

Quwwat-ul-Islam Girls' School



Early Years Inclusion and SEND Policy (ISEND)

Published Date	September 2026
Review Date	July 2027

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

Quwwat ul Islam Girls' School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff, governors, volunteers and parents/carers to share this commitment.

Our visions and values

At QUIGS we are committed to the early identification of children with special educational needs and disabilities (SEND) and to adopting clear and open procedures which are outlined in this policy.

The purpose of this policy is to provide clear guidance on how we provide effective inclusive provision for children and families with special educational needs and/or disabilities. We are committed to working closely with parents/carers who are fully involved in decisions that affect their child's education.

We believe that inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of welcoming and inclusive communities. An inclusive approach celebrates diversity and promotes equality of opportunity.

At QUIGS we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

QUIGS follows the Special Educational Needs Code of Practice: 0-25 (2014) as laid down in the DFES guidance. This is a graduated approach and recognises there is a continuum of SEND. We use our best endeavours to make sure that a child with SEN gets the support they need. We ensure that children with SEN engage in the activities of the school alongside children who do not have SEN. We inform parents when we are making special educational provision for a child.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for school DFE Feb 2013
- SEND Code of Practice 0-25 (Revised Jan 2015)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions (April 2014)
- Teacher Standards (2012)

The role of the SENCO.

- Works with other staff to implement the SEND Policy.
- Coordinates provision for all children with SEND.
- Liaises with and advises staff.
- Assists the Inclusion Team and staff in planning for children with SEND.
- Contributes to in-service training and supports staff professional development

- Liaises with Local Authority support services and other external agencies.
- Keep appropriate records.
- Ensures parents are closely involved throughout and that their insights inform action taken by the setting. Furthermore offering support for parents and carers.
- Maintains the SEND register and oversees the records of all the children with SEND

The role of the Class teacher / keyworker

The class teacher is responsible for:

- The progress and development of every pupil in their class through high quality teaching
- Working closely with the inclusion team and educators to plan, assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the school SENCO to review each pupil's progress and development and decide any changes to provision
- Providing information, reports or attending review meetings where necessary

Early identification, assessment and intervention

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

QUIGS aims to:

- Remove barriers to learning.
- Raise expectations and achievements.

Identification of special educational needs.

Children with special needs may become known to our setting in a number of ways:

- A family may indicate that their child has a particular need when they register their child for a nursery place.
- Staff may become aware of children with special needs during home visits prior to their starting date at Nursery.
- Learning support services who are working with the families in the area may contact the school or advise the family to contact the school.

Early Intervention

Early intervention is vital to ensure that children who have difficulties in learning receive the help they need as soon as possible. We are committed to early identification of SEND and adopt a graduated response to meeting special educational needs in line with the Code of Practice.

There is clear criteria for identification of SEND and agreed referral pathways. We are committed to addressing the educational, social and medical barriers, which impact on children's learning.

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on QUIGS medical register.

The Curriculum

The curriculum we present is broad and balanced. Staff plan activities and learning opportunities, which are developmentally appropriate, differentiated and flexible enough to meet the needs of all children including those with a range of special needs. We recognise that early identification of difficulties and appropriate intervention will give children the best possible start, help them progress and raise achievement. Through our curriculum organisation we aim to enable all children to have equality of access and to reach a high standard of achievement in relation to their potential.

Code of Practice Procedures

Children may enter nursery with a previously identified special need and may already have involvement from a range of professionals. These children will be placed on the SEN support list. Consideration will be given to the nature of their need and how this will best be met in school. In some cases a special need may not lead to an additional educational need. In the case of some medical conditions a care plan is put into place and no additional educational provision is needed.

Children for whom parents express concerns about their development are monitored and assessed by their key person with the support of the SENCO and the staff team during their settling-in period.

After discussion with the parents a suitable referral will be made or parents sign posted to access services. Other children may remain under observation and offered extra support in nursery in a range of ways.

All children on SEN support (and furthermore have an individual support plan) are included on the School Provision Map which includes their individual needs and the additional support that will be offered in addition to the nursery curriculum. The school Provision Map is reviewed termly and the children's progress is also reviewed to show impact from interventions that they have attended.

All nursery staff are informed of individual children via the SENCO and regular staff meetings where individual children are discussed and any particular concerns or issues can be raised. Staff can also raise concerns about a child with the SENCO at any time or by filling in the 'Initial concern Tracker' via the school G-Dive.

The SENCO monitors the implementation of the School Provision Map, offers support to key persons and supports staff that are responsible for carrying out certain programmes.

The SENCo, Head Teacher and Class Teacher hold termly meetings with the key person to discuss individual children's progress and to monitor their records.

The Key person meets with the children's parents to set individual targets for them together and the SENCO will also be present in meetings where a child has a special educational need.

Children who have an identified need will have their needs assessed termly and next steps identified.

A support plan meeting to discuss progress will be held with parents/ carers and the key person and the most relevant person in the inclusion team. Wherever possible, the child's voice will be captured via verbal communication, from careful observations from practitioners and from parents/carers views.

Educational, Health and Care Plans (EHCP's)

Some children with SEND would benefit from an EHCP. It can be triggered by the nursery or the parent.

If a request is made and agreed by the local authority, the SENCO will:

- Coordinate provision based on the Specifications in the plan.
- Support the class teachers and educators in delivering the set targets. Liaise with external support agencies as appropriate.
- Coordinate reviews by inviting professionals and parents to a review meeting.
- Transition

When children on the SEN register are due to go to primary school a transition programme is implemented as soon as possible, usually 8-10 weeks before transfer. The SENCO liaises with the parents/carers and SENCO of the primary school to ensure that effective arrangements are in place to support the child transition smoothly. Specific issues which may cause the child difficulty in transition are considered and where possible, strategies put into place to ease them.

A review meeting is also held and staff from the receiving school, along with parents/carers invited to attend. All information is shared with the primary school in order to ensure a smooth transition.

Children's Profiles and Assessment

All staff use the [Early Years Foundation Stage](#) EYFS to plan appropriate learning and development experiences based on the children's interests..

We recognise the importance of assessment and recording children's progress. We use Tapestry, an online 'Learning Journal' to track and record a child's progress and next steps. Parents are invited in to discuss their child's needs/progress for 'Spotlight' meetings (on Learning Journals).

The school Provision Map sets out all the provisions in place to meet the different needs of the children on the SEN register. The child's support plan which is shared with the local authority has specific interventions and groups which the child will access to.

Concerns about progress can be raised by the parents or the key person at 'Spotlight' or informal meetings. Children's progress is monitored throughout the term and children who make limited progress are identified and supported through appropriate action.

Partnership with Parents and Carers

- At QUIGS we believe that parent's/carer's knowledge, views and concerns are an integral part of the process of identifying and addressing their child's SEND and their involvement as partners vital.
- The effectiveness of any intervention depends upon their level of involvement. Parents/carers are involved and consulted throughout the process.
- Procedures are explained so that there is a close working relationship and that parents/carers are aware of the targets set for their child and the support that is being provided. They are also offered advice about how they can work with their child at home.
- Consultation with parents is made informally on a daily basis as well as at Parent Conferences and review meetings. Additional consultations can be made at either the parents/carers or our request at a mutually convenient time.
- Parents/carers may bring a friend to meetings for support. QUIGS will make arrangements for an interpreter or translator to be present at meetings when necessary.