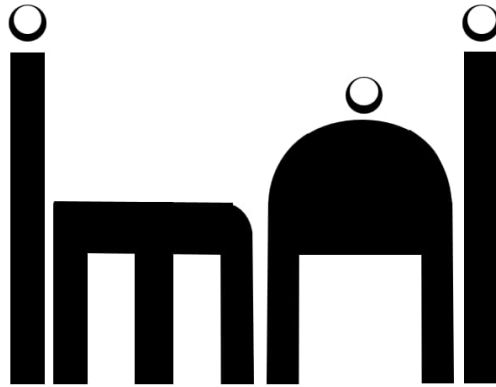


مَعَهْدُ الْإِمَامِ مُحَمَّدِ آدَمَ الْإِسْلَامِيِّ

Ma'had Al-Imām Muhammad Adam Al-Islāmi

A Tradition of Excellence

مَعَهْدُ الْإِمَامِ مُحَمَّدِ آدَمَ الْإِسْلَامِيِّ



THE IMAM MUHAMMAD ADAM INSTITUTE

Anti-bullying policy

August 2023

Review date: August 2024

SEN policy

The Policies and procedures will be regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

The member of staff responsible for overlooking any SEN pupils will keep up to date with current thinking, literature, resources, attending appropriate courses and feeding back to colleagues.

This policy recognises the entitlement of all pupils to a balanced, broad-based curriculum. The SEN policy reinforces the need for teaching that is fully inclusive. We will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with SEN, and will ensure that parents are notified when SEN provision is being made for their child.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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.

Children must not be 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 are taught.

The SEN Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure early identification with the primary school of all pupils requiring SEN provision at the school
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved in decisions affecting their future SEN provision

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

We aim to provide the best support we can for all pupils who have a special educational need. If you have any concerns about your child you should contact the office with your concern.

Admissions

The admission of children with SEN follows the admissions policy, subject to the school having the appropriate resources and/or access facilities to meet the needs of the child. We recognise that many pupils with SEN also have the protection of the Disability Discrimination Act. School recognises that no child should be denied admission on the basis of SEN or disability, and reasonable adjustments will be made to ensure that the educational provision at the school meets the needs of these children.

IDENTIFICATION, ASSESSMENT, AND PROVISION

We have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN needs are, as far as is practicable, fully integrated into classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The Children's and Families Act 2014 makes it clear that all teachers are teachers of pupils with special educational needs. It is our view that this applies to all children with additional needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN coordinator will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information on admission form
- Record from feeder primary schools.
- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

The Range Of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Peer support both in classroom/ out of classroom

Special Needs –Stages Of Intervention

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have SENSory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SEN coordinator, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher/ subject teacher will remain responsible for planning and delivering individualised programmes. The provision is regularly reviewed and parents will be closely informed of the action and results.

NATURE OF INTERVENTION

The SEN coordinator in collaboration with the class teacher/ subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

EHCPs

An Education Health care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.

The school must review the EHCP on an annual basis.

Role of the Member of staff responsible for SEN pupils

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contribute to the professional development of all staff.

SEN policy

The Role of the Class Teacher

The SEN Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SEN coordinator to decide the action required to assist the pupil to progress
- In collaboration with the SEN coordinator, develop plans for SEN pupils.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

The Role of the SLT

The responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision about SEN within the school
- Working closely with the SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEN training

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils.

Allocation of Resources

The SLT is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

As an independent school the school is not eligible for SEN funding.