Inclusion and Special Educational Needs Policy

1. Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs (mentioned as SEN hereafter), English as an additional language (EAL) and pupils that are more-able. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

We believe that all children, regardless of ability and behaviour, are valued equally at Madani Academy Primary School. SEN or EAL children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible inclusion provisions throughout the curriculum.

2. Definition of Special Educational Needs: Code of Practice

A child has special educational needs if he or she has learning difficulties that need special educational provision to be made in order for them to access learning. By learning difficulties, we mean that the child will have much greater difficulty in learning than the majority of children of the same age, or that he or she has a disability which prevents them from using the facilities in school that are provided for children of the same age.

The areas of need are identified as:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social and Emotional
- Anxiety Needs

Children must not be regarded as having learning difficulties solely because their language or form of home language is different from that in which they are taught.

Special educational provision means provision that is additional to or different from that provided generally for children of the same age.

We are committed to providing equal opportunities to all groups of learners regardless of their age, gender, ethnicity, impairment, attainment or background. We are aware that we may need to adapt our provision for different groups of learners, for example:

1. Children with special educational needs and/or those who are disabled;

2. Children learning English as an additional language (EAL);

3. Children with social, emotional and behavioral difficulties;

4. Children looked after by the local authority;

5. Children who are more-able, gifted and talented.

Aims and Objectives of this policy

We aim to match the quality and quantity of our provision to the changing needs of all our children.

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and /or other temporary or ongoing barriers to learning.

3. To continually monitor the progress of all children, to identify needs as they arise and to provide appropriate levels of support as early as possible.

4. To provide full access to the curriculum through differentiated planning by class teachers,

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children where it is deemed necessary.

6. To involve parents/carers at every stage in plans to meet their child's additional needs.

7. To involve the children themselves in planning and in any decision making that affects them, where appropriate.

3. Children with Special Educational Needs and/or those who are disabled.

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

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

Roles and Responsibilities

Provision for children with special education needs is a matter for the school as a whole. Some responsibilities are defined in accordance with the code of practice.

Head Teacher will:

have overall responsibility for all aspects of provision but will allocate roles so that special needs are met; will keep governors informed on the needs and progress of the children and will work closely with the Teaching and learning lead to ensure that the needs of SEN children are met within the school.

Teaching and Learning Lead will:

Oversee the day-to-day operation of the school's SEN policy by coordinating provision for children with special educational needs. They will liaise with teachers and manage other relevant staff including learning support assistants. They will maintain the records of all children with special educational needs, meet with parents and any external agencies required. She will contribute to the in-service training of staff or provide staff access to relevant training if needed.

Governing body will:

be fully involved in developing and monitoring the SEN Policy, have up to date knowledge about the school's SEN provision.

Liaise as necessary with the Head teacher, Teaching and Learning lead and staff.

Class Teachers will:

Identify the SEN of individual children in conjunction with the Teaching and Learning lead, provide learning experiences which are appropriate to the needs of the child, plan for and resource learning to be provided by TAs and ensure TAs are carrying out work as directed by the SLT, provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets.

Teaching Assistants will:

have appropriate responsibility for the child's specific needs during their time with that child. They will be led by the class teacher and Teaching and learning Lead on planning to ensure progress.

Identification and Assessment

If a child's needs are identified prior to entry provision is put in place to ensure a smooth transfer for the first day. We recognise that there is a continuum of special educational needs and where necessary will seek specialist expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken at the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. It is only when a child's needs continue to cause concern that further action is required.

Within school procedures.

Assess

Some children may come to Madani Academy Primary School, either through early years or later, with specific needs already assessed. For others, we need to ensure early identification of children with barriers to learning which may impact on their progress, attainment or ability to access a full curriculum. Concerns that a child may have learning or other difficulties can be initiated by the child's parents or class teacher. These concerns will be discussed with the child's parents or carers and any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may be decided at this point to refer a child for further assessment from one of the outside agencies. Any cost for this will be covered by the child's parents.

Plan

Following an initial assessment of a child's needs the class teacher will meet with The Teaching and Learning lead to decide how best to provide support. Teachers and support staff will look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that a child is able to access learning effectively. For some children it may be decided that further intervention, such as from a Teaching assistant, is necessary.

Do

Quality first teaching of an engaging and motivating curriculum, TA support, specific resources, extra phonics, reading, maths interventions, are all ways in which our teachers can provide extra support for our children to overcome barriers to their learning.

Review

All children with identified special educational needs will have their progress carefully tracked and monitored by both their class teachers and the Teaching and Learning Lead. Many children will make excellent progress and only need extra support for a short or specified period of team. Some children may require different forms of extra support throughout their time at Madani Academy primary School and the success of each type of support will be monitored and measured for its impact on progress. It may then be necessary to change the provision. If, despite receiving differentiated learning opportunities and support, expected progress is not made, further school based action is sometimes necessary. The teacher will discuss the progress made and any identified barriers with the Teaching and learning lead and with the child's parents. Further programmes of support or intervention may be decided and put in place with specific targets for progress set. The SENCo and teacher will continue to review the child's progress and adjust the support as needed. For some children it will be necessary or appropriate for them to have an Individual Educational Plan (IEP).
If a child continues to cause concern and internal school based measures continue to have had little or no effect it may be decided that further assessment, advice and support from external professionals is required. All referrals require parental consent and will always be discussed with parents and carers. Any costs of these referrals will be covered by the parents of the child.

School request for a Statutory Assessment

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The Teaching and Learning lead will discuss with the parents whether they agree to the school applying to the Local Authority for a

Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

Education, Health and Care plan (EHC plan)

When the LA agrees that a child should be given an EHC plan they will be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with the parents, the pupil, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

Monitoring and Review Process

Class teachers will carry out assessment, planning and monitoring in accordance with general school practice. The child's progress should be reviewed regularly with the Teaching and learning lead and provision adjusted on a termly basis as required.

Parents will be informed and consulted about their child's progress and support provision through open evenings or through informal meetings arranged by the class teacher. Parents may also discuss their child's progress or any concerns with the Teaching and learning lead.
The class teacher and Teaching and learning lead will produce Individual Education Plans for children who have a EHC and any other children who may require individual programs. These will be discussed with parents.

Partnership with Parents

We recognise the importance of working in partnership with parents and welcome the valued support they can offer. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs.
The wishes and permission of parents/guardians will be sought and taken into consideration regarding aspects of assessment, provision and intervention.

Involving Children

Where possible children with an EHC plan should be offered the opportunity to be included for a short time in their annual review meetings. However, the child should not be pressed to take part in the meeting if they do not wish to do so but their views should be taken into account through an informal discussion with their teacher or parent. All children at Madani Academy primary School are encouraged to have an understanding about their own learning and to be able, with support if necessary, to express an opinion.

Working with Outside Agencies

Advice and practical support can be obtained from a number of external agencies such as:

- The Educational Psychology Service
- Multi Agency Behaviour Support outreach.
- The Speech and Language Therapy team.
- The School Nurse
- The Child Health Services (including Occupational therapists and Physiotherapists)
- The Child and Adolescent Mental Health Service (CAMHS)
- Social care

Complaints Procedure

If a parent or carer has concerns they should discuss these with the class teacher, often this can lead to swift resolution of the problem. Failing that they should meet with the Teaxcging and learning lead and/or the Head teacher. In the unlikely event that a problem is still unresolved, complaints can then be referred to the School Governor responsible for Special Educational Needs. If parents are still dissatisfied with the school's response to the complaint they have the right to contact Portsmouth's Special Educational Needs Department**.**

If parents wish to appeal against a final decision made by Portsmouth LA about assessments or statements they can put their case to the Special Educational Needs Tribunal. Details about this tribunal can be obtained from Portsmouth Education Department.

Staff Development

Staff training will be provided where needed.

Children with Social, Emotional and Behavioural difficulties
Some children experience social, emotional or behavioural difficulties which are a barrier to their learning. Good communication with the pupil's parents or carers is vital. For some children a specific behaviour plan will be written and agreed with the child and parent/ carer.

Children looked after by the local authority (LAC)

Children in public care will be subject to all school assessment and identification procedures. In addition they will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

Children learning English as an additional Language (EAL)

We are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL children both at an early stage of English language acquisition and more advanced bilingual learners. All staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all children.
- provide enhanced opportunities for speaking, listening and drama;
- ensure children have access to good models of spoken English:

- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture;
- provide additional verbal support, e.g. repetition, modelling, peer support, pre- teaching key vocabulary;
- make use of a range of ICT activities;
- make use of collaborative activities that involve purposeful talk and encourage and support active participation;
- provide scaffolding for language and learning, e.g. talk frames, writing frames;
- provide a variety of ways for children to record their work, including recording in their first/ home language;
- where appropriate, provide dual- language books and dictionaries

Children who are more-able, gifted or talented.

Madani Academy Primary School recognises that some of its children may have high academic abilities or special talents. Children identified as being able, gifted and talented are provided for through a differentiated curriculum provided by their class teacher. The teacher may discuss

needs with the Teaching and learning lead. They will also be supported and challenged through specific interventions which will be incorporated into our provision.

Admission of child with SEN

The school has a policy to consider admitting pupils with a statement of special educational needs. However, we do not have a SEN unit or staff who are specifically trained in any area of SEN. Our school may not be suitable for pupils with specific physical or developmental needs due to the cost of equipment and staffing. Therefore, parents applying for our school need to consider the implications of these limitations. The cost of using services from outside agencies such as educational psychologists, will be met by parents.

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To be reviewed September 2027.

Sign: L Rahman