



Madni Academy

A quest for faith and knowledge

EARLY YEARS PRIMARY SECONDARY

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Information report, policy and guidance 2022-2024

SENDCO	Hanifa Khatun
Approved By	Governing Body
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The Policies and procedures will be regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

The SENDCO will keep up to date with current thinking, literature, resources, attending appropriate courses and feeding back to colleagues.

This policy recognises the entitlement of all pupils to a balanced, broad-based curriculum. The SEND policy reinforces the need for teaching that is fully inclusive. At Madni Academy we will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with SEND and will ensure that parents are notified when SEND provision is being made for their child. The Governing Body ensures that appropriate provision will be made for all pupils with SEND.

Background and definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty*, which calls for special *educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

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 are taught.

The Children and Families Act 2014. The Children and Families legislation is wide ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND).

The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community.

The Act is supported by statutory guidance, 'Special educational needs and disability code of practice: 0-25'. It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'. The Children and Families Act introduced a new statutory plan called an Education Health and Care plan which replaced Statements of SEN. The Act also introduced a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

The link between special educational needs and disability. Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'.

This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by a Education, Health and Care plan.

Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance, 'Supporting pupils at school with medical conditions' which can be found at: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>. We have used this guidance to develop our policy in school.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs.

This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need:

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

Meeting special educational needs

What needs can the school meet? A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions:

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them”.

The Code of Practice defines special educational provision as follows:

“Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.”

Who is responsible for this policy and guidance?

The SENDCO has overall responsibility for the effective operation of this policy/guidance and for ensuring compliance with the relevant statutory or School framework.

The headteacher has delegated day-to-day responsibility for operating the policy/guidance to the SENDCO. The school has a specific responsibility to ensure the fair application of this policy/guidance and all members of staff are responsible for supporting colleagues and ensuring its success.

The SEND Aims of the School

At Madni Academy, we will ensure that we meet the needs of all our pupils through the provision we have available, the advice and support of other specialist professionals and practitioners and by ensuring that we have the resources available. We have a SENDCO who will lead the support for pupils with SEND

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure early identification with the primary school of all pupils requiring SEND provision at the school
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment
- To ensure that SEND pupils are involved in decisions affecting their future SEND provision

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

We aim to provide the best support we can for all pupils who have a special educational need. If you have any concerns about your child you should contact the SENDCO at the school.

Admissions

The admission of children with SEND follows the admissions policy, subject to the school having the appropriate resources and/or access facilities to meet the needs of the child. We recognise that many pupils with SEND also have the protection of the Disability Discrimination Act. School recognises that no child should be denied admission on the basis of SEND or disability, and reasonable adjustments will be made to ensure that the educational provision at the school meets the needs of these children.

Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND needs.

SEND Provision

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transfer from another Secondary school. For pupils with identified SEND, the SENDCO coordinator, the headteacher, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

Local Offer

The **Kirklees Local Offer website** is where parents, carers, children and young people up to 25 with special educational needs and disabilities (SEND) can find information, advice and guidance about support, services and activities that are available to those living in Kirklees.

They also provide information about services which are available outside of Kirklees but that are available to those within Kirklees. This includes independent schools or colleges and independent services which may mean that

you have to pay for them in order to access them. We do not endorse one service or setting over another. See link below

[About the Local Offer | Important information | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](http://kirkleeslocaloffer.org.uk)

How we identify pupils who are having difficulties with learning and/or special educational needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The school assesses each pupil's current skills and levels of attainment on entry through baseline and standardised screening tests (e.g. NGRT Reading and Spelling tests), building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

IDENTIFICATION, ASSESSMENT, AND PROVISION

We have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The Children's and Families Act 2014 makes it clear that all teachers are teachers of pupils with special educational needs. It is our view that this applies to all children with additional needs.

All teachers are also responsible for identifying pupils with SEND and, in collaboration with the SENDCO will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse. Where a pupil routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored using appropriate diagnostic tools.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. Pupils in Key Stages 3 and 4 have two formal assessments to ensure that all pupils are 'on track' to achieve their learning targets. The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties,

such as bullying or bereavement. Where there are long lasting difficulties, the school will consider whether the pupil has SEN.

When identifying SEN, the school is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the child has SEN
- Attainment in line with chronological age does not mean there is no learning difficulty or disability
- Pupils with English as an additional language who require support should not be regarded as having SEN unless assessment shows that they have learning difficulties in addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEN.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information on admission form
- Record from feeder primary schools
- Evidence obtained by teacher observation/ assessment
- Their performance in N.C. judged against level descriptions
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

The Range Of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal individually or in groups to work with a support teacher/ETA
- In-class support with adult assistance
- Peer support both in classroom/ out of classroom

Special Needs –Stages Of Intervention

School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies

- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO coordinator, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher/subject teacher will remain responsible for planning and delivering individualised programmes. The provision is regularly reviewed and parents will be closely informed of the action and results.

NATURE OF INTERVENTION

The SENDCO in collaboration with the class teacher/subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

Recording Interventions, Strategies and Progress

For some pupils progress will be recorded in a Provision Map (PM) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PM will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

REVIEWING PMs

PMs will be reviewed termly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

However, for some children at School Action and other pupils with SEND a provision map may be used to record intervention strategies.

School Action Plus

School Action Plus is characterised by a sustained level of support and the involvement of external services. Placement of a pupil at this level will be made by the SENDCO after full consultation with parents at an education review undertaken within School Action.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has SENSory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The pupil's Provision map
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education Health care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an PM
- Implemented in the classroom
- Delivered by the class teacher/subject teacher with appropriate additional support where specified

REVIEWS OF EHCP

EHCPs must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the PM targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.

The school must review the ECHP on an annual basis.

STAFFING

SENDCO

Mrs Hanifa Khatun

Role of the SENDCO

- manage the day-to-day operation of the policy
- coordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs
- act as the link with parents
- act as the link with external agencies and other support agencies
- monitor and evaluate the special educational needs provision, and report to the Governing Body
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contribute to the professional development of all staff.

A support assistant will take on both specific and general delegated responsibilities given to them by the SEND coordinator

The Role of the Class Teacher

The SEND Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SEND coordinator to decide the action required to assist the pupil to progress
- In collaboration with the SEND coordinator, develop PMs for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the PM
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

The Role of the Headteacher

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision about SEND within the school
- Working closely with the SEND team
- Informing parents of the fact that SEND provision has been made for their child

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Keeping the Governing Body well informed

SEND Provision

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SEND coordinators role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. PMS requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan

Allocation of Resources

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

The headteacher informs the Governing Body of how the funding allocated to support special educational needs has been used.

As an independent school the school is not eligible for SEND funding. A percentage of the general school budget will be allocated to SEND provision. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the [class teacher/SENDSCO/headteacher] in the first instance. They will then be referred to the school's complaints policy.

Monitoring and Reviewing the Policy

The SEND coordinator monitors the movement of children within the SEND system in school. The SEND coordinator provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENDSCO is involved in supporting teachers involved in drawing up Learning Support Plans for children. The SEND coordinator and the headteacher hold

regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.

The headteacher reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the headteacher.

Links with other policies

This policy links to our policies on

- Behaviour
- Equal Opportunities
- Supporting pupils with medical conditions
- Teaching and learning
- Curriculum
- Assessments
- Safeguarding and Child protection