



Rochdale Islamic Academy
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G I R L S ' S C H O O L

SPECIAL EDUCATIONAL LEARNING NEEDS POLICY

P.38.

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Next Review: July 2021

Responsible: Mehnaz Kauser

Governing Body Approved: September 2020

Approved: Mr Javid Kashif (Chair of
Governors)

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 SEALCO 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 SEAL policy reinforces the need for teaching that is fully inclusive. At Rochdale Islamic Academy (RIA) we will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with SEAL, and will ensure that parents are notified when SEAL provision is being made for their child. The Trustees ensures that appropriate provision will be made for all pupils with SEAL.

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 SEAL 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 SEAL provision at the school
- To ensure that SEAL pupils take as full a part as possible in all school activities
- To ensure that parents of SEAL pupils are kept fully informed of their child's progress and attainment
- To ensure that SEAL pupils are involved in decisions affecting their future SEAL 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 SEALCO at the school.

ADMISSIONS

The admission of children with SEAL 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 SEAL also have the protection of the Disability Discrimination Act. School recognises that no child should be denied admission on the basis of SEAL or disability, and reasonable adjustments will be made to ensure that the educational provision at the school meets the needs of these children.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Trustees will ensure that appropriate provision will be made for all pupils with AEN.

SEAL PROVISION

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEAL, the SEAL coordinator, the headteacher, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

IDENTIFICATION, ASSESSMENT, AND PROVISION

We have adopted a whole- school approach to SEAL policy and practice. Pupils identified as having SEAL needs are, as far as is practicable, fully integrated into mainstream 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 SEAL and, in collaboration with the SEAL 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 AEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEAL provision.

EARLY IDENTIFICATION

Early identification of pupils with SEAL 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
- Periods of withdrawal individually or in groups to work with a support teacher/ETA
- In-class support with adult assistance
- Peer support both in classroom/ out of classroom

SPECIAL NEEDS – STAGES OF INTERVENTION

School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action 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 SEALsory/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 SEAL 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 SEAL 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

RECORDING INTERVENTIONS, STRATEGIES AND PROGRESS

For some pupils progress will be recorded in an LSP (Learning Support Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The LSP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

REVIEWING LSPs

LSPs will be reviewed termly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

However, for some children at School Action and other pupils with AEN a provision map may be used to record intervention strategies. Group Education Plans can then be used to record individual progress within a group receiving the same provision.

SCHOOL ACTION PLUS

School Action Plus is characterised by a sustained level of support and the involvement of external services. Placement of a pupil at this level will be made by the SEALCO after full consultation with parents at an education review undertaken within School Action.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.

- Has SEALtory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus preSEALting barriers to learning

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:

- The action followed with respect to School Action and School Action Plus
- The pupil's LSP's/group EPs/provision map
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- 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

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.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher/subject teacher with appropriate additional support where specified

REVIEWS OF EHCP'S

EHCP's must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SEALCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the LSP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

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 ECHP on an annual basis.

ROLE OF THE SEALCO

- 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, and report to the trustees;
- 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.

A support assistant will take on both specific and general delegated responsibilities given to them by the SEAL co-ordinator

THE ROLE OF THE CLASS TEACHER

The SEAL 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, AEN pupils
- Collaborating with the SEAL coordinator to decide the action required to assist the pupil to progress
- In collaboration with the SEAL coordinator, develop LSP's for SEAL pupils.
- Working with SEAL pupils on a daily basis to deliver the individual programme set out in the LSP or provision map
- Developing constructive relationships with parents
- Being involved in the development of the school's SEAL policy

THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEAL provision about SEAL within the school
- Working closely with the SEAL team
- Informing parents of the fact that SEAL 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
- Keeping the Trustees well informed

SEAL PROVISION

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEAL pupils. Part of the SEAL coordinators role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEAL pupils. As a routine part of staff development, INSET requirements in SEAL will be assessed. The Trustees will undertake a similar review of training needs. ETAs' requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan

ALLOCATION OF RESOURCES

The SEAL coordinator 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.

The headteacher informs the trustees of how the funding allocated to support special educational needs has been used.

As an independent school the school is not eligible for SEAL funding. A percentage of the general school budget will be allocated to SEAL provision.

The Trustees ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

MONITORING AND REVIEWING THE POLICY

The SEAL coordinator monitors the movement of children within the SEAL system in school. The SEAL coordinator provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SEAL co is involved in supporting teachers involved in drawing up Learning Support Plans for children. The SEAL coordinator and the headteacher hold regular meetings to review the work of the school in this area. The SEAL co and the named governor with responsibility for special needs also hold termly meetings.

The headteacher reviews this policy annually and considers any amendments in the light of the annual review findings. The SEAL co reports the outcome of the review to the headteacher.