



SEND POLICY

2025-2026

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SEND (Special Educational Needs and Disability) **Policy**

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1. POLICY OUTLINE

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014).
- SEND Code of Practice 0–25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 – 4 framework document (Dec 2014)
- DfE ‘Keeping children safe in education’ (2021)
- DfE ‘Working together to safeguard children’ (2018)
- Children and Families Act (2014)
- Safeguarding policy
- Accessibility Plan
- Teachers’ Standards (2012)

This policy recognises the entitlement of all pupils to a balanced, broad-based curriculum. The SEN policy reinforces the need for teaching that is fully inclusive. At Islamiyah Girls High School, we will have due regard for the Special Educational Needs and Disability Code of Practice when carrying out our duties towards all children with SEND, and will ensure that parents are notified when SEND provision is being made for their child. The Trustees ensures that appropriate provision will be made for all pupils with SEND.

2. Definition of Special Educational Needs and Disability

In this policy, ‘special educational needs’ refers to a **learning difficulty** that requires **special educational provision** to be made for a child.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly **greater difficulty in learning** than the majority of others of the same age, or
- has **a disability which prevents or hinders him or her** from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

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 or nursery schools.

3. Mission Statement

We at IGHS believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Islamiyah Girls High School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

4. Admission Arrangements

The admission of children with SEAL follows the admissions policy, subject to the school having the appropriate resources and/or access facilities to meet the needs of the child. We recognise that many pupils with SEAL also have the protection of the Disability Discrimination Act. School recognises that no child should be denied admission on the basis of SEAL or disability, and reasonable adjustments will be made to ensure that the educational provision at the school meets the needs of these children.

5. SEND Provision

On entry to the school each child's attainment will be assessed. For pupils with identified SEN, the SEN coordinator, the headteacher, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil'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 pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

6. Identification, assessment and provision

We have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to our Curriculum and are integrated into all aspects of the school.

The Children's and Families Act 2014 makes it clear that **all teachers are teachers of pupils with special educational needs**. It is our view that this applies to all children with additional needs.

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

7. Early identification

Early identification of pupils with SEAL is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information on admission form
- Record from our previous if applicable.
- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

8. 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 individually or in groups to work with a support teacher
- In-class support with adult assistance
- Peer support both in classroom/ out of

9. Roles and responsibilities of Headteacher, other staff & Governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

We have a designated SENCo who is undergoing training and teacher will be given the required training and tools to fulfil their responsibilities regarding pupils are identified and SEND.

The Legislation requires that:

- The SENCO must be a teacher working at the school
- Any newly appointed SENCO must be a teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must undergo sufficient training.
- The school should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND co-ordinator and SEND Teachers
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement / development plan
- the necessary provision is made for any pupil with SEND
- ensure that a responsible person - the Headteacher or SENCO - is told by the LA when a child has special educational needs and that those needs are made known to all who are likely to teach that child

- all staff are aware of the importance of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2015) when carrying out their duties towards all pupils with special educational needs.
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teacher in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- hold regular meetings with teachers of children with special educational needs to assess the progression of pupils with SEND
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year test, external assessments where applicable
- contributing to the in-service training of staff
- managing learning support staff
- taking part in LA SEND moderation.

Ensuring that the range of provision for pupils is tailored to their needs. This range includes:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)

- Small group withdrawal with support staff/SEND teacher.
- individual class support
- further differentiation of resources
- study buddies
- IEP target tutorials
- Interventions
- 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
- Access to support services for advice on strategies, equipment, or staff training

10. Individual Education Plans (IEPs)

All pupils on our SEN Register will have individual Education Plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils' progress will be recorded in IEPs containing information on

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

The IEPs 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 pupil's needs. The Action Plan will be created through discussion with both the pupil and the parent or carer. IEPs will be reviewed at regular intervals by the SENCO with the inclusion of the views from parent's, carers and pupils'.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. Teachers must ensure that they differentiate work to meeting individual learning needs and mark work and plan homework effectively. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND (teachers to follow the pack provided by SENCO).

Once a child has been identified as needing SEND support, the SENCO will provide the class teacher with a Record of Concern Form to be filled in (teachers to follow sample given). Once this is completed, the SENCO/SEND Teacher will observe the child and parents will be informed at a meeting arranged with the class teacher and SENCO. With parent's consent, School Action

will be put in place and the SEND support teachers will provide appropriate support as required, e.g. one to one, small group sessions, giving feedback to parents of pupils with SEND.

SEND Children (who are able to) are responsible for and will need to:

- filling in their IEPs and be encouraged to see the IEP as a positive procedure
- may have to accept some responsibility if their IEP targets are not achieved
- setting their targets and recording their achievements
- having the benefit of extra teaching support from support staff, when available. It may also be appropriate to involve other pupils, e.g. for paired reading, precision teaching

Learning support staff/SEND Teachers should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies and regular meetings with class teachers.

Identification and Assessment of SEND Pupils

There is a need that pupils' needs must be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015

1.1.1 Communication and interaction

- Speech, Language and Communication Needs
- Autism Spectrum Disorders including Asperger's

1.1.2 Cognition and learning

- Specific Learning Needs including Dyslexia, Dyscalculia, Dyspraxia
- Moderate Learning Difficulties

1.1.3 Social, emotional and mental health difficulties

- Attachment Disorder
- ADHD/ADD
- Social Needs
- Emotional/Mental Health Needs including self-harm, anxiety, eating disorders, alcohol and substance abuse

1.1.4 Sensory and/or physical needs

- Visual Impairment
- Hearing Impairment
- Physical Disability

Many children and young people span more than one category and these should only be used as a rough guide. Children do not necessarily have SEN who:

- Have English as an additional language
- Are a looked-after child
- Have a disability
- Are entitled to pupil premium
- Have difficulties with attendance

The SENCO works closely with other staff using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at KS1 and KS2 baseline levels, SATs, reading ages, annual and termly pupil assessments and reports
- the use of our local authority SEND criteria
- Identifying teacher concerns and following the necessary procedure of identification and assessment
- Identifying parental concerns and making the relevant conversations and gathering evidence
- tracking individual pupil progress over time
- Information from previous schools from reports and speaking with other SENCOs
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

11. Identification, assessment and provision

Identification, Assessment, Planning and Review Arrangements:

The School follows the graduated approach of **assess, plan, do and review** as outlined in the Code of Practice (2015).

This approach is embedded in whole school practice for all pupils and every teacher is responsible for ‘adapting teaching to respond to the strengths and needs of all pupils’ (Teachers’ Standards 2012). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

12. SEND support - Graduated approach

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial concerns is completed and discussed with the SENCO.

This stage focuses on high-quality teaching that targets the pupil's area of weakness. The quality of teaching is monitored rigorously to ensure that as far as possible all pupils' needs are met. Teachers receive regular professional development in SEND to enable them to identify and support pupils who might be encountering problems. Teachers are responsible through quality first teaching for the progress and development of all pupils in their class as required by section 6.27 of the SEND Code of Practice 2015.

Once a potential Special Educational Needs and or Disability has been identified, the school employs the graduated approach to meeting the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO and subject teachers.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

13. Confidentiality

The school will only disclose any EHC plan without the consent of the pupil's parents/carer,

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the Principal (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

14. Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.

- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

15. Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to short-term or long-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

16. Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

17. Allocation of resources

The SEND coordinator is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the trustees of how the funding allocated to support special educational needs has been used.

As an independent school the school is not eligible for SEN funding. A percentage of the general school budget will be allocated to SEAL provision. The governors ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

18. CPD for staff

Needs are identified through the professional development cycle and as part of the SEND action plan. CPD will also be planned to ensure staff can meet the particular needs of pupils.

19. Transition arrangements

The SENCO attend annual reviews for pupils who are about to join the school community across the phases, and make arrangements to ensure that needs are met as soon as enrolment takes place (section 6.57 of the code)

20. Careers Guidance

Under section 6.13 of the code, pupils with a special educational need or disability are entitled to

external careers advice just as their peers are. This provision is managed by the SENCO who will exchange information with the advisors prior to them visiting the school, so that appropriate advice and guidance can be given.

21. Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer, please read in conjunction with our complaints policy. The LA Parent Partnership Service is available to offer advice.

22. Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- termly monitoring of procedures and practice by the headteacher
- the annual Governors' report, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND policy review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff; both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success