

Quwwat-ul-Islam Girls' School



Together we can achieve more

SEND Policy

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Policy Links	Behaviour Policy Child Protection and safeguarding Policy Curriculum Policy

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**.

At Quwwat-ul-Islam girls' school we adhere to the following:

- **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.

Introduction

At Quwwat ul Islam Girls' School we seek to meet the needs of all our pupils. We are fully inclusive and recognise that some pupils will, either permanently or from time to time, have significantly greater difficulty in learning than the majority of children of their same age. Some may have disabilities which may prevent or hinder them from making use of the facilities provided for our pupils. We will give these children individual consideration and make special provision for them, working in partnership with others, as necessary. The governors' intention is that the needs of all children are identified and met. As far as possible, all children whether they have special educational needs or not, will have equal opportunities to participate in the full curriculum and all other activities. All pupils will be encouraged to become independent and take responsibility within the school.

This Policy has been drawn up in the light of the guidance laid out in the "Special Educational Needs and Disabilities Code of Practice: 0-25 Years", (Published by the Department for Education and the Department of Health, July 2014).

Definition of Special Educational Needs and Disability (SEND)

'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 him or her. Children and young people who have SEND may also 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'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

Aims and objectives

In support of the school's ethos and values, we aim to:

- ☐ Focus on inclusive practices and removing barriers to learning;
- ☐ Identify early the special educational needs of young people;
- ☐ Take into account the views of young people and their families;
- ☐ Enable young people and their parents to participate in decision-making;
- ☐ Collaborate with partners in education, health and social care where appropriate;
- ☐ Ensure that appropriate resources are available for pupils with temporary or long-term special needs;
- ☐ Provide sufficient and appropriately trained staff for the provision of special educational and learning support where it is required;
- ☐ Take a positive and professional whole-school approach to pupils with SEND;
- ☐ Ensure that Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

To achieve all of these aims we need to:

- ☐ Support the route by which a pupil's special educational or learning support can be identified, assessed, planned, enacted and reviewed or if, after observations, further assessments are required, a meeting will be held with the parents to refer for external professionals such as Educational Psychologists, Speech therapists etc.
- ☐ Support pupils where appropriate who are in need of special educational or learning support. If the referral form, the observations and check list suggest that there is likely to be a special educational or learning support need, then the SENCO will provide support;
- ☐ Support will consist of target setting, differentiated work and intervention group work, the SENCO, class teacher will agree upon a SEN Support Plan (SENSP)
- ☐ Develop and monitor support measures where a need is identified;
- ☐ Develop and update the SEND Register and ensure that these are circulated amongst teaching staff regularly;
- ☐ Work in collaboration with the class/ subject teachers to provide the information, training and guidance for teachers and parents of those pupils who are identified as being in need of special educational or learning support and to ensure confidential communication on learning needs and progress of pupils.
- ☐ Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- ☐ Communicate effectively with parents/guardians on the learning needs of pupils and provide a SENSP's and ensure that these are circulated to the staff of specific pupils.

Identifying Special Educational and Learning Support Needs

It is expected that pupils will only be identified as being in need of special educational and learning support once they have not made adequate progress following the application of all appropriate interventions and adjustments by the class teacher as well as good quality personalised teaching. Working in collaboration with the class and subject teachers, the SENCO will seek to identify the support pupils with special educational and learning support needs in the following four areas:

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

Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Children who experience difficulty with speech, language and communication.	Children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Children's needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. This may include being disruptive or self-harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category.	Children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

In doing so, the SENCO will help support the class teacher in assessing the child, planning a response, supporting the implementation of support, the implementation and review of the plan. This programme of response will be a holistic approach and encompass the needs of the whole child and not just focus on her special educational and learning support needs.

A Graduated Response to Special Educational and Learning Support Needs

The first line of response to the appearance of any special educational and learning support need comes from the class or subject teacher. This will come in the form of differentiation and in line with the expectation that they will support the learning of all pupils in their care.

All teachers are responsible and accountable for the progress and development of the pupils in their class group. High quality teaching (HQT), differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational or learning support needs.

All staff at the Quwwat ul Islam Girls' School are regularly provided with appropriate continuing professional development (CPD). This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of barriers faced by SEND pupils .

Once a child is referred by her teacher, the relevant teacher and the SENCO will consider all the evidence about the pupil's progress. This should include high quality and accurate formative assessment.

The "assess/plan/do/review" process is then managed by the class or subject teacher supported by the SENCO. This may include a recommendation to undertake additional assessments using outside agencies or professionals (any costs for which must be borne by the parents of the child).

The class or subject teacher will also ensure that the pupil concerned knows and understands what is taking place. Their views will also be sought about the process and their experiences. When the student has received an external report from a qualified/medical body, they will then be placed on the SEND register.

Managing the Special and Educational and Learning Support Needs of the Pupils

Stage 1	Action
Stage 1 – Assess Moderate Learning Difficulties checklist (MLD Checklist) QUIGS SEN Concern Form' (SENCF) QUIGS SEN Observation Form (SENOF)	Having exhausted other avenues (as outlined above), the class or subject teacher completes the, 'Moderate Learning Difficulties' checklist (MLD Checklist) and the 'QUIGS SEN Concern Form' (SENCF). This is then discussed with the SENCO after which an observation will be arranged
Stage 2 – Plan SEN Support Plan (SENSP)	After observing the pupil, the SENCo will then meet with the child to discuss the child's view of their learning and discuss strengths and area of development. Collectively the class/subject teacher and SENCo will agree upon a, SEN Support Plan (SENSP) This may include further, achievable targets, assessments, continued observation and specific intervention by the class/subject teacher and/or by the SENCo The class/subject teacher will then communicate the plan with parents.
Stage 3 – Do SEN Support Plan (SENSP)	The SEN Support Plan (SENSP) will then be put into action. Updating the plan and recording lesson notes and further observations will be undertaken by the class/subject teacher.
Stage 4 - Review	The class/subject teacher and SENCO will lead a review of the child's progress and update the SEN Support Plan (SENSP) in a reasonable time frame every half term. The review process must ensure that sufficient support is being provided. This will be reported to parents accordingly.

Education, Health and Care (EHC) needs assessments and plans

Where required, the school will act in accordance with the Educational Health Care Plan (EHC) Plan guidance as outlined "Special Educational Needs and Disabilities Code of Practice: 0-25 Years" (Published by the Department for Education and the Department of Health, July 2014) - pages 141-206.

Confidentiality

All members of staff with access to pupil records are required to sign and abide by a Non-Disclosure Agreement. All members of the teaching staff are required to sign this agreement. All relevant files are maintained on the G-Drive and require restricted access.

Appendixes

Appendix 1 - Moderate Learning Difficulties' checklist (MLD Checklist)

Appendix 2 - 'QUIGS SEN Concern Form' (SENCF)

Appendix 3 - 'QUIGS SEN Observation Form' (SENOF)

Appendix 4 - SEN Primary Support Plan (SENSP)

Appendix 5 - SEN Secondary Support Plan (SENSP)

Appendix 1

Moderate Learning Difficulties' checklist (MLD Checklist)

The first line of response to the appearance of any special educational and learning support need comes from the class or subject teacher. This will come in the form of differentiation and in line with the expectation that they will support the learning of all pupils in their care. All teachers are responsible and accountable for the progress and development of the pupils in their class group. High quality teaching (HQT), differentiation for individual pupils, is the first step in responding to pupils who have or may have special educational or learning support needs.

If little or no progress is made after implementing HQT and targeted support then the next stage is for the class teacher/subject teacher to complete the, Moderate Learning Difficulties Checklist (MLD Checklist)

Student: Year Group:	Date:	Staff:		
The student:	Yes	No	Unsure	
Presents with immature listening and attention skills.				
Presents with immature social skills.				
Regularly relies on a teaching assistant to guide them through a lesson.				
Is working at a significantly lower reading and spelling level to that of their peers.				
Has a noticeably limited vocabulary in comparison to peers.				
Struggles with simple comprehension tasks.				
Has poor visual memory – i.e. cannot remember the events from previous day/days.				
Has poor auditory memory – i.e. will struggle to recount a conversation; will forget a teacher's instructions.				
Requires a high level of support with investigation and problem-solving activities – struggling particularly in Maths and Science lessons.				
Struggles to grasp abstract concepts – will struggle with metaphors and abstract ideas such as 'time' and 'freedom' etc.				
Presents with poor verbal and non-verbal reasoning skills – struggles to understand cause and effect, struggles to explain why.				
Struggles to understand rules and consequences, and will often present with seemingly defiant and/or disruptive behaviours.				
Finds it difficult to take the knowledge and skills they have acquired in one lesson and apply them to another situation.				
Presents with some fine motor skill and coordination difficulties – tends to struggle in PE, Art and Design.				
Has low confidence and could be described as disengaged from learning.				



Appendix 2
SEN Concern Form (SENCF)

Teacher name	
Date of concern	

Student name	
Year Group	
Date of birth	

Concern Type	Yes	No
Communication and Interaction		
Cognition and Learning		
Social, emotional and mental		
Sensory and /or physical		

Main areas of concern
Main Concerns (Please provide brief details of your concern)
Briefly explain what HQT measures you have put in place (differentiation, how you have adapted the planning/curriculum/personalised learning/Targets)
Please detail any other relevant information about the student (baseline data, Classroom Monitor data, Exercise books)
Please detail any conversation you have held with the student regarding their learning
Please detail any conversation you have held with parents regarding the students learning

Appendix 3
QUIGS SEN Observation Form' (SENOF)

SENCO	
Date	
Time/Lesson	
Student name	
Year Group	
Date of birth	

	Observation Notes
How long does the pupil take to settle down to work?	
How does the pupil manage distraction throughout the lesson?	
How does the pupil engage with other pupils?	
How long does the pupil take to settle down to work?	
Is the pupil engaged in the lesson?	
Is the pupil able to follow instructions?	
Does the pupil need adult support for this?	
Does the pupil stay on-task independently?	
How does the pupil react to getting something wrong?	
Did the pupil achieve the learning objective?	
How does the pupil use classroom resources?	

Appendix 4**SEN Primary Support Plan (SENPSP)**

Name	
Year Group	
Date	
Copy	

I would like support with 	
My parents will support me by 	
Target 1	
Target 2	
Set Review Date	
Target Review Outcome How did you do?	 I Could do with some more help  With a little more help insha'Allah I can achieve my targets  Alhamdulillah I achieved my Targets
Next Steps	

Appendix 5

SEN Secondary Support Plan (SENSSP)

Name	
Year Group	
Date	
Copy	

I would like support with	
My parents will support me by	
Target 1	
Target 2	
Review Date	
Target Review Outcome	