

# Al-Khair Prep School

## Addendum to SENCO and Additional Needs Policy and Procedures



Approved by: GB

Date: 31/08/2020

Last reviewed on:

March 2020

Almas Iqbal

Next review due by:

Sept 2021

GB

## **SENCO and Additional Needs Policy**

**1.0** Al Khair Prep School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

**1.1** As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

**1.2** For some children, including those with attachment concerns or additional needs, the change in routines and lack of familiarity will require additional adjustment.

**1.3** Al Khair Prep School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

**1.4** Children with additional needs are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. The school will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, we will ask parents to seek external support from other agencies such as Educational Psychologists. The head teacher and governing board must have regard to the SEND Code of Practice and the Equality Act.

### **2.0 Monitoring and review**

**2.1** To be reviewed in accordance with Government guidance