

Tauheedul Islam Boys' High School

This policy is in line with the Mission Statement of the School

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

DISABILITY AND SPECIAL EDUCATIONAL NEEDS POLICY



Document control

This policy has been approved for operation within Tauheedul Islam Boys' High School

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Owner	Governing Body

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1 Introduction

1.1 This policy describes the values we hold and the provision we make for children who have a significantly greater difficulty in accessing the curriculum than the majority of children of the same age, or who have a disability that prevents or hinders them from taking a full part in the life of the School. These needs may be as a result of physical, sensory, emotional / behavioural or learning difficulties.

1.2 Relevant Publications:

- DfES Special Educational Needs Code of Practice 2001 (CoP)
- DfE Draft SEN Code of Practice for 0 to 25 years – statutory guidance 2013
- Part 4 The Education Act 1996 amended by the Special Educational Needs and Disability Act 2001
- DfES SEN Toolkit 2001
- DfES Statutory Guidance on Inclusive Schooling for Children with SEN (2001)
- DfES Accessible Schools 2002.

2 Philosophy

2.1 At this School we believe:

- all children have a right to a broad and balanced curriculum, including the National Curriculum, in which their individual needs are addressed
- that all teachers are responsible for meeting children’s individual needs
- in the early identification of children with SEN
- that children with D&SEN deserve an enhanced level of resourcing to meet their needs
- in parental partnership
- in the inclusion of children with D&SEN into mainstream where it is practicably possible to do so
- in fostering independence and the development of children’s self-esteem
- that each child should feel equally valued within the School community and fully integrated in the life of the School
- that bilingualism is not a learning difficulty but some bi-lingual children may have learning difficulties
- that good practice benefits ALL children whatever their level of development
- that, children with a disability have an equal right to a broad and balanced curriculum – disability is not a learning difficulty, but some disabled children may have learning difficulties.

3 Aims

3.1 To identify ‘good practice’ through our Teaching and Learning Policy.

3.2 To provide an inclusive, relevant and suitably differentiated curriculum which demonstrates, progression, continuity and coherence.

3.3 To address the needs of all students who may experience difficulty at some time during their school career.

- 3.4 To identify, assess and meet the special educational needs of our children using the three-stage model described in the Code of Practice.
- 3.5 To inform and involve parents in all aspects of the process.
- 3.6 To encourage children to be involved in setting targets and reviewing their own progress.
- 3.7 To have a named coordinator for D&SEN with clear responsibilities.
- 3.8 To make full use of the range of external support agencies at whatever stage is necessary.
- 3.9 To take reasonable steps to avoid putting disabled students at substantial disadvantage.

4 Roles and responsibilities

- 4.1 “Provision for students with special educational needs is a matter for the School as a whole. In addition to the Governing Body, the Head Teacher and SENCO all other members of staff have important responsibilities.” (CoP para. 1:31)
- 4.2 The Governing Body has statutory duties towards children with D&SEN (CoP para.1.21) and must ensure that the necessary provision is made and the quality continually monitored. It must report annually to parents on the School’s policy for children with D&SEN (CoP Para.1.26).

Table 1: Roles and responsibilities – key staff

Staff	Area of responsibility
Hanif Ali (SENCO Governor)	Meets with SENCO, raises issues with the Governing Body.
Linda Thompson (Principal)	Responsible for the management of the School’s D&SEN policy and keeping the governing body fully informed.
Farzana Qureshi (SENCO)	Responsible for the day to day operation of the School’s D&SEN policy and for coordinating provision for students with special needs and management of the Learning Support Assistants (CoP para 4:15-4:16). The SENCO also needs to deliver outcomes in line with the SENCO standards.
Learning Support Assistant	Responsible for day to day support for designated students with special needs – in line with the agreed provision plan.
Teachers	Responsible for taking into account the individual needs of students when planning and delivering learning, and differentiating the task and resources accordingly – in close liaison with the designated learning support assistant.

5 Admissions

- 5.1 The School operates a policy for inclusion within the guidelines of Blackburn with Darwen Local Authority and gives equal priority to all students regardless of disabilities. Any parent who has a particular concern about their child’s access to the school is welcome to discuss it with the Principal and SENCO (CoP para.1: 33-36).

6 Resources

- 6.1 D&SEN Funding is derived from the Local Authority on a formula basis.
- 6.2 Funding is used to employ a team of Special Support Assistants and to purchase materials and resources for D&SEN teaching. Support may also be obtained from advisory teachers.
- 6.3 The SENCO has a responsibility to organise resources.
- 6.4 All staff have access to a variety of materials that include lap tops and computers with a variety of software available.

7 Identification, assessment and provision

- 7.1 The Code of Practice emphasises the importance of early identification of children with a Special Educational Need. This is achieved through observation of behaviour and performance, discussion with the child's parents, the teachers or test results such as end of Key Stage 2 tests and CATs scores and information from transfer schools.
- 7.2 Parents, the class teacher or other professionals, within or outside the school, may have expressed initial concerns. These will refer to a child's difficulties in coping with the normal demands of the School with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse¹.
- 7.3 Any teacher who has concern for a student will alert the SENCO.
- 7.4 The following must be taken into account when initial concerns are raised and basic information gathering begins to take place:
 - the child's linguistic background (CoP para 5:15 – 5:16)
 - any language disorders will be present in both languages of a young bi-lingual learner
 - use of bi-lingual assistants/teachers in assessment
 - age of child, personality, pre-school experience and health
 - a range of assessment techniques is needed
 - provision for communication with parents in preferred language.
- 7.5 All students with D&SEN are monitored and progress reviewed at least termly.
- 7.6 The ethos of the Code of Practice emphasises the importance of parental rights and involvement, underpinning our School approach to parental partnership.
- 7.7 All children are entitled to a suitably differentiated curriculum and most children's learning needs will be met by their class teachers who will use a range of differentiation strategies that are sometimes supported by Learning Support Assistants. The preparation of this work is reflected in the weekly planning.
- 7.8 A programme of observation and monitoring of progress within the classroom differentiation will be put in place for any child who may be causing concern.

¹ Possible neglect or abuse should be communicated to the Designated Person immediately.

8 School Action (CoP 4:20–4:28 / 5:43–5:53)

- 8.1 Where children require intervention additional to and different from that provided in the usual differentiated curriculum, School Action will be implemented. This additional support will be detailed on an Individual Education Plan (IEP).
- 8.2 The IEP will be practical, focus on three or four achievable targets and record only those strategies that are additional to, or different from, the normal differentiated curriculum. All parents whose children are placed on IEPs will be involved in the planning and implementation of the IEP.
- 8.3 All withdrawal-teaching arrangements are made in consultation with the SENCO to ensure it is still in the context of an inclusive curriculum.
- 8.4 IEP targets and programmes will be reviewed at least termly.

9 School Action Plus (CoP 4:29–4:32/5:54-5:61)

- 9.1 This is the stage when the child continues to have difficulties and it becomes necessary for the School to involve outside agencies that can provide more specialist advice, assessment and teaching and learning strategies.
- 9.2 Parental permission and involvement must be sought which will lead to a School Action Plus IEP recording additional or different strategies to those at School Action.
- 9.3 IEP targets and programmes will be reviewed at least termly.

10 IPRA (Individual Pupil Resourcing Agreement) or Statutory Assessment (CoP Chapters 7-8)

- 10.1 If a child continues to have problems and demonstrates significant cause for concern the parents or School can request the Local Authority to make a statutory assessment (CoP 4:33-4:36 and CoP 5:64 – 5:65).
- 10.2 From the evidence submitted, the Local Authority will decide if the child should be made the subject of an IPRA or a Statement of Special Educational Needs.

11 IPRA (Individual Pupil Resourcing Agreement) or Statements of Special Educational Needs (CoP chapter 8)

- 11.1 If the Local Authority issues an IPRA or a Statement of Special Educational Needs, the provision deemed necessary to meet the child's needs is specified within the Statement. A Statement is a legal document. Responsibility for arranging, monitoring and reviewing provision rests with the Local Authority.

12 Annual reviews (CoP chapter 9)

- 12.1 A Statement must be reviewed annually.
- 12.2 An annual review can be requested at any time if there are concerns about any aspects of the child's education. If a change of placement becomes necessary, annual reviews are brought forward.
- 12.3 Wherever possible, the child is encouraged to make a contribution at their level if able.

- 12.4 Facilities are made available for interpreting in another language for parents during the review meeting.
- 12.5 Statements can be amended by the Local Authority or can cease to be maintained by the Local Authority.

13 Arrangements for providing access for students with D&SEN to a balanced and broadly based curriculum including the National Curriculum

- 13.1 Children with D&SEN are entitled to a broad, balanced and differentiated curriculum, including the National Curriculum (CoP para 5:17 – 5:19). The National Curriculum provides statutory guidance on developing a more inclusive curriculum based on the principles of:
- setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning.
- 13.2 Classroom organisation and management should ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings). Support can be from the class teacher, support teachers, Learning Support Assistants, classroom and bi-lingual assistants and through differentiated and/or modified learning tasks or learning aids.
- 13.3 Wherever possible, Learning Support Assistants work with children within the classroom, as outlined in the IEP. Any arrangements for withdrawal should be discussed with the SENCO and agreed by the Senior Leader responsible for the Curriculum – such decisions should be consistent with the IEP or statement for the particular student.
- 13.4 There should be appropriate pace of work as well as appropriate expectations of outcomes from learning experiences and tasks.
- 13.5 Support should be deployed thoughtfully / sensitively to promote children's independence and to avoid them becoming dependent and passive as learners.
- 13.6 Support should be used to assist the child in achieving the best they can do and to provide opportunities for over learning to promote confidence and raise self-esteem.
- 13.7 On a daily basis children work alongside their peers with some support to access the balanced and broadly based curriculum and may also work on separate/differentiated activities for a specified time.
- 13.8 Children are encouraged to become involved in target setting.

14 Arrangements for considering complaints about the D&SEN Provision within the school

- 14.1 The official Complaints Procedure is available from the school administrative office. Any complaint would be thoroughly investigated by the SENCO and/or the Principal if appropriate.

15 Arrangements for D&SEN in-service training

- 15.1 Training is available to support Continuous Professional Development of faculty staff. This will be provided by the SENCO.

15.2 The SENCO has a responsibility to keep informed of developments in the field of D&SEN.

16 External support services

16.1 If, and when, the need arises, the Educational Psychologist or Appropriate Advisor for Learning Difficulties will be invited into school to make further assessment and recommendations for children with Special Educational Needs.

16.2 Links are maintained with the following external support agencies:

- ISS (Inclusion Support Services)
- Educational Psychology Service
- Children and Young People's Service
- School Medical Service
- Educational Welfare Service
- Children's Trust
- SEMA.

17 Partnership with parents of children with D&SEN (CoP Chapter 2)

17.1 The School actively seeks to work with parents and values the contribution they make as well as their knowledge and experience. We encourage parents to support their children's learning by keeping them informed of developments. Parents are always notified and involved from the outset when their children are felt to have D&SEN.

17.2 All formal meetings with parents must be recorded on the Review Sheet, and the recorded conversation/targets set should be signed by the parent. In the case of parents who do not respond to invitations to discuss their children or to attend a review meeting a written communication will be sent.

18 Links with other schools and transfers between schools

18.1 All students have the opportunity to visit their prospective High School in advance of their transfer and meet their new teachers. All Special Educational Needs Records, along with other records are transferred.

18.2 The School SENCO will liaise with the SENCO of the Primary School about Year 6 children during the summer term prior to transfer. It may be necessary, for children transferring into the School, to contact the previous school for further information about students with D&SEN.

19 Monitoring, evaluation and review

19.1 The policy will be promoted and implemented throughout the School.

19.2 The School will review this policy every two years in consultation with the Trust.

19.3 The Education Committee will monitor the implementation and effectiveness of this policy via regular reports to the committee by the member of the Senior Leadership Team given the responsibility for D & SEN and Inclusion within the School.

19.4 Our D&SEN provision will be evaluated by the following criteria:

- Are all children accessing the whole curriculum?
- Are children identified as having a special need as early as possible?

- Has a programme of intervention been drawn up and implemented?
- Are children involved in target setting?
- Are reviews conducted at specified times?
- Are the outcomes of reviews implemented promptly?
- Are parents kept informed of their children's progress?
- Are parents enabled to make contributions to their child's education?
- Is the progress of every student with D&SEN monitored?
- Do effective student records, reports and tracking documents show evidence of student progress and value added?
- Is the School reducing the gap in achievement of D&SEN students and their peers?
- Is information passed on between classes and schools to ensure continuity and progression?
- Is the policy reviewed at the stated intervals?

**This policy will be reviewed once the final version of the revised SEN Code of Practice has been approved by parliament in Spring 2014.