

## SEND POLICY

### **Rationale**

The SEND Policy for Iqra Academy is focused on enabling all children to realise their full potential through providing equal access to a broad and balanced curriculum. A consistent approach to meeting the particular needs of certain children is therefore a high priority. This revised policy, written in accordance with the New Code of Practice for SEND, sets out the provision made by the Governing Body and staff to ensure high achievement for all pupils within their targeted range. This policy should be read in conjunction with the Safeguarding Policy.

### **Aims**

- A child with SEND should have their individual needs identified early and provision made accordingly.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education and appropriate home-school links should be developed.
- A child with SEND should be offered full inclusion which ensures access to a broad and balanced curriculum.

### **Objectives**

- The culture, practice, management and deployment of resources in the school should ensure all children's needs are met.
- Staff should work together to ensure early identification of a child's SEND.
- The wishes and views of the child should be taken into account in the light of their age and level of understanding.
- Special education professionals, school staff and parents should work in partnership to meet the child's needs.
- Professionals should take parents view into account.
- Interventions for each individual child should be planned, implemented and reviewed regularly to assess their impact, the child's progress and the views of the child, parents and teaching staff.
- There should be close co-operation between all agencies concerned and a multidisciplinary approach to the resolution of issues.

### **Roles and Responsibilities**

Meeting the needs of children with SEND successfully requires partnership between all those involved. Partnerships can only work where there is clear understanding of the respective aims, roles and responsibilities of the partners. This depends upon clarity of information and effective communication.

### **The Governing Body**

The Governing Body should, in co-operation with the Principal, determine the schools general policy and provision for children with SEND. It should establish the appropriate staffing and funding arrangements and maintain a general oversight of the schools work. The Governing Body must report to the parents annually on the schools policy on SEND. It

is the role of the appointed SEND Governor to ensure that these responsibilities are being met by the Governing Body

### **The Principal**

The Principal has the responsibility for the day to day management of all aspects of the schools work including the provision for children with SEND. The Principal keeps the Governing Body fully informed and also works closely with the SEND Co-ordinator.

### **All Teaching Staff**

All staff should be fully aware of the schools procedures for identifying, assessing and making provision for pupils with SEND, and should put these into practice.

### **The SENDCo**

The SENDCo should be closely involved in the strategic development of the SEND Policy and its provision. The SENDCo has responsibility for the day to day operation of the SEND Policy and for co-ordinating provision for pupils with SEND. He/she liaises with schools within Bradford. This partnership group aims to access resources, to further develop SEND provision in Bradford and to arrange and undertake training for the staff. The SENDCO will also co-ordinate the schools bid for resources in the new system.

### **Approach**

The importance of early identification, assessment and provision for any child who may have SEND cannot be over emphasized, but this should also be regarded as an ongoing process. The initial means of assessment on entry to the school are:

- Home visits where parental concerns are noted
- Pre 5 Support who identify children who need extra support
- Teacher observations
- Baseline assessment

As the child progresses through the Foundation Stage the child's achievements will be measured in relation to the Early Learning Goals. By these means children who are making slower or more repaid progress (i.e. Gifted and Talented) than the norm, will be identified and closely monitored.

Throughout the school, the attainment and progress of the children is continually assessed against the National Curriculum level descriptors for each subject. Those pupils whose attainments fall outside the range expected of their age group may have SEND and should be further assessed and monitored.

The areas of need are defined as:

- Communication and interaction
- Cognition and learning
- Behaviour, social and emotional development
- Sensory and/or physical

Children with SEND may have needs which span two or more of these areas and can be long term or short term.

### **Range 1-2**

Where a child's achievements fall outside the norm, then it becomes necessary to make provision which is additional to, or different from the basic curriculum to enable effective learning to take place. Careful monitoring will ensure that progress towards learning targets is being made.

### **Range 3**

Where a child with SEND is not making progress, in relation to their targets in spite of interventions made through Range 1-2, then the academy will seek the support of external agencies.

These include:

- LA Support Services including the Educational Psychologist
- Health Services
- Education Welfare

The external agencies work in consultation with school staff and the child's parents to make provision for the child's needs.

### **Monitoring Procedures**

Strategies employed to enable the child to make adequate progress should be recorded within an Individual Educational Plan or provision Map. This should include information about:

- The short term targets set
- The teaching strategies to be used
- The provision and resources
- The review date

IEPs/Provision Maps should be reviewed at least twice a year and in some cases termly by the SENDCO and class teacher. Parents' views and those of the child should be sought and used in the target setting and the review process. The delivery of the interventions as recorded in the IEP continues to be the responsibility of the class teacher.

As part of their provision some pupils in school may need individual care such as toileting, changing of clothes etc. Staff are trained to ensure that such activities are carried out in line with the Safeguarding Policy.

### **Statutory Assessment**

Where the child has shown significant cause for concern a request to the LA for statutory assessment should be made. In this case the LA will consider evidence provided by the academy which includes the effectiveness of the academy's interventions through Range 1 and 2. Statutory assessment may result in an Education Health Care Plan being issued for the child and resources will be targeted at the statemented child.

The annual review is a procedure whereby the targets and provisions made in a child's statement/EHCP are reviewed annually. All agencies involved with the child including school, staff, parents, external support agencies and the child where possible will be invited to review the statement.

### School Transfer

When a child moves school all records including SEND records should be transferred within 15 days of the child's departure supported by professional dialogue between schools. At phased transfer SEND records should be passed on as soon as possible in order for the receiving school to organise provision.

### School Admission and Inclusion

Pupils with SEND must be treated as fairly as other applicants for admission to the school. Children cannot be refused on the grounds that they do not have a statement. Schools are required to ensure that physically disabled pupils are not disadvantaged in the school setting.

### Monitoring, Evaluation and Review of the Policy

The Governing Body shall consider and report annually to parents on the effectiveness of this policy. In the light of this evaluation the Governing Body shall consider whether or not the policy needs to be amended.

### Declaration of Responsibility

This SEND Policy was formally adopted by Iqra Academy on

..... Signed Chair of Governors

..... Signed Principal

..... Date

<b>Named Governor:</b>	Asama Javed
<b>Monitoring the Policy:</b>	Principal
<b>Reporting to:</b>	Governors ( <i>Curriculum</i> )
<b>Next Review Date:</b>	January 2020