated when the intervention is changed.</li> </ul>

These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.