



AYESHA COMMUNITY SCHOOL

ACS  
SEND  
Policy

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Revised by  
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# Whole school SEND Policy

## 1. Aims

Ayesha Community School aims to offer the very best learning environment and to promote high levels of self - esteem and a lifelong love of learning. We ensure that pupils with special educational needs and/or disabilities (SEND) can:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

## 2. School Philosophy

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. The right extends to every pupil of the school, whether or not they have a Special Educational Need and/or disability (SEND) as is implicit in The Education Act 2002 and 2011.

Ayesha Community School aims to provide a caring, learning environment, rich in stimulation which will meet the needs of all pupils. The school fosters the pupil's academic, emotional and physical development, in order for each child to reach their full potential. All staff have high expectations of each pupil, and all staff share in working with children with SEND within the school.

We aim to ensure equal opportunities. Every individual learner should receive the very best provision possible to meet their needs. The main emphasis is on including these pupils so they can access the National Curriculum and broader curriculum through a whole school approach.

At Ayesha Community School there is a commitment to examine and monitor the provision for children with SEND. Wherever possible the best match between identified need and provision is made. Our school aims are:

- To provide for the needs of any pupil who has difficulty either short or long term in the areas of learning, behavioural, physical or emotional development.
- That all children with SEND should where appropriate be educated alongside their peers. It is acknowledged that self-esteem is a key consideration when a pupil is unable to access their peer group curriculum; careful judgments must be made as to when a child may find working with a younger/older peer group more acceptable.
- To promote children's self-esteem and confidence through appropriately differentiated material and work methods.
- To have high but realistic expectations of all pupils regardless of ability and celebrate individual success.
- To involve parents at all stages of the SEND assessment and provision cycle.
- To maintain continuity of provision with the professional flexibility to assess pupil's developing needs.

- To provide on-going training cycles for staff reflecting pupils' needs.
- To provide resources that support pupils' evolving needs. Additional resources including internal support are allocated on a needs basis; pupils' learning is supported by IEPs or provision maps and differentiated teaching.
- To ensure as smooth a transition as possible from and to feeder groups/schools by liaising with parents, pre-school, playgroups, Possible extra visits for the child to the other school may be arranged if it is felt to be beneficial

### **3. A Definition Of Special Educational Needs**

Special educational needs are defined by the Education Act 1996 in the following way:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2015). Should a pupil be diagnosed as having SEND once admitted, the School will support parents to have the child assessed by the appropriate authorities and follow the SEN code of conduct which includes preparation of individual educational plans (IEP/provision map).

The school recognises that pupils who have English as an additional language (EAL) are not SEND pupils, unless they have learning difficulties or disabilities in addition to their linguistic needs. Two separate registers will be kept: one for SEND pupils and one for EAL pupils at an early stage of EAL. Where an EAL pupil also has SEND, he/she will be kept on the SEND register.

Special Educational Needs are identified in terms of learning, speech and language, social and emotional wellbeing, autism, hearing, visual and physical needs. The school believes that young people have a right to be involved in decisions and to express an opinion. Consequently, Ayesha Community School is committed to working with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The School recognises that it has duties under the Equality Act 2010 towards individual disabled children and young people. It must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

## **4. Procedures**

### **4.1 Arrangements for consulting with parents of pupils with special educational needs:**

Ayesha Community School encourages parents to book appointments to speak to the Head teacher, SENCo, and class teachers. Termly structured conversations are held for all pupils on the Special Educational Needs register with either the class teacher, SENCo or both present, giving the parents and pupils an opportunity to discuss any achievements, issues or needs. At these meetings IEPs/provision maps and targets are shared with parents and they are invited to comment on the parent view form attached to the IEP/provision map with targets. Parents of pupils with an Education Health Care Plan (EHC, currently A Statement of SEN) are invited to discuss their child's progress at an annual review meeting.

## **4.2 Arrangements for consulting young people with special educational needs about their education**

Children on SEND support and EHC plans are made aware of the targets set in their IEPs or on the provision maps and teachers' plans and are informed about their progress on a regular basis. These plans are discussed with the child so he/she is aware of the targets set and any interventions involved to achieve them. Pupils are invited to make a contribution to the Annual review meetings are held for children who have an EHC plan to analyse old goals and set new targets and determine strategies to improve attainment.

Pupils are given various questionnaires throughout the year to allow them the opportunity to have a voice in how the school is run. These questionnaires include views on teaching and learning in particular subjects, ideas for new clubs, new school menus and new themes for our Curriculum.

## **4.3 How we identify, assess and provide for pupils with special educational needs**

Early identification is vital. This begins in the Early Years Foundation Stage. Throughout the school we monitor and track the progress of all pupils by an on-going process of planning, teaching and assessment. Pupils with SEN may be identified at any stage of this process during their school life. The assessments that are used vary, including but not limited to the p scales, Dyslexia screening, target trackers, end of key stage tests, and pupil progress meetings.

Ayesha Community School recognises that there are a range of SEND amongst our pupils, and we match the level of intervention to their need. We investigate further when:

- the pupil is working below the age or national expectation of the year group
- the attainment gap between the pupil and their peers is not closing
- the attainment gap between the pupil and their peers is widening
- the pupil's is significantly slower than that of their peers starting from the same baseline
- The pupil's progress fails to match or better the child's previous rate of progress
- little progress is being made even when teaching approaches and resources have targeted a pupil's identified need
- emotional or behavioural difficulties persist despite the use of the school's behaviour management programme
- self-help skills, social and personal skills are inappropriate to the pupil's chronological age
- a recently admitted child has school records that indicate that additional interventions have been in place
- parents have concerns regarding educational, behaviour, social or communication difficulties
- other adults have concerns e.g. medical practitioners, educational psychologist

We have adopted the "graduated" approach, where the level of intervention increases whenever adequate progress is not being made.

## **4.4 Graduated approach**

### **4.4.1 Intervention/Role of the Teacher:**

If a teacher is concerned about some aspect of a pupil's progress, behaviour or well-being they will decide what action to take on a daily classroom basis. If the pupil is having difficulty in more than one area the teacher will adapt resources or change the teaching method accordingly.

If a pupil is having behavioural difficulties the teacher will take note of the frequency and severity of the incidents and if possible adapt the classroom to help the pupil overcome the barriers. When a teacher is concerned about the well-being of a pupil they will share their concerns with the SENCo and the staff who have joint responsibility.

The teacher will inform the SENCo of the concerns. The SENCo will make a record of the child in the category "intervention register."

#### **4.4.2 SEND Support**

If a pupil continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide more/different type of intervention is needed. Careful evaluation of the effectiveness of the intervention strategy is paramount. The teacher and the SENCo will look at the evidence of inadequate progress and decide on new strategies to help the pupil make progress.

An Individual Educational Plan (IEP) or provision map is written by the class teacher and SENCo for the pupil. The IEP or provision map can cover learning, social and emotional or other physical or behavioural SEND. and will set out manageable short term targets that the pupil is working towards. It will set out the strategies and arrangements that are needed to help the pupil achieve these targets. The targets are discussed with the pupil and the IEP is shared with their parents/carers. Progress towards the targets is discussed at termly reviews or by request at other times through discussions with the class teacher or SENCo.

At the target review meetings decisions are made about future actions that may be taken to meet the pupil's needs. These may be:

- to reduce the amount of help
- to continue with existing level of help with new targets being set
- to increase the level of intervention and/or try different strategies if there has been little progress

If a pupil continues not to make progress through SEND support, the SENCo will ask for help from outside agencies. This is in addition to the extra support the pupil is already receiving in school. This specialist may include educational psychologists, specialist teachers, behaviour support teams and doctors. With their help strategies that are different or additional from those at School Action will form the basis of future IEPs or provision maps.

At this level parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with the school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCo.

#### **4.4.3 Request for an Education & Health Care Plan**

If the pupil continues not to make progress in the school, through the Head teacher and SENCo, request the local authority to make an EHC assessment of the pupils SEN. If the LA agrees, it collects information from all the people who have been involved with the pupil. From this the LA Special Needs Officer decides whether the pupil needs an EHC.

#### **4.4.4 Education Health Care (EHC) Plan**

An EHC plan is a legally binding document which sets out the provision a pupil must have to meet his SEND, focused on education and training, health and care outcomes that will enable the pupil to progress in his/her learning and, as he/she gets older, to be well prepared for adulthood.

The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs or provision maps are used to set targets for each term as before. Each year the school must hold an Annual Review with the parents and all outside agencies involved with the pupil to assess his/her progress. A representative from the LA may attend these meetings.

## **5. Whole school approach**

At Ayesha Community School we ensure there is:

- time for regular liaison between teachers and TAs to evaluate strategies used for lesson planning
- Rewards for achievement of targets and good conduct include stickers, certificates, team points, house points, merits and other awards.

### **5.1 Role of the SENCO**

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- assess and monitor the progress of the pupil  
The SENCO will continually monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessments. Assessment information will be recorded termly and this will be monitored by the HoDs and the Principal to ensure pupils with SEN make good progress.
- feedback to parents and seek information from parents through the review process, parent teacher interviews and end of year report.
- referring children and families to outside agencies (e.g. CAMHs, behaviour support, specialist teachers, Educational Psychologists, GPs, speech and language therapists)
- termly meetings to update IEPs or provision maps formally and distribute to parents
- attending multidisciplinary meetings to analyse progress made and determine the way forward for children who have involvement of multiple outside agencies.
- attend annual review meetings held for children with EHC plans to analyse old goals and set new targets and determine strategies to improve attainment
- class observations for any pupils with concerns.

### **5.2 Role of parents**

At Ayesha's we like to ensure parents have opportunities and ways in which to voice their views and opinions. Some of these ways are:

- Regular parent meetings are held after reviewing IEPs or provision maps and targets to discuss progress of SEND children.
- Invitations to Education Psychologist (EP), Specialist Teacher meetings, multi-disciplinary meetings and annual reviews. All parental views at these meetings are documented.
- Annual parent questionnaires

- Parent response forms related to annual reports on their children

## **6. Monitoring and evaluation**

The effectiveness of the implementation of this policy will be monitored termly by the SENCO, senior leaders and Principal, through:

- Reviews of IEPs or provision maps and checking that they are used by teachers in their planning, teaching and assessment
- Rigorous tracking of each SEND pupil's progress along with analysis of the evidence (pupils' work; behaviour logs; lesson observations; meetings with staff; meetings with parents)
- Checks on the quality of information collated to contribute to annual reviews of the EHC plans

The provision will be evaluated termly by the SENCO, teachers and senior leaders, particularly the effectiveness of intervention strategies.

## **7. Relevant legislation**

### **Primary**

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

Keeping children safe in education September 2016

The Education Act 2002, 2011

The Equality Act 2010

### **Regulatory**

The Special Educational Needs and Disability Regulations 2014

The Independent Schools Standards 2014