

DARUL ULOOM
SEN POLICY
September 2024



Ratified by the Trustee: 30 August 2024
Signed by the Trustee: 30 August 2024

To be reviewed: 01 September 2025

Contents

Aims	3
Legislation and Guidance	3
Definitions	3
Roles and Responsibilities	3
4.2 Governance: Trustee-in-charge	4
4.3 The Headteacher	5
4.4 Class teachers	4
SEN Information Report	4
5.1 The kinds of SEN that are provided for	4
5.2 Identifying pupils with SEN and assessing their needs	5
5.3 Consulting and involving pupils and parents	5
5.4 Assessing and reviewing pupils' progress towards outcomes	5
5.5 Supporting pupils moving between phases and preparing for adulthood	5
5.6 Our approach to teaching pupils with SEN	5
5.7 Adaptations to the curriculum and learning environment	6
5.8 Additional support for learning	6
5.9 Expertise and training of staff	6
5.10 Securing equipment and facilities	6
5.11 Access Arrangements	7
5.11 Evaluating the effectiveness of SEN provision	7
5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	7
5.13 Support for improving emotional and social development	7
5.14 Working with other agencies	8
5.15 Complaints about SEN Provision	9
5.16 Contact details of support services for parents of pupils with SEN	8
5.17 Contact details for raising concerns	8
Monitoring Arrangements	8
To be read in line with:	8

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 provision process.

DUIHS recognises the various ranges of abilities, particularly with respect to its ethos, with appreciation that all were created differently, with a diverse range of learning acquisition processes. 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-ordinators (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

Definitions

The government recognises special educational needs or disabilities as that which affect the ability to learn on five fronts: (a) behaviour or sociability, (b) reading and writing, (c) understanding, (d) concentration levels, and (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 in addition 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 SEN Lead

The SEN Lead is Mohammed Qasim.

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 provisions 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 providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding 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 program 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
- provide 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 training needs around SEND
- undertaking appropriate training and identifying personal needs for professional development

SEN Information Report

5.1 The kinds of SEN that are provided for

Our school does not provide specialist support for pupils with high additional needs. The school caters to needs, including:

- Some types of challenges in communication and interaction
- Some types of cognition and learning
- Some types of social, emotional and mental health difficulties

A meeting with the SLT and SEND lead can be arranged to discuss further the additional needs we can support.

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 and consolidated 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, such as 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 wishes of the pupil and their parents. We will use this to determine the needed support and whether we can provide it by adapting our core offer or whether something different or additional is required.

5.3 Consulting and involving pupils and parents

We will discuss early 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 additional 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, and review**.

The subject teacher will work with the SENCO to clearly analyse 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 experiences of parents
- The pupil's 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 required teaching strategies or approaches. 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, Hifdh and Humanities booster sessions
- Teaching Assistant support system for some subjects
- Wider school literacy program
- SEN Mentoring

5.7 Adaptations to the curriculum and learning environment

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

- Adjust our curriculum plans to ensure all pupils can access them, for example, by grouping, 1:1 work, teaching style, lesson content, 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 teachers who can deliver interventions such as boosters and class support. If necessary, additional teachers will support pupils 1:1 when assigned.

5.9 Expertise and training of staff

DUIHS expects all staff members to have at least a standard 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, various learning abilities, emotional intelligence and identifying key nodes of SEN.

5.10 Securing equipment and facilities

DUHS follows articles 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 their ability to carry out normal daily 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 the stated plan.

Based upon the risk assessment, reasonable provisions will be made for students, such as staff training to employ appropriate terminology about 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 who may require medication to take it.
- Adjustment of accessibility settings on technology.
- Provision of scribes/readers and adjustments to assessments for students who are placed at a disadvantage.

5.1.1 Access Arrangements

The school is committed to ensuring that all students, particularly those with additional needs, have equal opportunities to succeed in their GCSE examinations. To support these students, we aim to provide access arrangements for 25% extra time during exams, per JCIQ guidelines.

These arrangements are implemented following a thorough assessment process, with the support of our external assessors, Rebecca Thompson or Pearl Barnes. Their expertise helps us accurately identify each student's needs and ensure that the appropriate accommodations are made. We believe that by offering these additional provisions, we can create a more inclusive environment that enables all students to demonstrate their true potential in their examinations.

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 for pupils with SEND, carried out upon students' arrival into Darul Uloom.
- Student plans are set using SMART targets, which ensure that 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-centred 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 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 participate in sports day/school plays/special workshops.

No pupil is ever excluded from participating in these activities because of their additional needs 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 facilities, such as disabled toilets on site with emergency pull cords and wide entrances through the rear of the building. It also includes the provision of individual healthcare plans for those with medical needs.
- All information needed to aid student learning is placed on Google Classrooms to be easily accessible for all students, including those who need 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 face. The Well-being 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 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 personnel regarding the well-being 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 in their child's progress.
- In the case of a Special Educational Needs Evaluation, such as diagnosing a student with a particular disability, Darul Uloom will engage with all relevant personnel, 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 first be made to the SENCo. 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 claim alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments

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

The Darul Uloom is always available to help parents and students with 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

SEN Lead – Mohammed Qasim
 mohammedqasim@darululoom.org.uk

Monitoring Arrangements

The school SENCo will review this policy and information report every year and update it if any changes are made during the year. The trustee will approve it.

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 2024