



# Special Educational Needs and Disability Policy

**This policy has been written as guidance for staff, parents or carers and pupils with reference to the following guidance and documents:**

**SEND Code of Practice, September 2014**

**The Equality Act 2010**

**Children and Families Act 2014**

**Working Together to Safeguard Children, July 2018**

## **Introduction**

At Alamiyah School our vision for pupils with special educational needs and disabilities is the same as for all pupils – to achieve well in their education, to prepare them for transition into secondary school and to lead purposeful, happy and fulfilled lives. The Special Educational Needs and Disability, (SEND) Code of Practice published in 2014 plays a vital role in underpinning our work.

For the pupils, this means their experiences will be of a system, which is friendlier and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support being routinely put in place quickly, and their parents made aware what services they can reasonably expect to be provided. Pupils and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly,



the aspirations of the pupils will be raised through an increased focus on life outcomes and greater independence.

Our philosophy is that all pupils 'with or without Special Needs' have the opportunity to develop to their full potential alongside other pupils in an educational environment.

As a School we assess the precise SEN stage of each pupil in their learning and development. We ensure that both the parents of the pupil and the needs of the pupils themselves, inform decisions. Goals for pupils are tracked for progress and kept under review. The additional or different provision that is made for them, promote positive outcomes in the wider areas of personal and social development, ensuring that the approaches used are based on the best possible evidence and having the required impact on progress.

## **Definition of Special Educational Needs**

Pupils are defined as having a special educational need, if they have a learning difficulty that calls for special educational provision. Pupils have a learning difficulty if they have a significantly greater difficulty in learning than the majority of pupils of the same age or if they have a disability, which prevents or hinders them from making use of the educational facilities. Pupils may have a learning difficulty in one or more of the following areas of need:

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



Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught or if they are underachieving caused by poor early experiences of learning.

## **Aims**

- To promote a whole school approach to meeting special educational needs in which all members of the school community have an understanding of their role
- To provide additional support to those pupils deemed to have SEN, through the graduated response set out in the Code of Practice (2014) and the Equality Act (2010)
- To foster an educational environment in which pupils with SEN aim high, make good progress and are supported to reach their full potential
- To foster an environment where the achievements and abilities of all pupils are valued
- To provide a framework within which the school can monitor, review and evaluate its provision for pupils with SEN on a regular basis
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To ensure a high level of staff expertise to meet pupil need through well targeted continual professional development

## **Approach**

- To identify students with learning difficulties and disabilities
- To ensure that their needs are met by identifying goals and monitoring progress in line with these goals
- To maintain accurate SEN records documenting pupil difficulties, goals and progress
- To ensure pupil participation in all the activities of the school and be a fully included member



of the school community

- To ensure that parents are informed of their child's learning difficulties and that there is effective communication between parents and school including parental involvement in target setting and review
- To ensure that pupils express their views and are fully involved in decisions which affect their education
- To promote effective partnership with external services, involving them where necessary
- To promote effective multi - agency working to consult with teaching staff, departments, and external agencies

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Trustees Annual School Report will detail the successful implementation of the policy and the effectiveness of the provision made. The headteacher and Trustees will set new success criteria. The Board of Trustees will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.

#### The Fundamental Principles of the SEN Code of Practice:

- A child with SEN should have their needs met with focus on inclusive practice and removing barriers to learning.
- SEN children will normally have their needs met in schools with greater choice and control for young people and parents over support.
- The participation of children, their parents and young people in decision making.
- Collaboration between education, health and social services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Early identification of children and the needs of young people and early intervention to



support them (SEN Code of Practice 1:2)

### Critical Success Factors:

- The culture, practice, management and deployment of resources in a school are designed to ensure all children's needs are met.
- Early identification of pupils with SEN.
- Taking into account the wishes of the pupils in light of their age and understanding.
- Strong partnership with parents, including taking into account their views.
- Reviewing SEN interventions regularly.
- Adopting a multi-agency approach to resolving issues and meeting needs.

The school has a clear approach to identifying children with SEN. Early identification and making effective provision improves long-term outcomes for the child. (SEN Code of Practice 6.11)

### **Identification**

We adopt a graduated approach which involves four stages of action:

#### **Assess - Plan - Do - Review**

**Assess** - A pupil's needs will be assessed in order to help identify if a pupil requires SEN support.

This will involve the child, the parents and the SENCO. Key questions will be asked to decide if a pupil has SEN, they include:

- Does the pupil have a learning difficulty that is significantly greater than their peers?
- Is the pupil making expected progress?
- Does the pupil have a disability that prevents or hinders them from making use of



the facilities in the setting?

- Does the learning difficulty or disability call for special educational provision, that is, provision that is additional to or different from the provision normally available?
- Does the learning difficulty or disability require 1-1 support or a specialist teacher?

If the key questions suggest that the child may have some additional needs then this will be discussed with the parents and a decision will be made about whether this child would benefit from SEN support.

Where there is little or no improvement in the pupil's progress, more specialist assessment may be called upon for pupils in the Early Years (Nursery and Reception age children). This specialist help may be sought from specialist teachers or from the LA, health, social services or other agencies beyond the school. Where professionals are not already working with the school, the SENCO will contact them, with the parents' agreement.

If the pupil is in year 1 or above then the school will not be able to access SEN support from the local authority. In this case we would expect the parents of the pupil to go to their GP to seek an assessment and referral and pass this information to the SENCO.

**Plan** - A plan for the adjustments, interventions and support to be put in place.

Where it is decided to provide SEN support, the teacher and the SENCO agree, in consultation with the parent, the outcomes they are seeking, the interventions and support



to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by teachers with relevant skills and knowledge. Parents are involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

**Do** - This is the implementation of the support - making it happen.

The teacher, the child's key worker or classroom teacher, remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of their SEN support. The SENCO supports the teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

**Review** - How effective is the support? Reviewing the impact of the SEND provision, review on or before the review date.

A process of evaluation must take place between the class teacher, the SENCO and the parent to assess the effectiveness of any support that has been put in place. Outcomes and targets in the IEP will be reviewed for the child to see if they are making better progress with the support put in place. Other aspects of the IEP will be evaluated such as improvements in the areas of social emotional and personal development and health and



wellbeing. Views of the child will be sought prior to the review to provide a full assessment of the impact of the support. Reviews will take place every half term.

## **SENCO -Special Needs Co-ordinator**

Our setting identifies a member of staff to act as a Special Needs Co-ordinator. Our Special Educational Needs Coordinator (SENCO) is: **Ms Hanan Musa.**

## **The Role of the SENCO in Alamiyah School**

The SENCO maintains a (SEN) profile of all the pupils with SEN and takes responsibility to ensure that each child receives appropriate support including a relevant Individual Educational Plan.

The SENCO has an important role to play, in determining the strategic development of SEN policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff,



parents and other agencies. The SENCO should be aware of the Early Years provision in the Local Authority and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO is a key point of contact with external agencies, especially the local authority and its support services. Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENCO works with other staff to agree and implement the SEN/Inclusion Policy and assists staff in making observations and assessments.

The SENCO ensures that the school keeps the records of all pupils with SEN up to date.

The school will ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

The SENCO provides advice to the Headteacher and Board of Trustees on the graduated approach to providing SEN support and on the deployment of the school's budget to meet pupils' needs effectively.



The SENCO works with the headteacher and Board of Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. (SEN Code of Practice 6.85)

### **Early Years Action**

We believe that all children are entitled to an education that enables them to; achieve the best possible educational outcomes, become confident in themselves with a growing ability to communicate their own views and ready to make the transition into compulsory education. We have regard to the SEN Code of Practice and its principles along with the requirements of the EYFS.

In consultation with the parents the SENCO will take the lead in gathering information about the child from other professionals who may be involved with the child (e.g. Health Visitor, Social Worker, and Speech Therapist). All staff who work with young children are alert to any emerging difficulties and will respond early. We realise that parents know their children best and it is therefore important that we listen and understand when parents express concerns about their child's development.

Through observations, staff address any concerns that are observed or raised by the children themselves. The staff with the SENCO will devise interventions that are additional to or different from those provided as part of the settings usual curriculum and strategies. Strategies employed to enable the child to progress are then recorded within an Individual



Education Plan (IEP).

As a School we use our best endeavours to make sure that a child with SEN gets the full support they need. We ensure children with SEN engage in the activities of school alongside children without SEN and inform parents when they are making special educational provision for their child through liaison between the class teacher/key teacher and SENCO.

The SENCO and other members of staff regularly review and evaluate the quality and breadth of the support they offer or access for children with SEN or disabilities. We co-operate with the Local Authority in reviewing the provision available locally, and in developing the Local Offer. We also work in partnership with other local education providers to explore how different types of needs can be met most effectively.

Alamiyah School has a duty under the Equality Act 2010 not to discriminate against, harass or victimise disabled children, and we make reasonable adjustments to the classroom to prevent them being put at substantial disadvantage. We also take steps to ensure that children with medical conditions get the support required to meet their needs as set out in the EYFS framework.

As a school we are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. These requirements are set out in the EYFS framework and the SEND Code of Practice. The

EYFS framework also requires practitioners to review children's progress and share a



summary with parents. The 'Early years outcomes' are an aid to understand the outcomes that we are working towards. (From September 2014, 2-year-olds for whom Disability Living Allowance is paid will be entitled to free early education.)

At Alamiyah School we have a programme of ongoing assessment of all children's progress using My Montessori Child, Hands on Learning and Assessment, Journals and internal tracking and monitoring systems. The planning, observing and assessment process includes a clear approach to assessing SEN. We use our Montessori environment and observations together with the Montessori Curriculum, National Curriculum Standards and Early Years Outcomes guidance as tools to assess the extent to which a young child is developing at expected levels for their age. We also provide written assessments for parents and other professionals – when the child is aged three and when the child turns five as part of the EYFS framework and annual progress reports throughout a pupil's time at the school.

Dependent on when the child starts at nursery we review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) we develop a targeted plan to support the child, involving other professionals as appropriate. The summary will highlight areas where good progress is being made; some additional support might be needed or where there is a concern that a child may have a developmental delay (which may indicate SEN or disability).



At the end of the EYFS, a profile is usually completed for children in the final term of the year in which they turn five. It provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. We also provide detailed annual feedback from Year 1 onwards by assessing pupils against the National Standards to determine whether there may be any possible delays in a particular area. It is particularly helpful for children with SEN to be regularly assessed and this informs plans for future learning and also identify any additional needs for support.

In addition to the formal assessments, we monitor and review the progress and development of all children termly, throughout the early years and primary within Children's House and Elementary.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we consider all the information about the child's learning and development from within and beyond the setting, We consider formal checks, practitioner observations and any more detailed assessment of the child's needs. Within the school we particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the school, this informs decisions about whether or not a child has SEN. All the information is brought together with the observations of parents and considered with them.



Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the school and requires special educational provision at the school, the school will endeavour to make that provision as long as it is a reasonable adjustment at a reasonable cost. The school does not get additional funding or 1-1 support for free for pupils with additional needs. Therefore the cost of any additional support beyond reasonable adjustments will need to be borne by the parents/carers of the child. Examples of this type of support could be the cost of a specialist teacher or assistant. Support is family centred and considers the individual family's needs and the best ways to support them.

### **Use of Data and Record keeping**

Pupils' records are maintained by their teacher in order to plan and demonstrate evidence of pupil progress and fulfil any SEN targets. Our entire record keeping is in line with the requirements of the Data Protection Act 1998. (See separate policy) The provision made for pupils with SEN is recorded accurately and kept up to date. There is particular focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Records detail any additional or different provision made under SEN support. This forms part of regular discussions with parents about the pupil's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact.

We use Provision maps to demonstrate the provision that the school makes which is



additional to and different from that which is offered through the school's curriculum. The use of provision maps helps our SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention. We record all the provision that the school makes which is 'additional to' and 'different from' the school's differentiated curriculum offer. This also contributes to our whole school improvement by identifying particular patterns of need and potential areas of development for teaching staff. Through the School Census, we record data on the types of need within the school.

### **Keeping Provision under Review**

As a school we review how well equipped we are to provide support across the four broad areas of SEN. Information on these areas is collected through the School Census.

The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date. The impact and quality of the support, is evaluated by the teacher, and the SENCO working with the child's parents, taking into account the child's views. They agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents are given clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents are engaged with the school, contributing their insights to assessment and planning. Intended outcomes are shared with parents and reviewed with them, along with action taken by the School, at agreed times.



Where a child has an EHC plan and is part of the early years, the Local Borough of Barking and Dagenham Council will review that plan as a minimum every twelve months. As part of the review, the local authority can ask the school, to convene and hold the annual review meeting on its behalf.

## **Transition**

SEN support includes planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information is shared with the receiving setting or school. We agree with parents the information to be shared as part of this planning process.

## **Involving specialists**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists is taken with the child's parents and costs will be borne by them.



## **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment.

## **Funding for SEN support in the Early Years**

Local Borough of Barking and Dagenham Council must ensure that as a school delivering funded early education places, we meet the needs of children with SEN and disabled children. To implement this, Local Borough of Barking and Dagenham Council make sure funding arrangements for early education reflect the need to provide suitable support for these children. As a school we consider how best to use these resources to support the progress of children with SEN.

## **School Age Pupils**

All pupils are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals living fulfilling lives.

As a school we are required to identify and address the SEN of the pupils that we support. We ensure that a pupil with SEN gets the support they need and that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN. We inform parents when we are making special educational provision for their child.



## **Disabled Pupil Access**

A SEN information report is prepared, our arrangements for the admission of a disabled pupil, the steps being taken to prevent disabled pupil from being treated less favourably than others, the facilities provided to enable access to the school and their accessibility plan showing how they plan to improve access progressively over time.

The Head teacher regularly reviews how expertise and resources used to address SEN are used to build the quality of whole-school provision as part of their approach to school improvement. The quality of teaching for our pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. Teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and use these to reflect on and reinforce the quality of teaching.

## **Equality and Inclusion**

As a school we have due regard to general duties to promote disability equality. We have a duty under the Equality Act 2010 towards individual disabled pupil, and make reasonable adjustments, including the provision of auxiliary aids and services for disabled pupil, to prevent them being put at a substantial disadvantage. These duties, are anticipatory, and requires thought to be given in advance to what disabled pupil might require and what adjustments might need to be made to prevent that disadvantage.



## **Medical conditions**

Where possible we will make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where pupil also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

## **Curriculum**

All pupils have access to a broad and balanced curriculum. Our teachers together with our SENCO set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full curriculum.

## **Identifying SEN in Schools**

As a school we have a clear approach to identifying and responding to SEN. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider 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.

Class and subject teachers, supported by the Head teacher, make regular assessments of



progress for all pupils. This identifies pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline; fails to match or better the pupil's previous rate of progress; fails to close the attainment gap between the pupil and their peers and widens the attainment gap. It also includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the teacher, working with the SENCO, will assess whether the pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some pupil, SEN can be identified at an early age. However, for other pupil difficulties become evident only as they develop. All those who work with pupil are alert to emerging difficulties and to respond early. In particular, parents know their pupil best and it is important that we listen and understand when parents express concerns about their pupil's development. They will also listen to and address any concerns raised by pupils themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEN. Where we have concerns, an assessment is made to determine



whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

We are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events can have an impact on well-being and sometimes this can be severe. As a school we ensure we make appropriate provision for a pupil's short-term needs in order to prevent problems escalating,

Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. 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.

Identifying and assessing SEN for pupil whose first language is not English requires particular care. As a school we will look carefully at all aspects of a pupil or young person'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.

## **Broad areas of need**

### **Communication and interaction**

Pupil with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile, for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupil with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when pupil learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupil are likely to need support in all areas of the curriculum and associated



difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

As a school we have clear processes to support pupils, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (Refer to our Behaviour Policy)

### **Sensory and/or Physical needs**



Some pupils require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupil with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Special Educational provision in our School**

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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels



of need, the school has arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps. A short note of these early discussions is added to the pupil's record on the school information system and given to the parents. The school will also tell parents about the local authority's information, advice and support service.

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 adapting the school's core offer can provide it or whether something different or additional is required.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. The schools will engage with secondary schools as necessary to help plan for these transitions.

A clear date for reviewing progress is agreed and the parent, pupil and teaching staff are 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. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made. Arrangements for appropriate support will be made.

### **Involving parents and pupils in planning and reviewing progress**

The school will provide regular reports for parents on how their child is progressing. Where a pupil is receiving SEN support, we 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. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.

The discussions are led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment, supported by the SENCO. It is an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. 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 is given to the pupil's parents and the school's information system updated as appropriate.



## **Funding for SEN support**

As an independent school we will not automatically be provided with resources from the Local authority to support those with additional needs, including pupils with SEN and disabilities. As part of our normal budget planning, we determine our approach to the resources to support the progress of pupils with SEN. The SENCO, and Headteacher establish a clear picture of the resources that are available to the school. This enables the school to provide a clear description of the type of special educational provision we can provide and helps parents and others to understand this provision.

## **Statement of Special Educational Needs**

Wherever possible we will be responsible for delivering the education programme specified in the pupil's statement. The SENCO will be responsible for monitoring and reviewing the progress through IEPs and through the statement review process.

## **Confidentially**

To meet the needs of all our pupils in our care it may be necessary at times to share information with parents and with staff in order to support the pupils' development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and the contracting parent's permission will be requested.



This policy was adopted at a meeting at Alamiyah School

Held on:.....

Signed on behalf of the Alamiyah School: .....

Date of Next Review: July 2019