



AL-ASHRAF PRIMARY SCHOOL SEN POLICY

Statement of Intent

Al-Ashraf Primary School values the abilities and achievements of all its students, and is committed to providing for each student, the best possible environment for learning, within the school's Islamic ethos.

1. SEN Aims of the School

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEN provision as early as possible in their school career
- To ensure that SEN students take as full a part as possible in all school activities
- To ensure that parents of SEN students are kept fully informed of their child's progress and attainment
- To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

2. Development of the SEN Policy

The Governing Body, Head Teacher, and classroom teachers were involved in developing the policy

- The Governors' role in the process was to develop and approve the SEN policy
- Staff are committed to the schools' SEN policy and delivery.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together.

3. Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
 - Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- Is under compulsory school age, or would be if special educational provision was not made for the child.

Special Education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

- For a child under two, educational provision of any kind (1993 Education Act, section 156). Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Al-Ashraf Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

4. Admissions

As stated in the admissions policy the school does not accept pupils already diagnosed as having SEN. However in the event of SEN being diagnosed after being admitted the pupil will be supported as outlined in this document.

Parents will be charged with the cost of having the child assessed externally & independently for learning difficulties at the request of the class teacher. In the event that the assessment proves negative, a full refund will be offered. If the assessment proves positive, the school will endeavour to support the child to the best of its ability and financial position. However due to financial constraints the pupil may not receive the same level of support as he/she would in a state school. This may ultimately affect the pupil's progress.

5. Funding SEN support

A special SEN fund will be established to help parents who are unable to contribute. However this fund may not cover the full cost in which case parents would be expected to contribute. The parental contribution will be agreed on a case-by-case basis with negotiation with the Head Teacher.

6. Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN.

7 Evaluating the Success of the SEN Policy

The SENCO will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'The SEN Aims of the School', at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Student progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each student's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings

8. Identification Assessment and Provision

At the Al-Ashraf Primary School we aim to adopt a whole- school approach to SEN policy and practice. Students identified as having SEN will be as far as is practicable, fully integrated into mainstream classes. Everyone will be made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2002 makes it clear that all teachers are teachers of students with special educational needs.

All teachers are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEN provision.

- Early Identification

Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- External exam results
- Student portfolios

SEN provision

- On entry from nursery or transfer from another primary school the classroom teacher will use information from the pupil's previous establishment to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and an understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance

9. English as an Additional Language

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

10. Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress which:

- Narrows the attainment gap between student and peers
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

Where teachers decide that a student's learning is unsatisfactory, the Deputy Head is the first to be consulted. The Deputy Head and teacher will review the approaches adopted.

11. Record-Keeping

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services

12. General Learning Difficulties

The SEN Code of Practice defines adequate progress for students with General Learning Difficulties as that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is on a par with students starting from similar base line but less than most of peers
- Equals or improves upon the student's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to student and parents
- Is likely to result in accreditation in F.E., training, and/or employment
- Is likely to result in usable levels of skills

Teaching SEN students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in student's abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus as described below.

13. School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
 - Demonstrate difficulty in developing literacy or numeracy skills
 - Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
 - Have sensory/physical problems, and make little progress despite the provision of specialist equipment
 - Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

14. Nature of Intervention

The teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Limited access to LA support services for advice on strategies, equipment, or staff training

15. Individual Education Plans (IEP's)

Strategies for students' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

16. Reviewing IEPs

IEPs will be reviewed twice yearly and feedback provided to parents.

The school will endeavour to hold the reviews in a formal manner and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve students in this process.

17. The Role of the Governing Body

SEN Policy

In producing SEN policies it is important to consider the audience, and avoid difficult language or jargon. It must be readable by parents, governors, and support staff as well as by teachers and inspectors.

Procedure

- Undertake a whole-school review of existing policy and practice.
- Involve the Governing Body and staff in the process.

First set out all the desired information about your school, such as name, address, phone and fax numbers, e-mail and web addresses. Then give the school statement of intent, such as values, and is committed to providing, for each student, the best possible environment for learning.

The Governing Body's responsibilities to students with SEN include

- Ensuring that provision of a high standard is made for SEN students by assessing the annual review on the successful implementation of SEN provision
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting SEN students
- Having regard to this SEN Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

18. The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN students
 - Collaborating with the Deputy Head/SENCO to decide the action required to assist the student to progress
- Preparing an IEP for the pupil.

19. The Role of the Deputy Head/SENCO

The Deputy Heads/SENCO responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- The annual review of the successful implementation of the SEN policy

19. The Role of the Head Teacher

The Head Teacher's responsibilities include:

- Keeping the Governing Body well informed about SEN within the school
- Working closely with the Deputy Head Teacher/SENCO in SEN co-ordination
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

20. Partnership with Parents

Al-Ashraf Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of SEN students as valued partners in the process. Depending on age and appropriateness, SEN students will also be encouraged to participate in the decision-making processes affecting them. The SEN Code of Practice outlines that *school should work in partnership with parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'*

21. Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures preventing and resolving disagreements. These will be explained to parents if required.

22. SEN Policy Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Policy Version	2.0 Issed
Date Policy Approved	8 th June 2010