Hazrat Khadijatul Kubra Girls School

SEND Policy At HKKG

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1. Aims

At Hazrat Khadijatul Kubra Girls School (HKKG), we are committed to providing a high-quality, inclusive education in which every pupil is valued, supported and enabled to achieve her full potential academically, socially, emotionally and spiritually.

We are committed to ensuring that pupils and their parents/carers are actively involved in decisions affecting their education, wellbeing and future aspirations, and that the best interests of the child remain central to all decision-making.

We aim to:

- Identify and respond to Special Educational Needs and Disabilities (SEND) at the earliest opportunity.
- Ensure all pupils with SEND can access a broad, balanced and ambitious curriculum.
- Remove barriers to learning, participation and achievement.
- Promote high aspirations, progress, independence and positive outcomes.
- Foster a culture of inclusion, respect and belonging.
- Work collaboratively with parents/carers, pupils and external professionals.
- Support pupils' wellbeing, mental health, attendance, safety and preparation for adulthood.
- Ensure all staff understand their responsibilities in identifying and supporting pupils with SEND.
- Recognise and respond to any additional safeguarding vulnerabilities that may affect pupils with SEND.

2. Legislation and Guidance

This policy and information report are based on the following legislation and statutory guidance:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0-25 Years
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children
- The Independent School Standards Regulations 2014

The school recognises that SEND, wellbeing and safeguarding are closely interconnected. Pupils with SEND may face additional barriers to learning, communication and accessing support, and may be more vulnerable to bullying, child-on-child abuse, exploitation, neglect and online harms. The school adopts a child-centred approach to ensure that safeguarding, pastoral support and SEND provision are effectively coordinated and responsive to individual needs.

3. Definitions

A pupil has **Special Educational Needs & Disabilities (SEND)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

A **disability**, as defined by the Equality Act 2010, is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Special educational provision is educational or training provision that is additional to, or different from, that ordinarily available to pupils of the same age.

In accordance with the SEND Code of Practice, pupils' needs may be identified within one or more of the following broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

The school recognises that pupils may have needs spanning more than one area and that SEND may intersect with wellbeing, attendance, health and safeguarding needs. Assessment and support will therefore take a holistic, person-centred approach.

4. Roles and Responsibilities:

Leadership

- Oversee the school's SEND provision and ensure effective support for pupils with identified or emerging needs.
- Use assessment information, including CAT scores, KS2 data, baseline assessments and teacher observations, to identify pupils who may require additional support.
- Coordinate appropriate interventions, reasonable adjustments and, where necessary, referrals to external professionals.
- Support staff through guidance and professional development to promote high-quality, inclusive teaching.
- Work in partnership with pupils, parents/carers and relevant agencies to secure positive outcomes.
- Monitor the impact of support and provision for pupils with SEND.
- Ensure effective transition arrangements and maintain appropriate records.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure SEND and safeguarding needs are identified and addressed appropriately.
- Report to Trustees on the effectiveness of SEND provision and pupil outcomes.

4.2 Trustee with Responsibility for SEND

The Trustee with responsibility for SEND will:

- Monitor the quality and effectiveness of SEND provision across the school.
- Work with the Headteacher to support the strategic development of SEND provision.
- Receive and review information regarding SEND provision, pupil outcomes and statutory compliance.

- Provide support and appropriate challenge to ensure the school meets its duties under SEND and equality legislation.
- Ensure that sufficient resources are available to support pupils with identified or emerging SEND needs.

4.3 The Headteacher

The Headteacher will:

- Have overall responsibility for SEND provision and pupil outcomes.
- Ensure the early identification of pupils who may have SEND through assessment data and teacher observation.
- Coordinate appropriate support, interventions and referrals where required.
- Ensure staff receive appropriate training and guidance.
- Promote an inclusive culture with high expectations for all pupils.
- Ensure compliance with SEND and Equality legislation.
- Report on SEND provision and outcomes to Trustees.

4.4 Teachers

All teachers are responsible for:

- The progress, attainment and wellbeing of all pupils.
- Delivering high-quality, adaptive teaching.
- Identifying pupils who may require additional support through assessment and observation.
- Implementing agreed strategies, interventions and reasonable adjustments.
- Monitoring the impact of support and raising concerns with the Headteacher.
- Working in partnership with parents/carers and external professionals, where appropriate.
- Supporting pupils' personal development, attendance, wellbeing and safeguarding.
- Following this policy and contributing to an inclusive learning environment.

5. Identification and Support for Pupils with SEND

5.1 Identification of SEND

The school recognises the four broad areas of need outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Pupils who may require additional support are identified through:

- KS2 attainment data, CAT scores and baseline assessments;
- Ongoing teacher assessment and observation;
- Progress and attainment data;
- Information provided by parents/carers or previous schools;

- Medical information and professional reports, where available.

The school recognises that slow progress alone does not necessarily indicate SEND.

5.2 Assessing and Reviewing Needs

Where concerns are identified, the school will adopt a graduated approach of:

Assess → Plan → Do → Review

The school will consider:

- The pupil's strengths and needs;
- Academic progress and wellbeing;
- The views of the pupil and parents/carers;
- Advice from external professionals where appropriate.

Support will be reviewed regularly to ensure it remains effective and proportionate to the pupil's needs.

5.3 Working with Parents and Pupils

The school will work in partnership with pupils and their parents/carers when identifying and supporting SEND.

Parents and pupils will be involved in discussions regarding:

- Areas of strength and need;
- Support strategies and interventions;
- Desired outcomes and progress;
- Arrangements for review.

5.4 Provision and Support

High-quality, adaptive teaching is the primary means of supporting pupils with SEND.

Where appropriate, additional support may include:

- Targeted interventions;
- Small-group support;
- Literacy or numeracy support;
- Homework support;
- Reasonable adjustments to teaching, learning and assessment arrangements;
- Advice from external professionals.

Teaching staff remain responsible for the progress and wellbeing of all pupils in their classes.

5.5 Access to the Curriculum

The school is committed to ensuring that all pupils can access a broad and balanced curriculum.

Reasonable adjustments may include:

- Adapted teaching approaches;

- Additional processing time;
- Modified learning materials;
- Assistive resources where appropriate;
- Support from teaching assistants.

The school will make reasonable adjustments in accordance with the Equality Act 2010.

5.6 Transition

The school will work with pupils, parents/carers and receiving settings to support successful transitions into, within and beyond the school.

5.7 Monitoring and Evaluating Provision

The effectiveness of SEND provision will be monitored through:

- Pupil progress and attainment data;
- Reviews of interventions and support strategies;
- Feedback from pupils and parents/carers;
- Ongoing monitoring by the Headteacher and Trustees.

5.8 Inclusion and Wellbeing

The school is committed to ensuring that pupils with SEND have equal access to educational opportunities, enrichment activities and wider school life.

The school promotes positive wellbeing and maintains a zero-tolerance approach to bullying, discrimination and harassment.

5.9 Complaints

Concerns regarding SEND provision should initially be discussed with the Headteacher.

Should concerns remain unresolved, parents may pursue the matter through the school's Complaints Policy.

Parents also have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability) if they believe disability discrimination has occurred

6. Monitoring Arrangements

This policy will be reviewed annually by the Headteacher and approved by the Board of Trustees. It will also be updated where changes in legislation, guidance or school practice require.

The effectiveness of SEND provision will be monitored through:

- Pupil progress, attainment and wellbeing data.
- Reviews of support and interventions.
- Feedback from pupils, parents/carers and staff.
- Monitoring by the Headteacher and Trustees.

7. Links with Other Policies

This policy should be read alongside the following:

- Accessibility Plan
- Behaviour Policy
- Curriculum Policy
- Assessment Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

8. Education, Health and Care (EHC) Plans

Where a pupil continues to experience significant difficulties despite appropriate support and intervention, the school may, in partnership with parents/carers, request an Education, Health and Care (EHC) needs assessment from the Local Authority.

Where a pupil has an EHC Plan, the school will:

- Implement and monitor the provision specified within the plan.
- Work collaboratively with parents/carers, external professionals and the Local Authority.
- Contribute to the statutory annual review process.
- Support pupils through key transition stages and preparation for adulthood, where appropriate.

The school will ensure that any decisions regarding specialist assessment or support are made in consultation with pupils, parents/carers and relevant professionals.