

SEN Policy



| | |
|---------------------|----------------|
| Approved by : | A H Malek |
| Updated : | September 2023 |
| Next review due by: | September 2024 |

Summary of Contents

The purpose of this policy is to outline the ways in which students with *Special Educational Needs** will be supported by the SEN Department and throughout the wider context of the school as a whole.

*A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

INTRODUCTION AND PURPOSE

We at Afifah School, are committed to giving all our children every opportunity to achieve their best. We believe that no child should be left behind and inclusion is the responsibility of everyone within our school, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Our core belief is:

'Every Teacher is a Teacher of SEN'

This policy sets out the principles and procedures for the education of students with special educational needs at Afifah School.

Compliance

This policy complies with the SEN Code of Practice 0-25 years (updated May 2015) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 years (updated May 2015)
- Equality Act 2010: Advice for Schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Teacher Standards 2012
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014.

Aims and objectives

The policy for Special Educational Needs aims to support staff in creating an ethos and educational environment that is child-centred and focuses on the views and needs of the students and their families. Students will be encouraged to succeed by the positive and supportive ethos of the school.

The Special Educational Needs Policy is intended to exist as a practical working document which will inform and advise staff, and which sets out clearly procedures and practice related to SEN pupils and their learning environment.

We aim:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide 'quality first' teaching which is a basic entitlement for ALL students as part of everyday classroom practice.
- To provide a broad and balanced curriculum which is adapted to suit the needs of all pupils.
- To ensure the identification of all pupils requiring SEN provision as soon as possible in their school career.

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To ensure that students identified as having additional needs are fully involved in every aspect of school life and take a full and active part in the extra-curricular life of the school.
- To ensure that parents of pupils with special educational needs are kept fully involved in their children's progress.
- To ensure all SEN pupils (with physical impairment) have access to most of the classrooms in the building – for more information, please see the accessibility plan.
- To reflect on the Code of Practice (2015) in emphasizing that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Every teacher is a teacher of every young person including those with special educational needs or disabilities.
- To ensure that students and their families are involved wherever practicable in decisions affecting their school provision.

Definition of Special Educational Needs

Afifah School recognizes the definition of SEN as stated in the SEN Code of Practice 2015 (p83):

'A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'.

Students have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of students the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for students of the same age in schools within the area of the local education authority.

Students are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age at Afifah School.

The four broad areas of need are identified within the SEN Code of Practice 2015 (p86) are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs.

The identification of SEN is built into the whole-school approach to monitoring the progress and development of all students.

Communication and Interaction- pupils have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning- pupils with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some pupils may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Pupils with medical needs will not be added to the SEN school register if no extra provisions are required for them to access the curriculum.

Disabled Students

Disabled children and young people, as defined under the Disability Discrimination Act 1995 (DDA), have a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Impairment does not itself mean that a child or young person is disabled; it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

Long-term is defined in the Disability Discrimination Act as having lasted or being likely to last 12 months or more and ability to carry out day-to-day activities must affect one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift or carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk.

Identification and Assessment (see summary diagram below)

Pupils with SEN are identified in one or more of the following ways:

- The LA may refer students with a Statement for Special Educational Needs or EHCP to Afifah School as the named school
- From primary school records
- Entrance/ baseline tests
- Reading age assessment, CATs and progress test in English and Maths
- Subject teacher assessments
- Referrals from teachers who have concerns about an individual pupil.

Afifah School- Process for identifying pupils with Special Educational Needs

Step 1: high quality, inclusive teaching.

Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants.



Step 2: Regular monitoring and reviewing of progress.

Pupil progress should be reviewed on regular basis in line with School policy. Assessments will include: Baseline and teacher judgement for the first half term. In addition, year 4,7,9 and 10 will also have CATs assessment. Progress Tests are used in Year 7 and 9 and as entrance exams for High School to measure how our students are performing in English and maths against the national average. Ideally all students would be assessed however financial restrictions apply. Any concerns with individual pupils will be added to an **alert list**. Additional support and interventions will start when the need arises without delay. A one to one meeting is arranged with these pupils and a one-page profile will be completed (see attached document- high/primary one-page profile). The SEN/Alert list will be available for all teachers on the shared drive. It will be updated when necessary. The SENCO will create an Alert Pupil Passport and add it to Pupil Asset.



Step 3: Recording any cause for concern and informing the SENCO.

Any pupil who continues to be a concern to the teacher for a minimum of **ONE TERM** (i.e. not making the expected progress, or any concerns that fit into the four broad areas of need). At this point a referral form **must** be completed (see attached document- SEN referral form). This needs to be sent by **email** and **not** hand written to the SENCO k.sotolova@afifah.co.uk for this academic year



Step 4: First meeting with parent/guardians to raise the concern.

Before the pupil is added to the school SEN register parents must be notified in person and/or in writing.

Parents/guardians of children with SEN need to be seen a minimum of three times a year. The other two meeting will be held during parents evening (any additional meetings, letters or phone calls will be take place as and when needed).



Step 5: Recording a continued concern- placing pupil on school SEN register.

At this point teacher, SENCO and parents all are on agreement that pupil requires additional support.

Since pupil continued to be a cause for concern after a term of continued adaptive teaching and extra support, then pupil will be added to the school SEN register and the SENCO will produce a **SEN Support Plan-APDR** (see attached document- SEN Support Plan) outlining the pupil's barriers to learning and how they are going to be addressed. This will be available on the teacher common folder on shared drive, it will be password protected. Any teacher teaching the pupil will have access to these plans and will be given the password. The pupils SEN support plan will be shared with the parent and pupil. SEN Pupil Passport will be shared with teaching staff on Pupil Asset.

The CofP states that Schools should not delay in putting in place extra teaching or other interventions. An SEN support plan- APDR is completed so that the pupil's progress can be monitored carefully. These target setters should be completed in partnership with pupils and **agreed by parents. It is reviewed on a termly basis by meeting with the relevant staff and reviewing the progress from assessments (Pupil Asset).**

In this meeting:

- SENCO will discuss SEN Support Plan, pupils' targets and successful strategies for that term with the relevant staff
 - Discussion of the needs of children on the register
 - New children causing concern are discussed - Strategies currently in place are discussed and additional advice is given.
 - Decisions are made regarding any additional support required and referrals made as appropriate- EP, for assessment of needs by SENCO.
 - Termly tracking of progress of SEN children will be shared.
- Review meetings with the SEN pupils will be arranged to discuss their challenges, aspirations and targets.



Step 6: Complete a cycle of APDR for the relevant intervention/s.

For some pupils this may be all that is needed as the additional intervention may have helped them catch up and get back on track. If this is not the case, the intervention needs to be carefully reviewed to see whether the same intervention needs to be repeated or whether another approach is required.

If after 2 cycles of APDR (by the end of the academic year) the pupil is still a concern, teacher needs to collate the evidence of the pupil's progress. Teachers need to present all data, pupil work etc ready for the summer term SEN review meeting. Discuss this & barriers to learning with SENCO. In this meeting **the next steps** e.g. referral to outside agency, will be discussed.

KEY

SENCO – Special Educational Needs Coordinator

CofP – Code of Practice

APDR – Assess, Plan, Do, Review

Roles and Responsibilities

The SENCO

The SENCO has the responsibility to ensure that:

- Ensure that the parents/guardians and pupil are a vital part of our SEN identification process. An initial meeting is arranged to allow parents to share any valuable information to the SEN team. Giving a holistic picture during the SEN identification process.
- Ensuring SEN has a high profile in the school.
- Monitoring the academic progress of all SEN students

- Ensuring appropriate assessment procedures are in place for pupils with SEN and tracking systems individualised to their targets are in place.
- Ensuring a register of students with SEN is kept and is up to date.
- Ensuring the correct provision is in place for all students with SEN.
- Using data to identify and monitor all students with SEN.
- Conducting termly reviews of SEN students.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEN.
- Coordinating smooth transition during entry and exit – attending and organising meetings where appropriate (please see SEN information report for more details).
- Ensuring that access arrangements are in place, when required, for external examinations.
- Overseeing and writing the SEN support plans/SEN Passports for all SEN students.
- Identifying Barriers to Learning for every individual SEN pupil, including Behaviour for Learning and disseminating strategies to staff
- Managing Education Health Care plans.
- Teachers are kept fully informed and are making appropriate provision for students with SEN.
- Maintaining the school provisions and case studies.
- Appropriate staff development and training is provided.
- Liaising with parents of pupils with SEN through parents' evenings and meetings where appropriate.
- Coordinating with external support staff, for example educational psychologist, occupational therapist and speech and language therapists.

The Subject Teachers

The subject/class teacher should:

- Recognise that “quality first teaching” is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.
- Familiarise themselves with the school policy and procedures on SEN.

- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their teaching groups and their category of need and how best to meet those needs, familiarise themselves with the students' SEN Pupil Passport, seeking support from the DHT or SENCO as necessary.
- Set targets to enable students to raise their level of attainment.
- They are responsible for adapting the teaching and curriculum for pupils with special educational needs and will monitor their progress.
- Include appropriate scaffolding in lesson planning and delivery.
- Adapt homework and assessment tasks so that all students are given a task which is within their ability to complete.

Teaching Assistants:

The TAs should:

- Recognise that “quality first teaching” is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.
- Familiarise themselves with the school policy, students’ SEN Passports and procedures on SEN.
- Run lesson interventions where necessary
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their groups and their category of need and how best to meet those needs, seeking support from the DHT or SENCO as necessary.
- Suggest targets to enable students to raise their level of attainment.
- Meet regularly with subject staff and assist with differentiation where necessary.
- Assist with the implementation of SEN support plans.
- Provide assistance with access arrangements for those students who qualify for these in exams.

The Form Tutors

Form Tutors should:

- Familiarise themselves with the school policy and procedures on special educational needs
- Know those students who are on the SEN register and their category of need by reading their SEN Passports
- Liaise with the SENCO over the needs and progress of identified students.
- Discuss target setting with the student concerned and help in the implementation of SEN support plan where possible.
- Be prepared to contribute to school meetings if one of their students is being discussed.
- Work with the TAs, class teacher and SENCO to develop stronger links with families.

The School’s Exams Officer

The School’s Exams Officer has a responsibility to SEN students and should:

- Liaise with the SENCo regarding students who are entitled to access arrangements for exams.
- Ensure that the necessary requests have been made for access arrangements for those who meet JCQ criteria.
- Ensure that support staff have the relevant training required for the provision of access arrangements.
- Ensure that laptops, scribes, readers, provision for extra time etc. is in place for those who need it at the start of the exams.

- Pass on relevant information regarding exam access arrangements to other educational establishments as necessary when students leave Afifah School.

Admissions

The Governing Body believes that the admission criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice and the Disability Act. However, Afifah School can refuse the application if the school can't meet the child's need.

Pupils with special educational needs will be admitted to Afifah School in line with the school's admission policy. To ensure that the school can support the child satisfactorily, the SENCo will discuss the child's needs from the outset. After completing the entrance tests the school will decide whether the school can meet the needs of the student. Induction meetings with class teacher/form tutor, SENCO and parents will be arranged to discuss the pupil's progress and support.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant support plan. However, the number of places for children with complex needs and EHC plans is limited due to the school being an Independent School with limited resources.

Provision: A graduated response

The school recognises that Quality First Teaching is the baseline of learning for all pupils and wherever possible pupils are integrated into classes.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

The four-part cycle:

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan. Students on the SEN register will have a pupil one-page profile, where their views are considered, SEN Pupil Passport and SEN support plan. Pupils/parents have the opportunity to voice their opinions as to the support that they feel would be most beneficial.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs/SENCO who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review:

The reviews for students at SEN Support and with Support plans and EHCPs will be carried out in line with the Code of Practice. Interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil when possible. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN Support.

- Students will have targets issued by subject staff that are tailored to their individual learning needs within different areas of the curriculum used to inform the next stages.

- Withdrawal from the curriculum takes place in non-core lessons in order to provide students with additional support. Where students are withdrawn from a lesson by a Teaching Assistant the work is set and monitored by a member of the teaching staff and interventions are recorded on the case studies/SEN support plan.
- Most students are supported through differentiated work in the classroom, in-class support from the teacher and Teaching Assistants. Outside of lessons support is given during EAL support.
- In school, SEN Support and above strategies are employed in addition to advice from outside agencies (e.g. Educational or Clinical Psychologists, Speech and Language therapy or the Neuro-developmental Team).
- The amount and type of support for students on the SEN register is to be found in each individual support plan/Pupil Passport/EHCP. The support is provided by both teachers and teaching assistants who will work with the student in the classroom wherever possible. There may also be intensive 1:1 teaching and support from either the SENCO or another member of the teaching staff depending on individual needs.

Monitoring Student Progress

At Afifah School we set challenging targets for our students. The school uses PUPIL ASSET to measure levels of progress and to set targets for all students. Progress is the crucial factor in determining the need for additional support. Those entering with below the expected levels in Maths and English are given appropriate support to catch up as soon as possible.

Analysis of pupil tracking data and test results at pupil progress meetings

- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work scrutiny and interviews

Desired outcomes for SEN students may include:

School

- Progress – the progress gap between students with SEN and those without (relative to their starting positions) is narrowed to ensure that students with SEN have increased opportunities and life chances both when they are with us and into their adult lives.
- Attendance – Where there are barriers to attendance an Attendance Action Plan is implemented.
- Staff have a sound understating of the importance of reading ages and can effectively teach reading skills in every classroom
- Behaviour – there is not a disproportionate amount of pupils with SEN who are in Inclusion or subject to Fixed-term exclusions.

- Aspirations – we prepare pupils with SEN effectively for life after Afifah by ensuring high quality access to career advice and pupils are well prepared for the next stage of their education, employment or training.
- Mind-set – pupils with SEN value their education, are confident learners who challenge themselves to reach their potential
- Enrichment – pupils with SEN take part in enrichment opportunities that will secure personal development
- Students feel safe and happy
- Students value and respect themselves and feel strong self-worth.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the relevant class teacher. If the concern continues then the DHT or Kamila Sotolova (Primary and High School SENCo) or Manju Sekar (Preschool SENCo) will meet with the parent to formulate a strategy for resolving the issues discussed.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Trustee.

Training

The SENCO will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition to attending specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through attendance at school based INSET sessions, subject Department meetings, conversations with individual subject teachers, attendance at SEN reviews.

Parents

Afifah School welcomes involvement from parents at every opportunity. Parents are kept fully informed in the life of the school through:

- Parents evenings
- Termly reports
- Letters, e-mails and phone calls home
- Notes written in planners
- Termly review meetings with parents
- Termly and annual reviews with the SENCO, support staff and outside agencies for statemented pupils.

Students are involved in review meetings wherever possible.

Evaluation of the Policy

The effectiveness of the school's SEN policy will be evaluated on a yearly basis.

Disseminating the Policy:

The SEN Policy will be published:

On our website (paper copies can be requested)

Shared with all staff at the start of the academic year

We will also use other methods and occasions such as parents' evenings to share information about the SEN policy.

Accessibility:

We are a three-storey school equipped with accessible lift allowing access to most areas of the building. We are also equipped with disability toilets, smaller toilet suitable for EYFS and a shower. Specific equipment and resources are accessed for individual pupils/students' needs as appropriate. The school is secured with coded doors, cameras and all visitors are signed in at the main reception.
