



# SEND Policy 2025

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## 1. Vision, Aims and Objectives

Our SEND policy and information report aims to:

- 1) Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- 2) Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- 3) To ensure that students with Special Educational Needs and Disabilities (SEND) receive the necessary support to access the curriculum and develop to their fullest potential in accordance with Islamic principles and the Equality Act 2010.
- 4) The policy applies to all students with SEND within the school and aims to create an inclusive, supportive, and respectful learning environment.

## 2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

## 3. Definitions: Special Educational Needs and Disabilities

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Definitions of Acronyms

SEND – Special Educational Needs and/or Disability

EHCP – Education Health & Care Plan

LA – Local Authority

SENDCo – Special Educational Needs and Disabilities Coordinator

### 3.1 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.

### 3.2 The Four Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Reasonable adjustments and interventions will be selected that are appropriate for the pupil's particular area(s) of need at the relevant time.

Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall into this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>· Specific learning difficulties, which impact on one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia</li><li>· Moderate learning difficulties</li><li>· Severe learning difficulties</li><li>· Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>· Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>· Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>· Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
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Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>· A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>· A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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## 4. Roles and Responsibilities

### 4.1 The SENDCo

The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN co-ordinator to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with feeder primaries and potential next providers of education to make sure

that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **4.2 The Headteacher**

The Headteacher will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

## **4.3 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support, adaptations and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- The SEND Inclusion Booklet for staff outlines and offers ideas and suggestions for inclusive teaching.

## **5. Our Approach to SEND Support**

### **5.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, the SENDCo will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **5.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provisions in place. This support will be delivered through the following steps:

## **1) Assess**

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention and adjustments.

## **2) Plan**

In consultation with the parents and the pupil, the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Parents will be made aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## **3) Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses in problem solving and advising on how to implement support effectively.

## **4) Review**

The effectiveness of the support, adaptations and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **5.3 Levels of Support**

### **School-based SEND provision**

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

### **Education, Health and Care Plan (EHCP)**

Pupils who need more support than is available through CMSS school-based SEND



provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

### **Criteria for exiting the SEN register/record**

For many pupils who may display gaps in their learning and are placed on the SEND register, this may only be for a short time. With early identification and timely intervention, the pupil may overcome their difficulties. Where specific planned intervention has been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development, they may be removed from the register completely. Support will also be offered to students when they exit the register. This acts as a safety net and ensures that students making good progress with special educational needs are more closely monitored by teachers and the SEND team to ensure this progress continues

### **5.4 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the school's approach in every cycle of SEN support
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHCPs
- Getting feedback from the pupil and their parents

### **6. Expertise and Training of Staff**

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **7. Links with External Professional Agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

### **8. Monitoring and Evaluation of Arrangements**

#### **8.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by

evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regard to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

## **8.2 Monitoring the policy**

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of Trustees.