

Al-Khair Secondary Schools

SEN & Additional Needs Policy



Approved by:	GB	Date: 30/09/2022
Next review by	30.09.2023	GB

1. Aims

In an endeavor to enable greater inclusivity the school has partnered with Croydon Council’s Senco support team to provide support and collaboration in delivering a curriculum that is accessible to all.

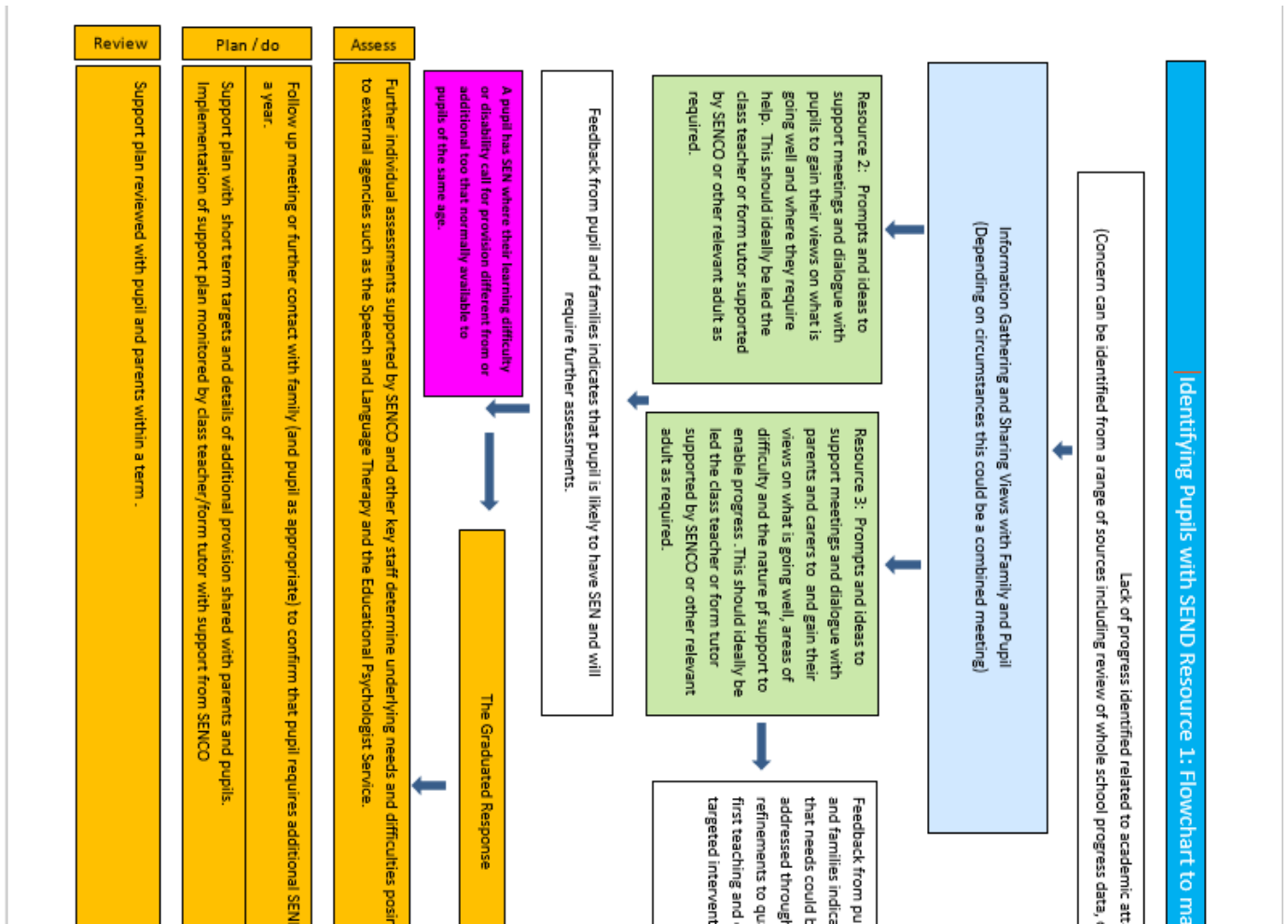
We operate a graduated approach, in line with the SEN code of practice 2015 which identifies that Special Education Needs Provision is underpinned by high quality teaching and is compromised by anything else.

Pupils who have been flagged as having or may have additional needs (either by parents of teachers or even self-referral) will be kept on an Additional Needs register. Further information will be gathered, advice will be sought from Croydon Council SEND Advisory Team and if there is a need is identified which cannot be met through Quality First teaching, a personalised education plan will be created for each pupil.

At each step, from identification of a pupil to review of their progress, we will endeavor to follow the same processes as maintained schools so that

- a) identification is processed and recorded appropriately
- b) pupils have a formal audit trail if they move schools therefore allowing for continuity of provision
- c) If any access arrangements are needed for GCSEs the evidence is already collated.

Flowchart to map process for identifying pupils with Additional needs.



Step 1

Using a standardised form, the LM (Learning Mentor) will request all staff to refer any pupils who appear to have additional learning needs *in addition to those already on our register*

Step 2

The LM will have a meeting with the pupils and parents to gain an understanding of the situation. These will be conducted using prompt questions sheets (given by the Council Senco Advisor) and the data will be passed on to the Advisory team to *determine if the pupil has enough barriers to education to warrant a diagnosis of SEN*

Step 3

If NO, the LM will conduct a Review of Quality First Teaching practice by conducting L.O.s, with the needs of those pupils on the Additional Needs register.

If YES, an Education Plan will be drawn up (with external advice), reviewed with parents and all reasonable adjustments needed will be made to cater for the pupil's additional needs.

Step 4

If there is no positive development, another referral will be made to the Senco advisor and parents may then be referred to contact external services such as Speech & Language therapy or Education Psychologist. We will help these pupils through an Education Support Plan which details targets and additional school provision

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs)

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 mainstream schools.

4. Roles and responsibilities

4.1 The headteacher

The headteacher will:

- Work with the SENCO advisor (external) and the Learning Mentor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.2 Subject teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Learning Mentor to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents may be asked to contribute to any special resources. If exam concessions are requested for the entrance exam, e.g. a scribe, a reader, use of a laptop and extra time, evidence should be submitted to demonstrate this is their usual way of working and there are up to date assessments to support this.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the LM to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching (Quality first Teaching) is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

- The assignation of a LM with one to one support
- Booster classes after School
- Targeted interventions depending upon cohort needs

Access Arrangements; Any application for Access Arrangements will require supporting evidence/information. A learning difficulty in itself does not justify an Access Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the student's performance while being assessed. Where evidence suggests that an Access Arrangement would be unjustified, the School reserves the right not to submit a request. The exam boards have strict criteria to adhere to when requesting Access Arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: Educational Psychologists, Occupational Therapists, Specialist Teachers holding qualifications recognised by JCQ whom MUST seek advice from the school in order to complete any assessment along with Form 8. The school must collate ongoing evidence of need to compliment any assessment.

Parents may be encouraged to support their child with specific tasks at home. In exceptional cases, the School, in consultation with parents, may recommend a modification of the curriculum or a restricted timetable

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the LM in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher **every three years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives

Additional Learning Needs Policy - Addendum

1.0 Al Khair Secondary School(s) 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 Secondary School(s) 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 learning 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

To be reviewed in accordance with Government guidance