

Al-Noor Primary School

Special Educational Needs (SEN) Policy

1. Introduction

- 1.1. The school believes that every pupil is an amanah, or trust, from God, and from their parents. Islam teaches us to pay careful regard to trusts, promises and undertakings.
- 1.2. We believe the school provides a broad and balanced curriculum for all its pupils. The National Curriculum is our starting point for planning for most subjects taught at Al-Noor Primary, in addition bespoke curricula have been put in place for other subjects: Arabic, Qur'an, Islam Studies, RE and PSHE; together they form the school's curriculum. The school's curriculum meets the specific needs of individuals and groups of children. When planning, teachers set suitably differentiated learning challenges, tasks and activities and respond to pupils' diverse learning needs ensuring sufficient regard is paid to pupils with SEND.
- 1.3. Some children have barriers to learning that mean they have special needs or disabilities and require particular action and support by the school to ensure they thrive, flourish and progress at school. Teachers take account of these needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum.
- 1.4. This policy has been reviewed and written in line with the government's statutory SEN Code of Practise.¹

2. Aims and Objectives

- 2.1. The aims of this policy are to:
 - create an environment that meets the special educational needs of each child;
 - ensure that the special educational needs of children are identified, assessed, provided for, monitored and evaluated;
 - make the expectations for all partners clear in the process;
 - identify the roles and responsibilities of staff in providing for children's special educational needs;
 - enable all children to have access to a broad and balanced curriculum;
 - involve parents in every stage of the process;
 - take the views of children and their families into account;
 - enable children and their parents to participate in decision-making;
 - collaborate with partners in education, health and social care to provide support;
 - make high quality provision to meet the needs of children;
 - focus on inclusive practices and remove barriers to learning;
 - help children to prepare for life beyond primary school and for adulthood;
 - ensure inclusion for all pupils.

3. Educational Inclusion

- 3.1. In our school we aim to offer excellence and choice to all our children, whatever their differences, abilities or needs. We have high expectations for all our children to make excellent progress and aim to achieve this through the removal of barriers to learning and

¹ Special educational needs and disability code of practice: 0 to 25 years, May 2015

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, DfE, August 2017

participation. We want all our children to feel that they are a valued part of our school community.

3.2. 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 teaching approaches and experiences.

3.3 We will make reasonable adjustments to prevent pupils with a disability being put at substantial disadvantage and will prevent discrimination, promote equality of opportunity and foster good relations.

4. Definition of Special Educational Need (SEN)

4.1. A pupil has SEN if s/he has 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.

4.2. Where a pupil is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

4.3. A pupil has a learning difficulty or disability if he or she:

- 4.3.1. has a significantly greater difficulty in learning than the majority of others of the same age, or
- 4.3.2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4.4. For primary aged children, special educational provision is educational provision that is additional to or different from that made generally for other primary aged children by mainstream schools.

5. The Role of the Local Authority

5.1. Local authorities have a statutory duty to develop and publish a Local Offer, in association with schools and other partner agencies, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

5.2. The Local Offer has two key purposes:

- 5.2.1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- 5.2.2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

5.3. The Local Offer must include, amongst other information, the following:

- 5.3.1. special educational, health and social care provision for children and young people with SEN or disabilities – this should include online and blended learning

- 5.3.2. other educational provision, for example sports or arts provision, paired reading schemes
- 5.3.3. arrangements for resolving disagreements and for mediation, and details about making complaints
- 5.3.4. arrangements for travel to and from schools
- 5.3.5. support to help children and young people move between phases of education (for example from early years to school, from primary to secondary)

6. Identification

- 6.1 Children may have special educational needs either throughout or at any time during their school career. Early identification is vital to ensure sufficient support is put in place to ensure deficits and delays do not continue to build and children make progress in their learning and development.
- 6.2 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. Identification is essentially teacher led, which is through the use of assessment data and formative assessment. The process is set out in detail in Appendix A.
- 6.3 Many of the children who join our school have already attended an early education setting. In some cases children join us with special needs already assessed. All pupils are assessed half termly in English and in Maths from the start of Year One. They are also assessed termly against the Early Learning Goals and Development Matter objectives throughout Reception class. The school uses this data to track pupil progress, setting annual and Key Stage targets for expected progress for all pupils.
- 6.4 Data is examined to identify groups of learners in the class, G&T, faster, middle, slower and SEN. Pupils attaining 2 sub-levels or more, or their equivalent, less than the benchmarked expectation (against national expectations) for the class will be flagged as possibly SEN, as will pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which good quality teaching and differentiation:
- is significantly slower than that of their peers starting from the same baseline;
 - fails to match or better the child's previous rate of progress;
 - fails to close the attainment gap between the child and their peers;
 - widens the attainment gap.
- 6.4 The class teacher informs the parents at the earliest opportunity to alert them to any concerns and enlists their active help and participation and continues to keep them updated. Discussions with parents and with the pupil concerned focus on gathering and providing information in a structured way so that teachers develop a good understanding of the pupil's areas of strength and difficulty and the parents' concerns. The teacher will also ascertain the outcomes parents seek for the child and the next steps. A short note of these early discussions will be added to the pupil's file and given to the parents. The teacher will also tell parents and young people about the local authority's information, advice and support service. In addition the teacher will ensure that outcomes considered will include those needed to make successful transitions to secondary school and beyond.² A clear date for review will be set, typically not longer than 3 weeks and preferably 2 weeks to avoid delays. The parent, pupil and teacher will also be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

² Good outcome setting is given in chapter 9, Education, health and Care needs assessments and plans, of the 0-25 SEND Code of Practice (paragraphs 9.64 to 9.69).

- 6.5 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- 6.6 If a teacher finds that despite responding to the information provided by parents and pupil, the pupil continues to make inadequate progress, unlike the other slower learners in that class, s/he will complete an "Initial Concerns Form", or ICF, (Appendix B) to set out the areas of concern within two weeks of encountering difficulties. S/he will forward this to the headteacher or SENCO to be considered at the next school's Needs' Panel, held weekly. To avoid delays a teacher is advised to err on the side of caution and complete an ICF to avoid losing further valuable learning time.
- 6.6 The school will consider evidence whether the pupil might have a disability, under the Equality Act 2010, or other area of need, such as welfare and medical conditions, at this time too. It will also consider progress in wider developmental and social needs. It will also consider dual exceptionality, in that the pupil might be talented or gifted in some areas of learning and development and SEN in others. In addition it is cognisant that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- 6.7 The SENCO will observe such a pupil during lessons and examine his/her work to support her in identifying and confirming areas of deficit and specific learning difficulties the pupil concerned might have. The SENCO may also use diagnostic tests or assessments to support identification.
- 6.8 If in the professional opinion of the SENCO, the pupil is judged to have SEN, s/he will be added to the SEN register as a pupil in need of 'SEN Support'.
- 6.9 A meeting between the SENCO, class teacher and parents will be arranged to inform them about the school's findings and the support the child has received and to gain their feedback about their child. The SENCO will also provide support and guidance to parents at this meeting with regards to their own role in supporting their child to overcome his/her difficulties.
- 6.10 An IEP will then be then drawn up and disseminated to class teaching staff and parents to be implemented. The IEP will aim at action to remove barriers to learning and will put effective special educational provision in place. It will show the short-term target 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 and contain a section for parental input and support for achievement of the IEP targets. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.
- 6.11 The targets are re- written in "child speak" for the pupil concerned and displayed clearly for him/her. These are also explained and how they are to be implemented.
- 6.12 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. The schools will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

6.13 There are four broad areas of need and support which give an overview of the range of needs that should be planned for, the school will aim to be well equipped to provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

7. Assessment and Tracking

- 7.1. The class teacher assesses and monitors the progress of pupils who have SEN in line with existing school practices. This is an ongoing process and reflects as far as possible their participation in the whole curriculum of the school.
- 7.2. In addition the class teaching assistant assesses the SEN pupil's progress against his/her IEP targets at the end of each lesson using an ascending scale of 1 to 4, keeping a careful log of progress. The class teacher examines this log regularly and is responsible for the overall in-class and in-lesson provision for the pupil.
- 7.3. Record keeping is kept up to date and TAs and the teacher co-ordinate this procedure carefully and rigorously.
- 7.4. Class staff meet fortnightly with the SENCO to allow her to monitor progress and discuss strategies to implement IEPs and support the best progress of SEN pupils.
- 7.5. The Head teacher, Deputy Head teacher and SENCO also have weekly meetings (Needs' Panel meetings) where the SENCO provides updates on pupil SEN cases.
- 7.6. Class teachers are required to review the progress of SEN pupils against IEP targets termly and submit a report to the SENCO featuring assessment progress and attainment data.
- 7.7. The SENCO then writes an overall report for SEN for the Deputy headteacher, who passes it on to the Headteacher.
- 7.8. Pupils who have met all their targets at review time may have IEP targets amended if the pupil is still in need of SEN support to reflect the next stage of development required. The process reflect the graduated approach of the SEND Code of Practice, September 2014 and the four part-cycle of assess, plan, do, review. On successive reviews, appropriate iterations of targets and thus IEP are made, including more frequent review dates and the involvement of specialists, in order to match interventions ever more closely and more appropriately to the SEN of a pupil.
- 7.9. If the child is no longer deemed in need of SEN provision, then a recommendation for exit from the IEP and SEN register is made in the reports by teachers and SENCO. The SENCO discusses this with parents and the Deputy headteacher. If all parties agree, the child is removed from the SEN register and awarded a prize in school assembly to which parents are invited to celebrate the success of their child.

8. SEN Support in School

- 8.1. The school's SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is a graduated approach and draws on more detailed

approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.³

- 8.2. All staff members are given induction on the start of their employment and regular annual training on the school's SEN system and on identifying and supporting pupils with special educational needs.
- 8.3. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, including carefully differentiated learning activities and lessons, is the first step in responding to pupils who have or may have SEN.
- 8.4. If formative assessments show that a child may have a learning difficulty, s/he will be referred to the school SENCO's consideration for an IEP. A range of strategies are then used that make full use of all available classroom and school resources. The child's class teacher, advised by the SENCO, will offer interventions that are different from or additional to those provided as part of the school's usual working practices and differentiation in lessons. This may include:
 - 8.4.1. one to one or small group support from a teaching assistant or learning support assistant;
 - 8.4.2. extra props or resources to provide concrete examples to bring the lesson objective and area of IEP target to life for SEN pupils;
 - 8.4.3. differentiated learning tasks and activities appropriate to the deficits and learning needs of SEN pupils;
 - 8.4.4. online apps and websites addressing deficits and learning needs of SEN pupils, e.g. using the class PC, the ICT suite or the school's i-pads;
 - 8.4.5. templates and resources that break down the task into smaller steps and aid understanding and success;
 - 8.4.6. auxiliary educational aids and services to alleviate substantial disadvantages.
- 8.5. If the IEP identifies that support is needed from outside services, we will consult parents prior to any support being actioned. This may lead to additional or different strategies to those at School. External support services arranged, will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.
- 8.6. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made by the SENCO or head teacher to the local authority through the consultation of the parents. A range of written evidence about the child will support the request.
- 8.7. In our school we also:
 - 8.7.1. manage the day-to-day operation of the policy;
 - 8.7.2. co-ordinate the provision for and manage the responses to children's special needs;
 - 8.7.3. support and advise colleagues; this is done via fortnightly consultation session with each classteacher and SENCO, who jointly monitor and assess the progress of the child on an IEP and also the SENCO advises colleagues over any SEN issues that may need clarification/ explanation or further support and strategies that can be used with a pupil for whom current strategies are insufficient.
 - 8.7.4. oversee the records of all children with special educational needs;
 - 8.7.5. act and make effective links with parents;

³ More information on each stage of the graduated approach is given in Chapter 6, Schools, in the 0-25 SEND Code of Practice (paragraphs 6.45 to 6.56).

- 8.7.6. communicate with external agencies and other support agencies;
 - 8.7.7. monitor and evaluate the special educational needs provision and report to the board of trustees;
 - 8.7.8. manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - 8.7.9. contribute to the professional development of all staff.
- 8.8. SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life to achieve the best outcomes in employment, independent living, health and community participation. To support transition, the school will share information with the school a SEN pupil in yr six is moving to. The schools will agree with parents and pupils the information to be shared as part of this planning process.
- 8.9. When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. The school will encourage these ambitions right from the start and seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them. The school will also support children so that they are included in social groups and develop friendships, particularly when children are transferring from one phase of education to another, e.g. from nursery to reception class.
- 8.10. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. The school seeks the advice of specialists on early identification of SEN and effective support and interventions. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.
- 8.11. The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

9. Requesting an Education, Health and Care needs assessment

- 9.1. As above in paragraph 7.8, SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.
- 9.2. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.
- 9.3. The school will cooperate with the local authority to provide evidence of the action taken by the school as part of SEN support.

10. Education, health and care plans

- 10.1. The school will co-operate with local authorities carrying out needs assessments for any of its pupils, and in the development and review of EHC plans.

- 10.2. The school acknowledges its duty to admit a young person to the school and to provide the educational support specified in the plan if it is named in their EHC plan and the Board of trustees have been consulted and are happy that:
- 10.2.1. it would be suitable for the age, ability, aptitude or SEN of the child; and
 - 10.2.2. the attendance of the child would be compatible with the efficient education of others or the efficient use of resources.
- 10.3. Section F of the EHC plan specifies the special educational provision required by the young person in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority must make sure this support is provided.
- 10.4. The school will have been involved in the development or review of the EHC plan to determine what can be provided from within the school's own resources and what will require additional external expertise or further funding from the local authority.
- 10.5. Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the school premises, the local authority must seek the agreement of the school for this arrangement through a formal written notice.
- 10.6. Local authorities have a duty to review EHC plans as a minimum every twelve months, and the schools will co-operate in these reviews. Reviews will focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate. Reviews must include a focus on preparing for adulthood and transition planning must be built into the plan.
- 10.7. An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving to secondary school, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

11. Involving parents and pupils in planning and reviewing progress

- 11.1. For all pupils, the school provides an annual report for parents on their child's progress but where a pupil is receiving SEN support, the class teacher and SENCO will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.
- 11.2. In this way, the school will meet parents at least four times each year. Once with the SENCO at review time and once with the teacher during Parents Evening, or during another scheduled appointment.
- 11.3. The views of the pupil will be included in these discussions, through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.
- 11.4. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The pupil's file will be updated accordingly.

12. Use of data and record keeping

- 12.1. The school will store data in line with its Data Protection Policy which has been written in keeping with the requirements of the Data Protection Act 1998.
- 12.2. The provision made for pupils with SEN will be recorded accurately and kept up to date in the SEN register and folder, as well as in pupil files.

13. The role of teachers

- 13.1. Teachers respond to children's needs by:
 - implementing IEPs, using all the resources and strategies at their disposal, including learning support assistants and class teaching assistants, to promote and track pupil progress against IEP targets;
 - 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;
 - supporting some pupils in a 1 to 1 situation, by using differentiation and also peer tutoring, e.g. seating with more able peers who can offer support to such pupils on occasions;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
 - keeping in regular contact with the parents of SEN pupils to engage in establishing provision, to provide updates and information and to acquire information and partnership in setting and meeting outcomes and SEN provision;
 - alerting parents to their child's difficulties and setting outcomes with them for their child to achieve;
 - sharing notes of all parents' meetings regarding their child's difficulties with them;
 - reviewing the progress of children with difficulties or those on an IEP with their parents and discussing their child's current and future needs and outcomes with them;
 - Completing a termly SEN review of progress of children on IEPs, forwarding this to the SENCO with assessment data on their progress across the curriculum and in the areas of their difficulties.

14. The SENCO

- 14.1. The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.
- 14.2. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans or statements.
- 14.3. The SENCO has to be aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- 14.4. The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies.
- 14.5. The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- contributing to the in-service training of staff.

15. The Role of the Board of Trustees

- 15.1. The Board of Trustees expects the headteacher and SENCO to have due regard to the Code of Practice to ensure the school carries out its duties toward all pupils with special educational needs.
- 15.2. School leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement. The Board of trustees does its best to support the school to secure the necessary provision for any pupil identified as having special educational needs.
- 15.3. A member of the school's Board of Trustees has specific oversight of the school's arrangements for SEN and disability. This is Zulfiqar Ahmed at present.

16. Allocation of Resources

- 16.1. The Deputy headteacher, Nusrat abdulla and the SENCO, Ishrat Abdel Samad, are 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 SEN or EHCPs.

17. Preparing for adulthood from the earliest years

- 17.1. Everyone working with children who have SEN or disabilities will support them to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.
- 17.2. When SEND is first identified, families will be advised that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community.
- 17.3. School staff will encourage these ambitions right from the start, seeking to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them.

- 17.4. Staff will support children with SEND so that they are included in social groups and develop friendships. This is particularly important when pupils join the school from another setting.
- 17.5. Staff will ensure that, subject to certain conditions, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.

18. Monitoring and Review

- 18.1. The SENCO regularly liaises with classroom teachers and parents of pupils to provide support and guidance and to monitor the progress of pupils within the SEN system in school.
- 18.2. Teachers are involved in supporting the SENCO in drawing up Individual Education Plans for children.
- 18.3. The Deputy head, SENCO school leaders regularly examine assessment data and teacher reviews of pupil progress.
- 18.4. School leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- 18.5. The Board of trustees examine SEN provision annually.
- 18.6. This policy will be reviewed every four years or sooner if the need arises.
- 18.7. Review Date: November 2021

Signed, on behalf of the Board of Trustees by, _____

Signed: _____

Date: _____

Appendix 1

SPECIAL NEEDS & WELFARE REFERRAL PROCESS

Definitions

SEN -Special Educational Need:

A learning disability that prevents a pupil from making satisfactory progress (on par with peers) under normal levels of differentiation in class, requiring extra provision to be made to enable child to progress adequately.

SBN -Special Behavioural Need:

Repetitive poor behaviour that results in one or more of the following:

- Frequent use of sanction
- Distraction of child from learning
- Causing distraction to class disrupting learning
- Lack of adherence to rules, routines and norms under the application of behaviour management processes requiring extra provision to be made to enable child to gain motivation to behave well.

Welfare

A child and/or his/her family has demonstrated in however seemingly insignificant a manner, characteristics or behavior indicating that he/she might have 'additional needs' that might prevent him/her from achieving the ECM outcomes and thus might benefit from extra support e.g. from 'secondary services'. You may have noticed something about the child's developmental needs, his/her parents' parenting capacity or his/her family and environmental factors. Do not confuse this with Safeguarding concerns which must be raised in accordance with the Safeguarding policy immediately and directly with the school's Safeguarding Officer, the headteacher.

1. TEACHERS HAVE A CONCERN

- Create a folder for the pupil
- Chronologically log concerns (and subsequent incidents/episodes/factors/concerns demonstrated or experienced by the child) with evidence (e.g. samples of work –particularly for SEN concerns) if relevant.
- Engage in an on-going dialogue with parents to gather information about the child's abilities strengths, problems and interests from the parental perspective, as well as their wishes for outcomes/targets that should be set for the child to achieve within a deadline of two weeks. A copy of minutes of the meeting must be kept in the child's school file and a copy given to his/her parents. Create a target/communication book if this is agreed. Ensure a copy of outcomes agreed are kept in the pupil's file. Ensure outcomes and provision includes the pupil's interests and wishes.

2. IF AFTER DOING THE ABOVE AND AMENDING DIFFERENTIATION AND TEACHING PROVISION TO BETTER CATER FOR THE PUPIL AND MEET THE OUTCOMES AGREED BETWEEN ALL PARTIES, THE PUPIL FAILS TO MAKE SUFFICIENT PROGRESS WITHIN THREE WEEKS:

- Fill in the ICF form (particularly for SEN concerns) and staple it to the log.

3. MEET WITH PARENTS

- Arrange a meeting with the parents of the child.
- Share incidents on the log with parents and the contents of the log as if they wish to see it. Explain the process of referral is to set targets, a communication book and rewards to help child make better progress.
- Keep minutes of the meeting and attach to the log and forms.
- Give parents a copy of the minutes and file a copy in the pupil's file.

4. INVOLVE SENCO

- Pass the log and accompanying form and minutes to I.AbdelSamad.
- I.AbdelSamad, S.Butt and N.Abdulla will meet insha'Allah on a weekly basis to discuss all new referrals and decide how to treat them.
- They will ask the office to book an appointment between the parent and I.AbdelSamad or other school staff as needed.
- Meanwhile I.AbdelSamad liaises with the teacher to get further details about the nature of the concerns in the case of SEN concerns, N.Abdulla in the case of behavioural and S.Butt in the case of welfare.

- In the case of SEN concerns, I.AbdelSamad observes the child and assesses their work then meets with parents to gain their view points and experiences to formulate the right targets and rewards for the child and identify the best strategies for staff and parents to help the child.
- In the case of behavioural or welfare concerns, N.Abdulla or S.Butt will meet parents as needed, along with I.Abdel Samad and/or class teacher if appropriate, and decide next steps: IBP or referral to internal (e.g. CBT or counseling) or external services (e.g. CAMHS).
- Rewards must be agreed with parents, e.g. for behavioural issues: if child has met targets in 4/7 sessions that day he/she may be given a star on personal chart and communication book for the day. 3+ stars in a week = a treat on weekend, increasing to 4+ in second week, 5+ in 3rd and so on, as appropriate for the individual child. If targets are behavioural, a suitable sanction can also be employed for not meeting targets e.g. the withdrawal of a privilege that evening for example not being able to play on a particular game that evening or being left out of a trip that weekend.

5. DRAW-UP IEP

- I.Abdel Samad to draw up an IEP and distribute to the child's class, Qur'an, Arabic and Islamic Studies teachers. N.Abdulla draws up IBPs and disseminates to all teaching staff.
- I.Abdel Samad/ N.Abdulla to pass a copy form to the office to be filed in pupil file and post one copy to the parents with a covering letter.
- Class teacher to summarise the IEP/IBP in child speak in a communication book for parents.
- Teacher to rewrite the targets in child-speak for the pupil, laminate and locate for pupil's reference adjacent to their class seating position or in his/her tray.
- Teacher and teaching assistant to log pupil's achievements in the form of reward stickers on pupil's personal chart and in communication book which must be given to parents each day who in turn will reward according to agreement.
- Teaching assistant and teacher to track the child's progress on tracking sheet at the end of each lesson.

6. REVIEW PERIODICALLY

- Teacher to complete the review and give to I.Abdel Samad to at the end of the IEP/IBP period at the specified review points December, March and June.
- I.Abdel Samad to meet with parents and give a copy of the IEP/BMP review sheet and ask them to contribute.
- I.Abdel Samad to draw up new IEP/IBP and distribute as above in 5. having also once again agreed the reward system and honed IEP targets and shortened review periods in line with the spirit of the graduated support for SEN support of the SEN Code of Conduct 2014.
- I.Abdel Samad updates SEN register termly after review: 1st January. 1st April and 1st July.

7. PUPIL EXIT FROM SYSTEM

- Teachers of child recommend exit at periodic review due to child achieving all targets and no longer demonstrating any special need and in conjunction with parental views and wishes.
- I.Abdel Samad discussed exit at weekly meeting with headteacher and deputy head.
- I.Abdel Samad writes to parents to advise of exit and invites them to an assembly where child is awarded a wrapped prize to celebrate achievement of all targets and exit from register.

APPENDIX 2

INITIAL CONCERNS FORM

If you have any concern regarding a pupil that you are responsible for please fill in this form and pass on to the SENCO to report and discuss your concerns without delay.

If you have a Safeguarding concern immediately see the school's designated Safeguarding Officer (the headteacher) and fill in and pass on the safeguarding form.

Name of child: _____ Year Group: _____

Name of referring teacher: _____ Role of Referring teacher: _____

Date of Referral: _____

NATURE OF CONCERN (tick)				
Learning	Behaviour	Welfare	Health	Other (state)

AREA OF CONCERN	✓/✗	Describe problem
BEHAVIOUR		
Unaffected by seating place or learning setting or school setting		
In class		
At Break/lunch		
In large groups		
In small groups		
Physically aggressive/ hitting, kicking		
Disruptive/wanders around, interferes with others, constant talking		
Poor self image/ withdrawn/ destroys work		
Uncooperative/anxious		
Other (please describe)		
CONCENTRATION		
In Class		
In a small group		
1:1		
During a chosen task		
Other (please describe)		
WELFARE		
1. Child's developmental needs		
Health		
Education		
Identity		
Emotional & behavioural		
Development		
Family & social		
Relationships		
Social Presentation		
Self care skills		
2. Parenting capacity of child's parents		
Basic care		

AREA OF CONCERN	✓/✗	Describe problem
Ensuring safety		
Emotional warmth		
Stimulation		
Guidance and boundaries		
Stability		
3. Family & environmental factors		
Family history and functioning		
Wider family		
Housing		
Employment		
Income		
Family's social integration		
Community resources		
HEALTH		
Describe child's health problems		
READING		
No initial sounds		
Cannot blend		
Unable to read simple __ letter words		
Difficulty in understanding texts		
Other (<i>please describe</i>)		
WRITING SKILLS		
Cannot copy or trace		
Poor letter formation		
Reversal of letters		
No independent writing		
Other (<i>please describe</i>)		
NUMERACY SKILLS		
Describe child's numeracy deficits and difficulties.		
PRINCIPAL AREAS OF LEARNING DIFFICULTY	✓/✗	DESCRIBE PROBLEM (LEARNING DIFFERENCE/DISABILITY)
Auditory discrimination		
Auditory memory		
Fine motor skills		
Grammar (syntax and morphology)		
Gross motor skills		
Listening and attention		
Phonological awareness		
Physical disability		
Semantic knowledge (knowledge of different meanings of words, phrases signs and symbols)		
Sensory communication		
Social communication		
Spatial awareness		
Verbal comprehension		
Visual discrimination		

AREA OF CONCERN	✓/✗	Describe problem
Visual memory		
Visual perception		
Word finding		
Other (describe)		

Version History

Version Number	Date
SenP.17-18.2	11/12/17