

# Al-Khair Prep School

## SENCO and Additional Needs Policy



<b>Approved by:</b>		GB	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	Sept 2022	Almas Iqbal/Rhizlanne Gseir	
<b>Next review due by:</b>	Sept 2024	GB	

### 1.0 Definition of Additional Support Needs (ASL)

## 1.1 Additional support for Learning (ASL) What does it mean?

Additional support for learning means giving children extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more, or different support to what is normally provided in schools or pre-schools to children of the same age.

It doesn't just apply to children who have long-term learning difficulties or disabilities. Children can need support for [many reasons](#). Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

The terms "additional support for learning" and "additional support needs" can be confusing. Many people think they only apply to children with long-term learning difficulties or disabilities but children can need support for many other reasons. These include:

- Difficulty in controlling behaviour
- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Having a difficult family situation
- Suffering a bereavement
- Being bullied

Some children need only a small amount of support for a short time. Other children may need a lot of support for a longer period of time.

## 1.2 How is additional support provided?

There is no one way to support children. How support is provided in the class and wider school will depend on an individual child's needs. Support is usually provided through the normal learning and teaching that takes place in class however additional support might include:

- Short bursts of intensive work, 1 to 1 or in a group, with either a teacher or learning support assistant
- Working with a child on a specific learning programme
- Adapting the classroom environment to suit a child's needs
- Providing coping strategies or a quiet space to help children with their behaviour
- A teacher adapting how he or she teaches a lesson
- Adapting learning materials to a child's needs
- Using special equipment or IT

- Sometimes different types of support, particularly behaviour support, have to be tried and tested to see which ones work best for the child.

## **2.0 Definition of Special Educational Needs and Disability (SEND)**

1.1 '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. Children and young people who have SEND may also have a disability under the Equality Act 2010 that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

## **3.0 Legislation and regulation**

3.1 This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The Data Protection Act 1998.

## **4.0 SPECIAL EDUCATIONAL NEEDS / LEARNING SUPPORT POLICY**

4.1 Changes to the arrangements for Special Educational Needs came into force in September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014). Al Khair schools aim to duly observe the new SEND Code as it applies to this school.

Al Khair SEN Policy is designed to support students with learning difficulties, whatever their nature, which hinder their educational development, thus preventing them from reaching their potential.

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

It is the policy of the School that students who have Special Educational Needs will have access to the whole school curriculum. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the SENCo and Head Teacher. We are committed to all students being fully integrated into the School and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies. If a student has a statement of need/EHC Plan, the school will ensure the objectives within it are met and reviewed at least annually.

## **5.0 Principles underlying practice**

5.1 Al Khair Prep SENDCO policy describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils.

5.2 The school takes a sympathetic and professional whole-school approach to pupils with SEND.

5.3 Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

5.4 To ensure the needs of pupils with SEND are addressed by school **SENDCO Ms Almas Iqbal and Ms Rizlanne Gseir**

- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
- Develop and monitor support measures where a need is identified;
- Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
- Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
- Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- Communicate effectively with parents/guardians on the learning needs of pupils and provide a Learning Plan for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils;

## **6.0 Admission arrangements:**

6.1 Students with SEN should have equal opportunity to join Al Khair Prep School if they satisfy the School's selection procedures. Parents may be asked to contribute to any special resources, however for those children who have a EHCP the school will liaise with the local authority in providing additional support for the child.

## **7.0 Arrangements for Co-ordinating provision for Students with SEN:**

7.1 The School's Special Educational Needs Co-ordinator is responsible for overseeing arrangements for the implementation and co-ordination of the SEND policy. All staff are responsible for supporting students with SEND in their learning within the classroom setting. Strategies may be sought in consultation with the SENDCo, Head Teacher and leads.

7.2 All teaching staff are involved with the identification of students who are clearly having difficulties accessing the curriculum.

7.3 The SENDCo is responsible for co-ordinating assessment and provision at SEN support level and beyond. The SENCo in conjunction with the leads will co-ordinate outside agency support.

## **8.0 Allocation of Resources**

8.1 In the allocation of resources, priority will be given to those students who are identified as having the greatest need following consultation with the SENCo, external agencies, parents and teachers.

## **9.0 Identification of SEN**

9.1 The SENCo and Admissions Administrator will liaise with feeder schools where students have previously been identified as having SEND. During the first term at Al Khair Prep School, students with or without identified SEND are observed by Ms Rizlanne Gseir to identify need and appropriateness of provision.

9.2 Early identification of a student's special educational need is considered essential if progress is to be maintained or enhanced. It is important parents alert staff to any concerns as students can mask difficulties in many ways.

9.3 The School will continue to monitor student progress in order to identify any SEND which has not been recognised by the previous school or may have developed since at Al Khair Prep School. Staff should report any concerns regarding students and their ability to learn to the Head Teacher and the SENDCo. The SENDCo may ask the teacher to complete an Initial Concern Form, carry out observations and either look at tracking of assessments to ascertain a difficulty. Results will be shared with parents and a plan for support discussed thereafter.

9.4 Concerns expressed by parents will be acknowledged by the Head Teacher and SENCo. The SENCo will then decide whether an assessment is required. Results from any assessment will be shared with parents and Class Teacher. Parents should always liaise with the school prior to having an external assessment completed, not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a student.

9.5 Students who have been identified as having a Special Educational Need or/and Disability will be added to the School's SEN register. The SEN register will be shared confidentially with all staff (teaching and non-teaching) so that the individual student's need is recognised and addressed appropriately and effectively. The register will give the following information:

9.6 Name, tutor group, stage on the SEND Code of Practice (Sept 2014), need type, description and provision if applicable.

9.7 SA- (MONITORING) – students have an identified need which may or may not have been diagnosed by a specialist. They are supported in class by their subject teacher through differentiation as required. Staff may seek additional advice from the SENDCo. SEN Support- students have an identified need, which may or may not have been diagnosed by a specialist, that requires provision different from or additional to that normally available to pupils of the same age. They are supported by their class teacher as well the Learning Support Department. Education, Health and Care Plan (EHCP)/ Statement (ST) – the student has an EHCP or a statement of need.

## **10.0 Assessment of and Provision for SEN**

10.1 We operate a graduated approach, in line with the SEN and disability code of practice: 0-25 guidance (SEN 2014) (see process map for SEN identification).

10.2 When a concern is expressed, the SENDCo will be informed and will arrange for consultation and an initial assessment to be made.

10.3 Based upon this assessment, one of a number of possible outcomes will result, leading to the conclusion that:

- No special help is needed, but teachers will be made aware of the concern and the student will be monitored.
- Teachers are advised of strategies they may employ in the class to support the student.
- The student may be invited to address the specific difficulty through a personalised teaching programme. This will be reviewed on a termly basis and progress monitored.
- A student may be provided with a specific mentoring programme to support their emotional, organisational and learning needs. This will be reviewed on a termly basis and progress monitored with the SENDCo.
- In consultation with parents, further advice may be sought from external agencies.
- Additional help may be offered during lunchtimes or after school.
- 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.

## **11.0 Monitoring, Reviewing and Evaluation**

11.1 Class teachers undertake monitoring of student performance in line with the school policy by marking of classwork, homework and tests, together with formal assessments and tests. Teachers keep records to demonstrate student progress and produce written reports with targets and advice for the students. Teachers review student progress and liaise with the SENDCo with regard to students presenting ongoing difficulties or underachievement.

11.2 The Head Teacher and SENDCo reviews the progress of students following the structured programmes offered, by informal and formal assessment to ensure progress. Written reports are included in the termly reporting system to parents. A review of progress is given formally at Parent Evenings and through informal communication by phone. Annual reviews are held for those students an Education, Health and Care Plan in addition to regular phone or email contact.

## **12.0 Access Arrangements**

12.1 An Access Arrangement can be used for students whose Special Educational Needs or Disability are such that their performance may be impaired in assessment situations. Some examples of the type of Access Arrangement that can be granted include an additional time allowance and/or rest breaks, the use of a reader, a scribe, use of a laptop, specially adapted papers (enlarged script, Braille etc) or text to speech, speech to text technology.

12.2 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.

## **13.0 Early Years**

13.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years Ms Almas Iqbal and Ms Rizlanne Gseir.

## **14.0 Monitoring arrangements**

At Al-Khair Prep school delivery of SENDCO is monitored by the Headteacher.

This policy will be reviewed by the Headteachers and SLT annually. At every review, the policy will be approved by the GB.