AL-ZAHRA SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

2024/25

To be read in conjunction with

EQUAL OPPORTUNITIES POLICY & SAFEGUARDING POLICY

Head Teacher:	Mrs Z Rizvi

Named Personnel with designated responsibility for Child Protection (Safeguarding Team)	
Designated Safeguarding Lead:	Mrs S Rizvi
Deputy Safeguarding Lead:	Mrs Z Rizvi, Mrs Z Aldabagh, Mr M Bayati (KS3 and KS4), Mrs E Jaffri (KS2) ,
Health and Safety Officer:	Mr H Junaid (Risk Assessment Leader)
Special Educational Needs Coordinator (SENCO):	Mrs R Sheikh, Mrs M Aldabagh

Policy Review Dates	
Academic year:	2024/25
Review Cycle:	Annual
Last Review Date:	2nd NOV 2024
Al-Khoei Foundation Ratification:	7th SEPT 2021
Date Shared with Staff:	
Next Review Date:	5th SEPT 2025

TABLE OF CONTENTS

1. INTRODUCTION 3
I. POLICY AIMS 3
2. DEFINITION OF A SEND PUPIL 4
3. CATEGORIES OF NEED 5
I. COMMUNICATION AND INTERACTION 5
II. COGNITION AND LEARNING 5
III. SOCIAL, EMOTIONAL AND MENTAL HEALTH 5
IV. SENSORY AND/OR PHYSICAL NEEDS 5
3. MANAGING CHILDREN WITH SEND 5
I. SEND CYCLE 6
ANNEX A; SEND REFERRAL FORM 8
ANNEX B; SEND REFERRAL CHECKLIST 11
ANNEX C; WAY FORWARD PLAN 13

1. INTRODUCTION

At Al-Zahra School, we are open to accepting children with special educational needs (SEND). We are committed to providing support for pupils with a broad range of needs, from processing and understanding difficulties to physical, sensory, emotional, behavioural, speech and language, or social skills challenges. Our policy takes full account of relevant legislation, including the SEN and Disability Discrimination Act 2005, the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice 2015, ensuring that all pupils have the opportunity to reach their full potential.

While we endeavour to cater for children with SEND to the best of our ability, there are limitations in resources and funding that may prevent us from fully meeting the needs of pupils with particularly complex requirements. Each child's needs will be carefully assessed on a case-by-case basis. If we determine that we are unable to provide the necessary support to ensure their learning and progress, we may not be able to offer a place. This includes, but is not limited to, children with an Education, Health and Care (EHC) plan whose needs exceed what we can cater for.

Our priority is to ensure the best possible outcomes for all pupils, and if we cannot fully meet a child's needs, we will advise parents and carers to seek alternative provision that can provide the necessary support. However, where possible, we remain committed to accommodating and supporting children with SEND within the capacity of our school's resources.

i. Policy Aims

This policy aims to:

- Ensure that each child with SEND has equality of access to a broad and balanced curriculum, including the National Curriculum, alongside their peers, by referring parents/carers to schools that can lead and manage SEND with the necessary vision and action plan for progress and success.

- Provide a system where a pupil's special educational needs can be identified and supported by working with external agencies, providing information, and carrying out assessments.
- Liaise with medical and psychological professionals in supporting recommendations set out for children with SEND and assisting in assessments for children with suspected SEND.
- Work with parents/carers to provide them with the knowledge and pathways to assist children identified as needing special educational support.
- Raise awareness of the assessment, identification, and review processes established to meet a pupil's SEND and/or disability.
- Raise awareness of SEND across the whole school, encouraging differentiation in classroom practice and, where necessary, curricular programmes to address individual needs.
- Work with class and subject teachers by providing information, training, and guidance to identify and assess a pupil's SEND as early as possible.
- Ensure that each child with SEND and/or a disability experiences a smooth transition into the school, where their current needs will be communicated and met.
- Encourage children themselves (wherever possible) to participate in all school activities.
- Recognise the difference between a pupil who has SEND and/or a disability and one for whom English is an additional language (EAL), as well as those for whom both issues are relevant.

2. Definition of a SEND Pupil

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

The SEND Code of Practice 2015 defines Special Educational Needs (SEN) as follows: *"A child or young person has SEN if they have a learning difficulty that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others 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."*

3. Categories of Need

Four broad areas give an overview of the range of needs that must be planned for. The purpose of identification is to determine what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas, and their needs may change over time.

1. **Communication and Interaction**
   Children and young people with speech, language and communication needs (SLCN) may have difficulty communicating with others. This could involve difficulty in saying what they want to, understanding what has been said to them, or understanding social rules of communication. Children with conditions such as Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

2. **Cognition and Learning**
   Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This includes conditions such as dyslexia, dyscalculia, and dyspraxia.

3. **Social, Emotional and Mental Health**
   Children and young people may experience a wide range of social and emotional difficulties which manifest in different ways. These may include becoming withdrawn, displaying increased anxiety levels, or showing a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression.

4. **Sensory and/or Physical Needs**
   Some children and young people require special educational provision due to a physical disability that may prevent them from fully accessing learning or a varied school curriculum. Children with a visual or hearing impairment may require reasonable adjustments or the use of specialist equipment.

4. Managing Children with SEND

Al-Zahra School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This is done through Continuing Professional Development (CPD) sessions where teaching strategies for children with and without SEND are identified and reviewed.

The class or subject teacher is responsible for high-quality teaching and effective behaviour management. If a pupil is not making adequate progress, the teacher will adjust their teaching style, personalising their approach. Teachers are accountable for the progress and development of pupils in their class. High-quality teaching, adapted for each child, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good-quality teaching.

Once a child is referred by the teacher, the SENCO, along with relevant staff, will consider all the evidence about the pupil's progress, expectations, and national data. This will include formative assessments. The "assess/plan/do/review" process will be managed by the class or subject teacher, supported by the SENCO or a member of the Safeguarding Team. Recommendations for additional assessments by outside agencies may be made (costs for which must be covered by parents/carers). Contact will be made with parents/carers for their agreement before formal assessments take place. The pupil's views will also be considered, and parents/carers will be kept informed throughout the SEND cycle.

SEND Cycle

1. **Stage 1: Assess**
   The class or subject teacher completes a Referral Form outlining concerns about a pupil, which is then discussed with the SENCO. An observation is arranged.

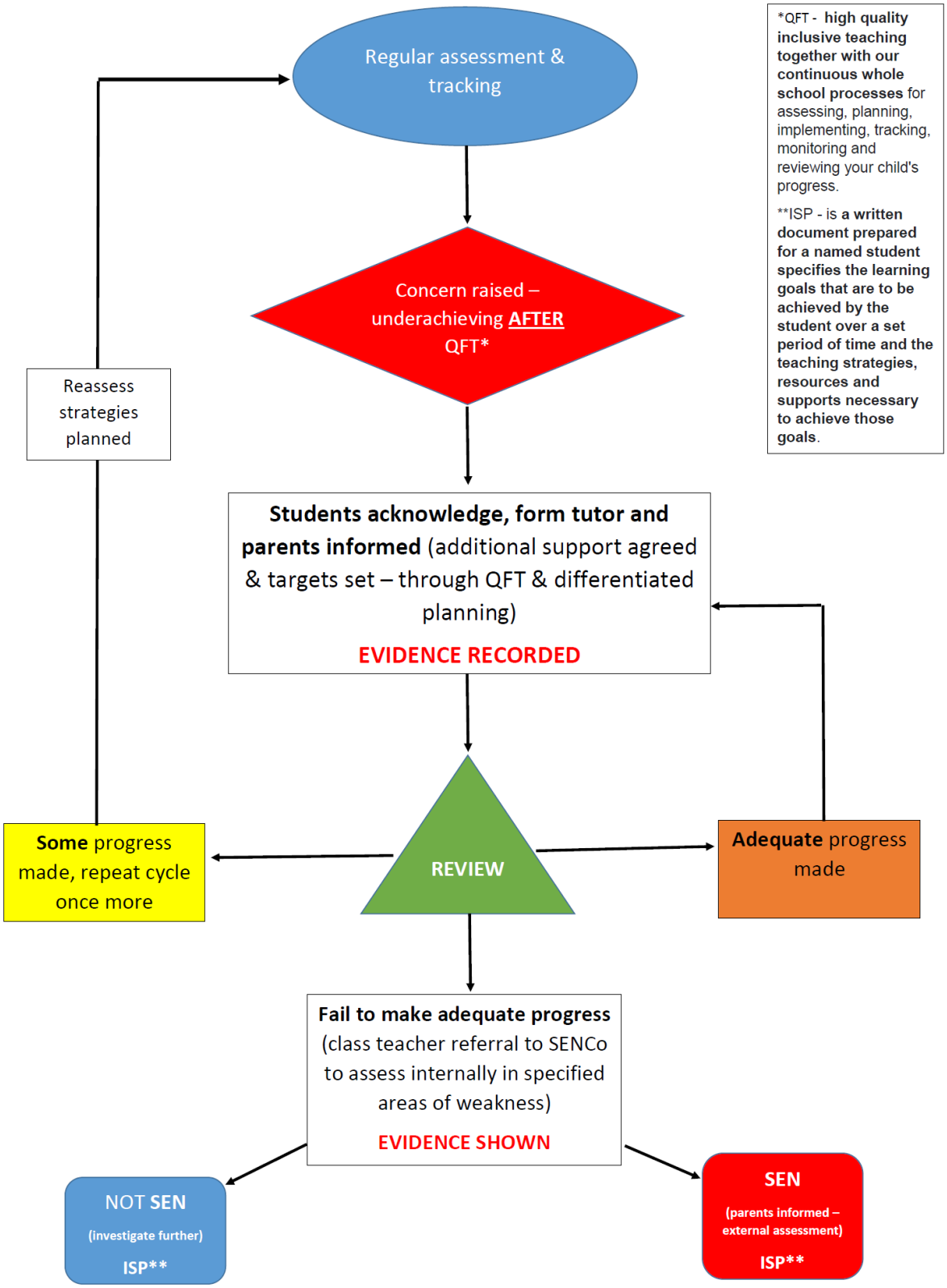
2. **Stage 2: Plan**
   The SENCO and the teacher agree on a way forward, including further assessment, observation, and specific interventions. The Way Forward Plan (WFP) is drawn up by the teacher and agreed upon by the SENCO. The teacher communicates with parents/carers, and the WFP is put into action.

3. **Stage 3: Do**
   The WFP is put into action. Updates, lesson notes, and observations are recorded by the teacher and SENCO and shared with relevant staff.

4. **Stage 4: Review**
   The teacher leads a review of the pupil's progress and updates the WFP termly. Parents/carers receive a separate SEND Report if stipulated. Reviews ensure the appropriate support is being provided, with progress reported to parents/carers accordingly.

If the school cannot fully meet the needs of a pupil, an external specialist may be sought with the agreement of parents/carers. The costs for external assessments must be covered by parents/carers. This assessment helps the school make a clear judgement regarding the support needed and whether it can be provided.

SEND /Student support plan



Annex A; AL-ZAHRA SCHOOLSEND REFERRAL FORM

Name of Pupil	
Year Group	
Date	
Teacher making referral	
Signature	

A Graduated Response to Special Educational and Learning Support Needs
The first line of response to the appearance of any special educational and learning support need comes from the class or subject teacher. This will come in the form of differentiation and in line with the expectation that they will support the learning of all pupils in their care. All teachers are responsible and accountable for the progress and development of the pupils in their class group, including where pupils gain access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational or learning support needs. Following consideration of this referral by the SENCo, a meeting will be arranged with the class teacher in order to explore the nature of the concerns, the evidence for them and any differentiation already undertaken. The focus of the meeting will be this document, evidence to support the issues raised and the Referral Checklist.

Describe the pupil's background, the nature of your concern and any interventions already applied:

Note of discussion with pupil/parents/external agencies:

Additional Comments:

Please also complete the table to ensure that all relevant points are made:
Teacher Identification of Student Concerns:

Learning Concerns	**Tick**	**Learning Concerns**	**Tick**
Under-achieving		Organisation of thoughts	
Reading- decoding		Vision	
Reading – fluency		Visual Memory	
Phonological Awareness		Ability to follow simple instructions	
Comprehension- factual		Ability to follow complex instructions	
Comprehension- main idea		Needs instructions broken down	
Comprehension- inferential		Presentation – layout	
Vocabulary		Fine motor skills (handwriting)	
Spelling Skills		Gross Motor skills	
Writing Skills (sentences, essays etc)		Spatial skills (L/R, bearings)	
Grammar		Reversals (b/d, p/q)	
Mathematics- concepts		Relevant content	
Mathematics- computation		Speech- articulation	
Information Processing		Expressive Language	
Attention to task		Repetitive Language	
Retention of information taught		Verbal participation in class	
Short- term auditory memory		Independent learning	
Hearing		Confidence	
Listening skills		Self- esteem	
Auditory Discrimination		Homework- completion	
Sequencing – auditory		Homework- accuracy	
Sequencing- visual		Homework- consistency	
Behavioural/Emotional Concerns	**Tick**	**Behavioural/Emotional Concerns**	**Tick**
Inappropriate behaviour		Easily frustrated	
Inappropriate verbal participation		Gives up easily	
Calling out in class (turn taking)		Difficulty adjusting to change	
Leaving seat		Bully	
Concentration		Bullied	
Easily distracted		Loner	
Hyperactive		Fearful	
Self-control		Vulnerable	
Demanding		Confidence	
Cooperation		Self esteem	
Team Work		Social skills- relationship with peers	
Reliance on peer support		Social skills- relationship with adults	
Refusal of peer support		Immature behaviour	
Refusal of adult support		Respect	
Self harm		Motivation	
Health		Organisational Skills (loses materials)	
Family Issues		Attendance and/or Punctuality (please circle)	

Annex B; AL-ZAHRA SCHOOL SEND REFERRAL CHECKLIST

Pupil name:_____

D.O.B:_____

Class teacher:_____

Date completed: _____

Have concerns been discussed with parents?	☐
Have concerns been discussed with Safeguarding Team?	☐
What is the nature of the concern?	☐
What is the evidence for this? (Assessment, free work, comparison with age equivalent work etc)	☐
What interventions have been attempted already and with what success?	☐
Has this issue been discussed with previous or specialist teachers? What is their feedback?	☐
Do we have pupil's most recent report?	☐
Are there any health or medical issues?	☐
What are the views of the pupil?	☐

Key points from discussion with other staff including teaching assistants (primary)

Key points from discussion with parents/carers

Key points from discussion with pupil

Date discussed with Safeguarding Team: _____

Next Steps:

No further action	
Additional differentiation by teacher	
Observation by Safeguarding Team	

Signed: _____ Date: _____

Outcome of observation

Signed: _____ Date: _____

Annex C;AL-ZAHRA SCHOOL Way Forward Plan

Name:	Class: Class Teacher:	Support Staff
D.O.B.:	Report Date:	
Implementation of WFP by:	Review:	
Teaching Staff:	Short Term aim :	

Target (What we want to achieve)	**Rationale/Baseline data** (Why this target has been identified, evidence)	**Summary of Curriculum Adaptation of Teaching Strategies and Resources** (What we will do and resources we will use)	**Outcome/Evaluation** (Was the target met? What next?)