

SEND and EAL Policy

This policy is in line with the Vision and Mission Statement of the school

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| **Vision Statement**Abrar Academy's vision is to create knowledgeable and worldly citizens who conduct their lives and lead others in an Islamic manner.**Mission Statement**Abrar Academy instils a sense of purpose and responsibility into students through Islamic and Secular education in order to cultivate confident citizens, outstanding role models, and inspirational leaders for their communities with a strong sense of morals and ethics for both Muslims and non-Muslims alike.Abrar Academy creates an environment where the acquisition of knowledge is cherished, where equality and diversity are celebrated, where students are secure in understanding their faith through knowledge and practice, and where humility and service to others are prized. |

**Document control:** This policy has been approved for operation within Abrar Academy.

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| Date of last review | August 2022 |
| Date of next review | August 2023 |
| Review period | 1 Year |
| Approved by | SLT |

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This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice (2015), the Children and Families Act (2014) and the Equality Act (2010).

# Definition of SEND (Special Educational Needs and Disability)

Learners are understood to have special educational needs or a disability (SEND) if they meet the definition set out in the Special Educational Needs and Disability Code of Practice: 0-25 document.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person (post 16) has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than most pupils 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 or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘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’. The school will provide special educational provision for pupils who require these provisions.

# EAL pupils

EAL is not seen as SEND but may impact progress, attainment or outcomes.

If EAL pupils enrol or pupils are found to require additional support for EAL after admission, the school will work together with teachers to provide support in the following ways:

In-class support to facilitate access to the full curriculum.

Withdrawal for intensive work on basic Literacy/Numeracy skills if necessary.

Ensure that programme of study and the materials used to deliver them are suited to the pupils’ needs, enabling them to achieve and progress.

References in this policy to SEND and the support available for them are equally applicable in all cases where the progress, attainment or outcomes of EAL students is impacted by lack of fluency in English.

Aims At Abrar Academy all students are encouraged to achieve in all fields to the best of their ability. Our policy ensures Abrar Academy is committed to provide support to those students with SEND in an inclusive manner, allowing them to also accomplish to the best of their ability like any other student.

# Objectives

* To ensure the identification of all students requiring SEND provision as early as possible.
* To regularly monitor and review provisions for SEND pupils.
* To ensure all learners have full access to a broad, balanced, and relevant education, including an appropriate curriculum.
* To ensure there is equality of opportunity and inclusive provision for all learners with SEND.
* To actively involve parents in supporting their child’s education.
* To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.
* Taking a multi-agency approach to meet the needs of SEND pupils.
* To regularly review Education, Health and Care (EHC) plans.
* To provide up to date training for staff involved in the implementation of the policy.

# Inclusion

At Abrar Academy, we expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full national curriculum.

# Identification

All teachers are responsible for identifying students with SEND and, in collaboration with the SLT will ensure that those students requiring different or additional support are identified at an early stage. All relevant staff will be provided with training to enable them to identify and provide help for SEND students. Early identification may be identified through the following methods:

* Interviews with parents during admission.
* Records from feeder schools.
* Baseline assessments or other scanning tools.

Learners might be identified as having special educational needs after they join the school. Such needs might be identified through:

* Concerns raised by teachers in relation to the learners’ performance in class.
* Formal tracking from school internal examinations and interim reports which might highlight discrepancies between expected and actual results.
* Student’s own perceptions of difficulties.
* Self-referrals.

The learners’ progress will be closely monitored to see if the overall picture indicates a need for Learning Support intervention. The triggers for such intervention will be the teachers’ or others’ concerns, underpinned by evidence that a learner, despite receiving differentiated learning opportunities makes little or no progress.

Special needs identified will fall under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical During the identification process, the needs of the whole learner are taken into account.

# Intervention

The SENDCO will liaise with subject teachers to decide on the action required to help the student progress. The actions might be:

* Identify the student’s skills and note areas that require support.
* Ensure ongoing observations/assessment and provide regular feedback in order to plan next steps in learning.
* Deployment of extra staff to work with the student.
* 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 commissioned professionals for advice on strategies, equipment, or staff training.

## Individual Learning Plan (ILP)

Once a need for learning support intervention has been established, an Individual Learning Plan (ILP), will be created by the SENDCO by liaising with subject teachers and any commissioned professionals (Appendix A). Strategies for student’s progress, will be recorded in the ILP containing:

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

The ILP will record that which is different from or additional to the normal differentiated curriculum and will concentrate on individual targets that closely match the student’s needs. ILPs will be reviewed, and feedback will be provided to parents. The school will endeavour to hold the reviews in a formal manner and parents’ views on their child’s progress will actively be sought. Wherever possible or appropriate the school will involve students in this process.

## Funding

* Pupils who need additional support on the basis of SEND will be catered for in line with Section 4 of the Equality Act Advice from the Department of Education.
* An additional fee may be charged to meet the cost of the support offered, facilities provided, and additional staff training required

## The Graduated Response

The Special Educational Needs and Disability Code of Practice makes it clear that all teachers are responsible and accountable for the progress of all pupils in their class and will be the first step in responding to those learners with SEND is inclusive high-quality teaching. However, those learners who have a formal diagnosis of SEND and/or who might struggle to make progress as a result of their learning needs, despite receiving high-quality teaching, might need effective special educational provision. Abrar Academy follows a graduated approach which consists of four steps.

* The graduated response will be led by the class/form tutor in partnership with the SENDCO.
* It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.
* 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.
* In consultation with the pupil and parents a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements.

The Graduated Response plan will ensure that:

* The school will liaise with parents in contacting external agencies and will see existing records and carry out their own assessments.
* SENDCO/teacher/ will consider a range of approaches/materials.
* Progress towards these outcomes will be tracked and reviewed termly through a 4-step table (See table below)

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| **Assess** • Analyse pupil’s needs. • Teacher’s assessment, experience of pupil, data on progress & behaviour. |
| **Plan**• Notify parents. • Identify interventions & support.• Class teacher takes responsibility for interventions. |
| **Do** • Class teacher responsible for working with pupil of a daily basis. • Class teacher takes responsibility for group interventions away from the class. |
| **Review** • Review plan on a termly basis.• Interventions should last 4-6 weeks.• Pupil’s view will be taken into consideration. |

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| **EHCP Educational, Health and Care Plan** These are learners who have an Educational, Health and Care Plan in place.  |
| **SEND Special Educational Needs** These are learners who have a formal SEND diagnosis, normally made by an Educational Psychologist, Psychiatrist or Speech and Language Therapist. It includes learners with Specific Learning Difficulties, such as dyslexia and dyscalculia. These learners might or might not receive Learning Support intervention.  |
| **LS Learning Support** These are learners who do not have a formal diagnosis but who have been identified as requiring additional Learning Support. This support may be provided at a Universal or Targeted Level and the support is likely to move from one level to the other, depending on progress or specific difficulties that the learners might experience at different stages of their education. |
| **Monitor** These are learners who might not have any specific learning need at the moment, but who might be at risk of under achievement and therefore need to be closely monitored |

At Abrar Academy learners may fall into the following categories:

## Educational Health and Care Plan (EHCP)

* Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask commissioned professionals to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP).
* The school will liaise with parents to source support from commissioned professionals. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g., speech and language therapists, physiotherapists etc.
* The commissioned professionals will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period without success and that alternatives have been tried. The commissioned professionals will need information about the pupil’s progress over time and will also need clear documentation in relation to the pupil’s special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.
* Once a pupil has an EHCP naming Abrar Academy, the SLT at the school will ensure that those teaching or working with the young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil’s progress during a year. Formal reviews of the EHCP plan will take place at least annually. If a pupil’s SEND change, commissioned professionals will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP plan is appropriate

# The school’s evaluation of the success of the education for pupils with SEND

The school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

* Number of pupils with SEND, and any changes to the level of support they receive.
* The level of support pupils received and the amount of progress they make.
* The success of resources.
* The impact and outcomes of the review process.
* The development of pupil participation.
* Relationships with parents.
* The success of involvement of outside agencies.

# Roles and responsibilities

The key responsibility of the **Governing Body** is:

* Ensuring that provision of a high standard is made for SEND students by assessing the annual review on the successful implementation of SEND provision.

The key responsibilities of the **Principal and SLT** are:

* Keeping the Governing Body well informed about SEND within the school while being fully involved in developing and subsequently reviewing the SEND policy.
* Encouraging parent involvement in the child’s education. Informing parents of the fact that SEND provision has been made for their child including the allocation of resources from the school’s delegated budget.
* Ensuring that a ‘responsible person’ is identified to inform all those involved with teaching and supporting SEND students.
* Working closely with SENDCO in SEND co-ordination and having regard to the SEND Code of Practice when carrying out these responsibilities.

The key responsibilities of the **SENDCO** are:

* Overseeing the day-to-day operation of the school’s SEND policy.
* Coordinating provision for children with SEND.
* Liaising with the relevant Teacher where a looked after pupil has SEND.
* Advising staff on the graduated approach to providing SEND support.
* Liaising with parents of pupils with SEND.
* Liaising with other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
* Being a key point of contact for external agencies including commissioned professionals.
* Working with the SLT, the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (**2010**) with regard to reasonable adjustments and access arrangements, as recorded in the school’s Accessibility Plan.
* Ensuring that the school keeps the records of all pupils with SEND up to date.

The key responsibilities of the **class teacher** are:

* Being aware of the school’s procedures for the identification and assessment of, and subsequent provision for SEND students.
* Collaborating with the Head/SENDCO to decide on the action required to assist the student to progress.
* Preparing an ILP for the pupil.
* Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps.
* Differentiate to ensure planning is suitable for individual needs.
* Take responsibility for planning and overseeing any interventions or support arrangements to address the child’s learning difficulties.

## Parents

At Abrar Academy we aim to maintain appropriate communication with each learner’s parents or guardians. Contact can be established at any point, whenever any need arises. Additionally, parents will be given feedback on their son’s ongoing progress.

## External agencies

External agencies are used where necessary. This includes specialist teachers and Educational Psychologists. Where an assessment by an external professional is considered necessary, parents will be advised. If they agree for this assessment to take place, they will be responsible for the costs.

# Complaints

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school’s complaints procedures.

# SEND policy review

This policy will be monitored by members of the Senior Leadership Team and the SENDCO and submitted for review by the Governing Body annually.

**Appendix A: Individual Learning Plan**

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| **Name:****DOB:****Identified SEN/LS need:** |
| **Strengths:** | **Difficulties:** |

 **Useful Strategies:**

|  |  |
| --- | --- |
| **What can the pupil do?** | **What can teachers do?** |
| **I would like my teachers to know that…** |

 **Interventions:**

|  |  |  |
| --- | --- | --- |
| **Focus** | **Frequency** | **Teacher** |

**Access arrangements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **25% Extra time** | **Laptop** | **Reader/aloud** | **Scribe** | **0ther** |

**Signed: Date:**