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**SEN
POLICY**

DUIHS

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Aims

This policy aims to set out how Darul Uloom Islamic High School (DUIHS) will support and make provisions for pupils with special educational needs (SEN) and highlight the roles and responsibilities of everyone involved in the provisions process.

DUIHS recognises the various ranges of abilities particularly in respect to its ethos, with appreciation that all were created differently; some with stronger functioning learning systems than others. As such, the school endeavours to meet varying needs by assessing them independently and, where necessary, by collaborating with relevant external agencies (especially when pupils are diagnosed with or display traits pertaining to SEN).

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, SEN co-coordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE February 2013
- SEN Code of Practice 0-25 (2015)
- Schools SEN Information Report (SIR)
- SEND Regulations 2014
- The Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2017
- The National Curriculum in England Key Stage 1 and 2 framework document May 2015
- The National Curriculum in England Key Stage 3 and 4 framework document December 2014
- The EYFS Statutory Framework 2017
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013
- Keeping Children Safe in Education September 2022

Definitions

The government recognises special educational needs or disabilities as that which affects the ability to learn on five fronts: (a) behaviour or sociability, (b) reading and writing, (c) understanding, (d) concentration levels, (e) physical ability.

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, or
- 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.

Roles and Responsibilities

4.1 The SENCO

The SENCO is Hasnain Ali.

They will:

- Work with the headteacher and trustee-in-charge to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 Governance: Trustee-in-charge

The trustee-in-charge will:

- Help to raise awareness of SEN issues at SLT meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and trustee-in-charge to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy meeting the needs of SEND pupils in their care by making necessary adjustments to their quality first teaching
- ensuring pupils views are included in decision-making
- working with SEND pupils to deliver the individual programme set out in the IPP's and/or Pupil Passports
- contributing to the school's procedures for the identification and referral of pupils with potential SEND issues
- supporting the SENCo in the maintenance and implementation of provision
- providing evidence in support of Access Arrangements applications and provision
- developing effective relationships with parents and regularly sharing reviews of progress and planning
- working with the SENCo and Senior Leader Team (SLT) to identify their own training needs around SEND
- undertaking appropriate training and identify personal needs for professional development

SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Reports from previous schools will be reviewed in consolidation with admission examinations. In addition to regular formative assessments, subject teachers will conduct term assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength(s) and difficulty
- We take into account the parents' concerns
- 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- English, Math, Hifz and Humanities booster sessions
- Teaching Assistant support system
- SENCO mentoring

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, seating plan, etc.
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Learning packs for families to support learning

5.8 Additional support for learning

We have 2 teaching assistants who are trained to deliver interventions such as boosters and class support. Teaching assistants will support pupils on a 1:1 basis when assigned.

5.9 Expertise and training of staff

DUIHS expects all staff members to have at least an archetypal understanding of how to cater to SEN children. As such, INSETs cater to training staff to deal with them in terms of differentiation, varied teaching approaches and styles, the various learning abilities, emotional intelligence and identifying key nodes of SEN.

Our SENCO has been assigned this role with the trust to appeal to the interests and benefits of SEN pupils and is currently undergoing level 7 training to establish leadership in the role (PGC Cert in SENCO).

5.10 Securing equipment and facilities

DUHS is in accordance with article 3 and 7 of The United Nations Convention on the Rights of People with Disabilities (UNCRPD) and ensures that reasonable provision is made for any child with a disability 'a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on your ability to carry out normal day to day activities' (Equality Act 2010).

Upon entry into the school a risk assessment is carried out for all students for whom it is deemed necessary, this includes:

- Identification of any potential hazards.
- Potential people who may be affected.
- The level of risk.
- Consultation with staff, caregivers and children.
- Produce a written plan.
- An evaluation of stated plan.

Based upon the risk assessment reasonable provisions will be made for students such as training of staff to employ appropriate terminology in reference to students. Access management will also be provided for all students who require it examples include:

- Wheelchair provisions such as the installation of access ramps.
- Referral for students who have visual or hearing impairments.
- Designated room and time for students to take medication who may require it
- Adjustment of accessibility settings on technology.
- Provision of scribes/readers and adjustments to assessments for students who are placed at a disadvantage.

5.11 Evaluating the effectiveness of SEN provision

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

- Follow-up on initial risk assessments which are carried out upon students arrival into Darul Uloom.
- Student plans are set using SMART targets which ensure any targets are measurable and regularly reviewed as part of the Assess, Plan, Do, Review cycle.
- Reviewing the impact of intervention after every half term.
- Using pupil questionnaires as part of our child centered SEN approach.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to universities, colleges and residential trips abroad.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- The Darul Uloom ensures that a risk assessment is carried out for any student who requires it. This includes any provision needed for student access around the buildings and facility such as disabled toilets on site with emergency pull cords and wide entrances through the rear of the building. This also includes provision of individual healthcare plans for those with medical needs.
- All information needed to aid student learning is placed on Google Classrooms in order to allow it to be easily accessible for all students, including those who require to be at home for certain days.
- The Darul Uloom seeks specialised professional support for any students with specific needs which lie outside of the expertise of the Darul Uloom.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to arrange regular meetings with the designated Wellbeing officer to discuss any personal or school issues they may be faced with. The Wellbeing officer will then maintain a record of interactions with pupils and will refer students/parents to specialist agencies if required such as: Child and Adolescent Mental Health Services (CAMHS), Children and Young People Service (CYPS)
- SENCO and senior management staff have access to pupil passports which have been designed in order to inform staff of any specific circumstances which may flag students as vulnerable or in need of extra support in specific areas.
- All students with SEN have regular 1-1 meetings with SENCO and have the opportunity to express their needs and preferences in verbal and/or written format throughout the Assess, Plan, Do, Review stages.
- The Darul Uloom has a zero-tolerance approach to all sorts of bullying – whether that is at school, online or at home.

5.14 Working with other agencies

The Darul Uloom aims to consult all relevant personal in regards to the wellbeing and progress of all students. This includes:

- Consultation with parents and carers where appropriate to provide parents with support strategies for young people and involve parents with the progress of their child.
- In the case of a Special Educational Needs Evaluation such as diagnosing a student with a particular disability the Darul Uloom will engage with all relevant personal such as: Educational Diagnosticians, General and Special Educators, Medical Doctors and all other related service providers.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The Darul Uloom is always available for parents and students to help them with any of their issues or concerns, however if they would like to consult an independent agency then the Darul Uloom will support parents and students to contact local bodies such as:

- The Birmingham Special Educational Needs and Disability Information, Advice, and Support Service (SENDIASS)
- Birmingham City Council Local Offer Service.
- Birmingham Council for Disabled Children
- Autism West Midlands
- Beyond the Horizon
- School Family support worker
- Child Health Service
- Forward Thinking Birmingham
- Pause
- SENAR

5.17 Contact details for raising concerns

SENCo – Hasnain Ali
hasnainali@darululoom.org.uk

5.18 The local authority local offer

Our contribution to the local offer is: A plan located on the school website which outlines the SEN provision provided by Darul Uloom for all students.

Our local authority's local offer is published here: <https://www.localofferbirmingham.co.uk/>

Monitoring Arrangements

This policy and information report will be reviewed by the school SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

To be read in line with:

1. DfE: Special educational needs and disability code of practice: 0 to 25 years (DFE, 2015)
2. Gov.uk: Children with special educational needs and disabilities (SEND)
3. DU Policies: Accessibility, Behaviour, Equality, Health and Safety, Ant-Bullying, Safeguarding
4. KCSIE September 2022