



Hazrat Khadijatul Kubra Girls School

SEN policy and information report

Approved by:	Management Board
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At HKKGS, we recognise every child's right to education (Article 28 of the UNCRC), health and health services (article 24).

Our students and their parents are involved in the decisions and provided with accurate information to support their participation and to facilitate the development of our students. We seek to take into account the rights of the child and parents to express their views and wishes and for their views to be taken seriously (article 12).

We are committed to providing an appropriate and high-quality education to everyone within our school community. Above all, our provisions consider the best interest of the child (article 3).

We aim to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all our students. We achieve this through:

- The participation of children, their parents and young people in decision-making the early identification of our students' needs and early intervention to support them achieve the best possible educational and other outcomes, preparing them effectively for adulthood (Articles 12 and 13).
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN.

- Focus on inclusive practice and removing barriers to learning and on high aspirations and improving outcomes for children and young people.

2. 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 students 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 coordinators (SENCOs) and the SEN information report
- The Equality Act 2010, which sets out the legal obligations that schools must not directly or indirectly discriminate against, harass or victimize disabled children and young people. They must not discriminate for a reason arising in consequence of a child or young person's disability. They must make reasonable adjustments, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- [Keeping Children safe in education](#)

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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
- Students who have SEN may 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'. (long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.). This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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 schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the head teacher and SEN trustee to determine the strategic development of the SEN policy and provision in the school. To ensure effectiveness in that role, they are part of the school leadership team.
- 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.
- Work with the head teacher and trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Have a day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support (see below).
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services.
- Ensure the school keeps the records of all students with SEN up to date.

4.2 The SEN trustee

The SEN trustee will:

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

4.3 The head teacher

The head teacher will:

- Work with the SENCO and SEN trustee 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
- Appoint a qualified teacher as SENCO and ensure the SENCO achieves a National Award in Special Educational Needs Co-ordination within three years of appointment.
- Ensure that the SENCO has sufficient time and resources to carry their functions.

4.4 Teachers

Each teacher is responsible for:

- The progress and development of every student in their class
- High quality teaching that is differentiated and personalized, meeting the individual needs of the majority of our students. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require specialised support.
- Ensuring good use of assessments to know precisely where children and young people with SEN are in their learning and development.
- Having high ambitions and set stretching targets for them
- Promoting positive outcomes in the wider areas of personal and social development
- Ensuring that the approaches used are based on the best possible evidence and are having the required impact on progress
- Working closely with any teaching assistants 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 student's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

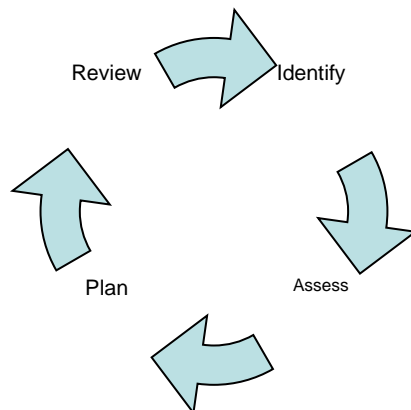
The main broad areas of SEND are as detailed below:

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

Currently, our school does not provide additional and/or different provision for the above mentioned needs.

5.2 Identifying students with SEN and assessing their needs

Our four-part cycle of assessment and review



It is important to identify needs at the earliest point and make effective provision to improve outcomes for our students.

Students are identified as having SEND through a variety of different ways including:

- Concerns are raised by parents/carers, teaching staff, previous schools. Comparison is made between parent concerns and school assessments.
- Student data of progress and attainment.
- There is a change in the child’s behaviour or poor self-esteem which impacts on their learning.
- Liaison with external professional.
- A medical diagnosis.

We will assess each student’s current skills and levels of attainment on entry building on information from previous settings and key stages.

We assess students through baseline testing, mid-year and end of year summative tests, regular classroom and formative assessments. Teachers regularly assess progress of all students and there are whole-school assessment reviews in January and September to 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

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

Slow progress and low attainment will not automatically mean a student 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 student 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.
- Where progress continues to be less than expected, the subject teacher, working with the SENDCO, should assess whether the child has SEN.
While informally gathering evidence and speaking to students and their parents, we will put interventions in place to secure progress.
- Persistent disruptive or withdrawn behaviours may indicate some undiagnosed learning difficulty, communication or mental health issues, where EHA may be necessary.
- Early help and support is in place for students who may have bullying issues or bereavement as these also may impact on academic progress.
- Impact of EAL needs are recognised and assessed as they may affect progress.
- For students with an EHC plan, the local authority will review that plan as a minimum every twelve months.

5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student's areas of strength 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 student's record and given to their parents.

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

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** to identify long term and short term outcomes for the student.

- The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:
 - The teacher's assessment and experience of the student
 - 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 student's own views
- Advice from external support services, if relevant

Where professionals are not already working with school staff, the SENCO will contact them if the parents agree.

Teachers complete a referral form, which the SENCO reviews to inform interventions, parents' views and potential assessments of SEN.

Plan

- Parents are formally notified of SEN support for a student.
- The teacher and the SENCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behavior, along with a clear date for review
- Teachers and support staff are made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded in the student's file.

Do

The subject teacher is responsible for working with the child on a daily basis

They work closely with any teaching assistant involved, to plan and assess the impact of support and interventions.

The SENCO supports the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

A personalised provision map will be drawn up for the child (see SEND folder). This will detail any interventions that are additional to or different from within the classroom. It will also include any intervention groups that the child will be part of that will take place outside the classroom.

Provision maps are living records, which are updated each term and annotated by the teacher in terms of the impact of the intervention throughout the term. These provide evidence of progress according to the outcomes described on the SEND Student Profile.

Review

- Effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date (termly).
- In addition to the termly meetings, children with EHC Plans will also have a Person Centred Annual Review where there will be a review of the plan or statement. This is organised by the SENCO and parents, students, teachers, student support team and specialist external professional will be invited. The impact and quality of the support and interventions is evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs.
- The subject teacher, working with the SENCO, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- Parents are informed about the impact of the support and interventions provided, and are involved in planning next steps.
- School co-operates with the local authority in the review process and, as part of the review.

- The school may be required to hold annual review meetings.
- If a student has made good progress and they no longer have needs that are significantly different to those of the majority of others the same age of them, then a child may be moved off the SEND Register. Before this happens, a meeting will be set up with parents to discuss the overall progress that the student has made.
- A document for exiting the register will be completed and signed by all parties

5.5 Supporting students moving between phases and preparing for adulthood

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

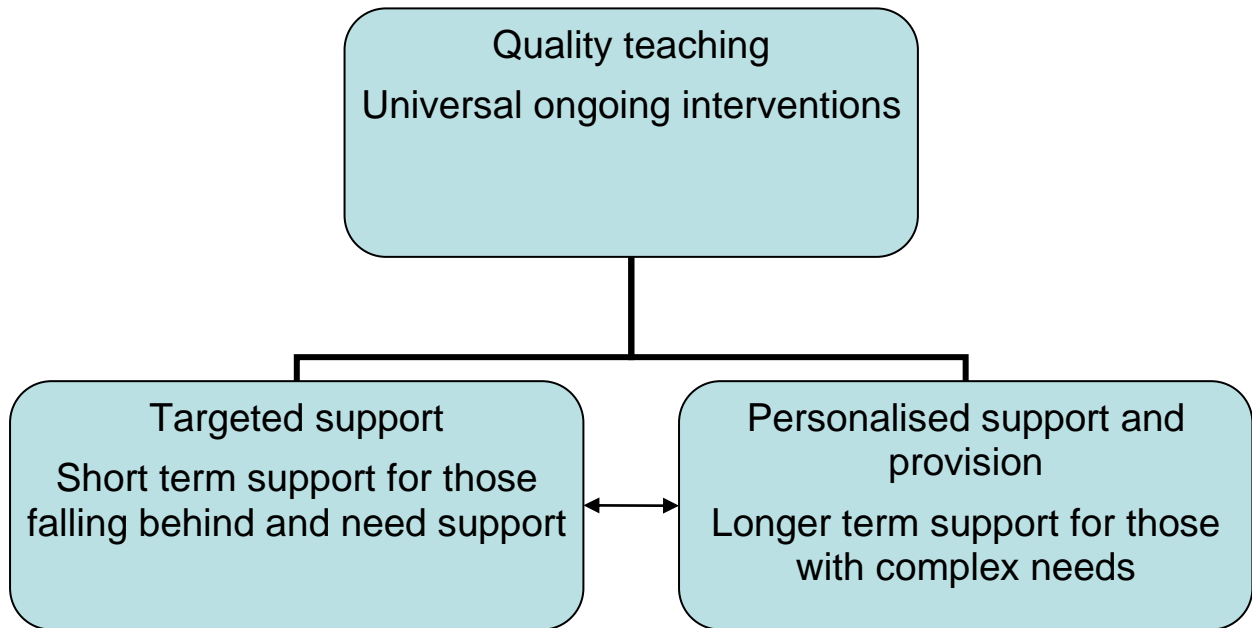
5.6 Our approach to teaching students with SEN

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. Teachers are responsible and accountable for the progress and development of all the students in their class.

We will also provide the following interventions:

- After school homework clubs to support students who struggle.
- Utilize TAs for small groups identified needing more support
- Interventions/clubs

A Graduated Approach



5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure our students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing, including use of teaching assistants.
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.

5.8 Additional support for learning

We have two teaching assistants, one who specializes in mathematics and the other in English.

Teaching assistants will support students in small groups and on a one-to-one basis.

We do not currently work with any agencies to provide support for students with SEN.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

5.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND (trustees)

- All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs.
- All students are encouraged to take part in sports day/school plays/workshops/enrichment days.
- No student is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

5.13 Complaints about SEN provision

- Parents are encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's form tutor, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage.
- Complaints about SEN provision in our school should be made to the form tutor or SENCO in the first instance. They will then be referred to the school's complaints policy.
- The parents of students 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

6. Monitoring arrangements

- This policy and information report will be reviewed by the Head teacher **every year**. It will also be updated if any changes to the information are made during the year.
- The policy will be approved by the board of trustees.
- The school encourages feedback from staff, parents and students throughout the year. This is done in the form of an annual parent and student questionnaire, discussion and through progress meetings with parents.
- Arrangement will be evaluated through regular observation of teaching by the senior management team, including the SENCO, to observe SEND support in the classroom

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Anti-bullying policy
- Safeguarding policy

- Assessment policy
- Curriculum policy

8. The EHC Plan

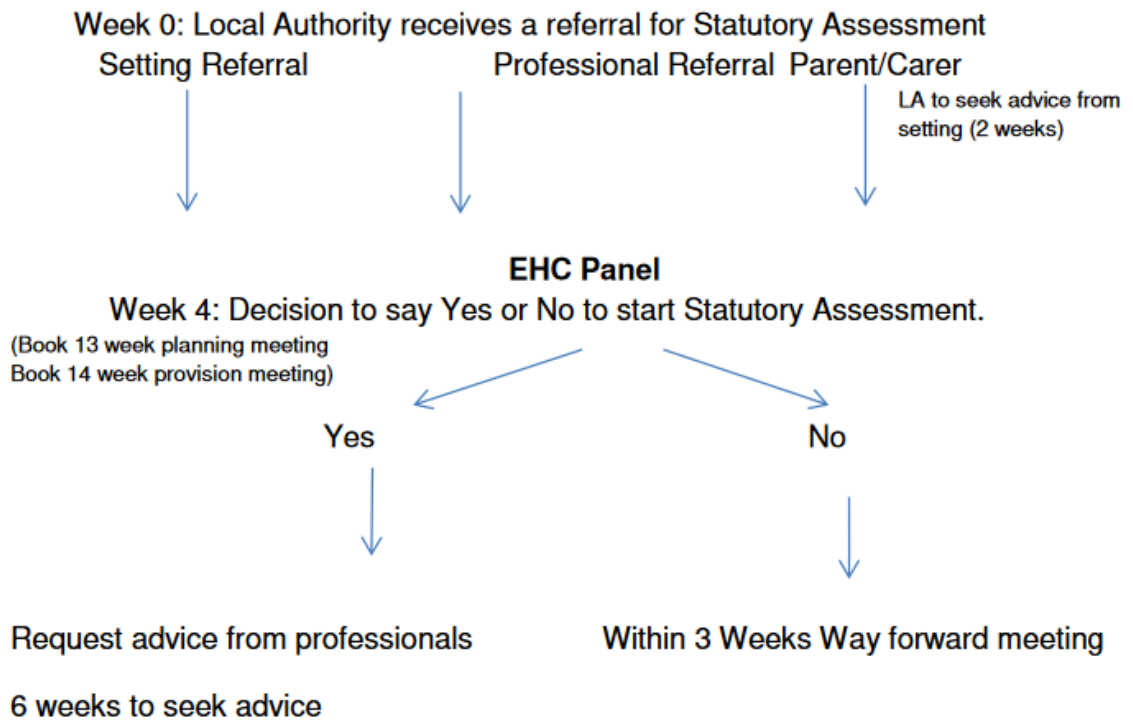
“The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood” (SEND Code of Practice, 9.2)

- Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a student, the student has not made expected progress, then the school or parents will consider requesting an Education, Health and Care assessment.
- School will provide the local authority with evidence of the action taken as part of SEN support.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student’s formal record and reviewed at least annually by staff, parents/carers and the student.
- The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

EHC Plans should:

- Focus on the student as an individual
- Be easy for students and their parents to understand and use clear language and images, not jargon
- Highlight the student's strengths and capabilities
- Enable the student, and those who know them best, to say what they've done, what they're interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver an outcomes-focused and co-ordinated plan for the student and their parents
- Support transition, the school will share information with the setting the student is moving to, with agreement with parents.
- If a student continues to make less than expected progress, we will consider involving specialists, including those secured by the school itself or from outside agencies.
- The student’s parents should always be involved in any decision to involve specialists.

Education, Health and Care Plan Timeline:



Week 10: All advice received from Parent/Carer and Professionals