



Rochdale Islamic Academy
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BOYS' SCHOOL

SEND/EAL Policy and Information Report

Reviewed: August 2024

Next Review: August 2025

Responsible: Mr Mohammed Zarafat/Mr Arif Pirbhai

Approved by Board of Trustees

August 2024

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Rochdale Islamic Academy believes that all pupils have a right to the same entitlement of a broad, balanced, relevant, and differentiated curriculum that is not constrained by age, race, physical disability, special educational needs, or vulnerability.

The Policies and procedures will be regularly reviewed, and their effectiveness evaluated, considering the views of all sections of the school community. This policy recognises the entitlement of all pupils to a balanced, broad-based curriculum. The SEND policy reinforces the need for teaching that is fully inclusive. At Rochdale Islamic Academy (RIA) we will have due regard for the Special Educational Needs and Disability Code of Practice 2015 when carrying out our duties towards all children with SEND and will ensure that parents are notified when SEND provision is being made for their child. The Headteacher and the Trustees ensure that appropriate provision will be made for all pupils with SEND.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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 will be taught.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and physical needs

THE SEND 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 SEND provision at the school
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEND 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 or disability. If you have any concerns about your child, you should contact the SENCO, Ayesha Waqas at the school.

Roles and responsibilities

The SENCO and Headteacher will:

- Be a qualified teacher working at the school -**Done**
- Have achieved a National Award which must be a postgraduate course accredited by a recognised higher education provider; (note: any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or at any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment) **Headteacher will be doing this qualification from Easter 2025**
- Work with the Headteacher and the Trustees to determine the strategic development of the SEND policy and provision in the school- **In process**
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans- **Done**
- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching - **Done**
- Be aware of the provision in the local offer and work with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching -**Done**
- Liaise with the relevant designated teacher where a looked after child has SEND N/A
- Advise on the graduated approach to providing SEND support **Done**
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively – **In process**
- Liaise with parents/carers of pupils with SEND – **Done**
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with other schools, educational psychologists, health, and social care professionals and independent or voluntary bodies – **Done**
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned – **In process**
- Work with the Headteacher and the Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date – **Done**
- Have the strategic overview of the deployment of our teaching assistant across the school whose core purpose is to support the needs of pupils with SEND - **Done**

THE ROLE OF THE HEADTEACHER

The headteacher's responsibilities include:

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

CLASS TEACHERS – Inset 2nd September 2024- and ongoing

Each class teacher is responsible for:

- The progress and development of every pupil in their class -
- Working closely with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

TRAINING – Training 2nd September 2024- and Yearly training.

Training and professional development is key to effective SEND support. The school ensures that all staff, receive professional development and are equipped with the skills and knowledge so that they can identify when a pupil may have a special educational need which requires additional and differentiated resources to those which have already been applied. Every year the school will analyse staff training requirements which will include knowledge and expertise about different special educational needs. Training includes:

- Differentiation
- Safeguarding and Child Protection
- ASC, Strategies
- ADHD, Strategies
- Visual Impairment, Strategies
- Hearing Impairment, Strategies
- Behaviour management, Strategies.
- Fire evacuation.

The school also delivers SEND briefings on a termly basis to meet the needs identified by staff.

ADMISSIONS – complete – evidence to show

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

SEND PROVISION- complete – evidence to show

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 SEND, the SEN Coordinator, the Headteacher, 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

SEND INFORMATION REPORT

THE KINDS OF SEND THAT ARE PROVIDED FOR

The school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties (SEMH)
- Sensory and/or physical needs

IDENTIFICATION, ASSESSMENT, AND PROVISION

To identify pupils with SEND, the school will:

- Assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

Make regular assessments of progress for all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

CONSULTING WITH AND INVOLVING PUPILS AND PARENTS

Rochdale Islamic Academy recognises the importance of forging effective working partnerships and communication channels with parents/carers, in ensuring pupils with SEND are supported well. The school will look to engage with both pupils and parents/carers by instigating an early discussion when identifying whether the pupil needs special educational provision. These conversations will make sure that:

The pupil's difficulties with learning are discussed at the earliest point and in detail, so that the school is able to fully understand their needs

- There is a shared understanding of the pupil's areas of strength and difficulty
- The school will take into account the parent/carer concerns
- The agreed outcomes are understood by all
- The parent/carers are involved in the planning of any interventions for their child
- Regular meetings take place to review the pupil's progress
- Ensuring the parent/carer has a contact person within school should they have any concerns

- If a decision is made that a pupil is to receive SEND support, then the parents/carers must be formally notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Where a pupil is identified as needing additional provision, which is different from the provision made generally for others of the same age, the school follows the **graduated approach and the four-part cycle of assess, plan, do, and review**. Parents' and pupils' thoughts and feelings will be central to the plan which will outline the provision we will make. These provisions will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

In achieving the graduated approach, the school will:

ASSESS

The class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO.

The analysis includes data on progress, attainment, approaches to learning, the views of the pupil and their parent/carers and advice from any other support staff (including external agencies where necessary).

PLAN

We notify parents formally that the school has decided to provide a pupil with SEND support.

We plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies, and interventions.

All those working with the pupil are informed of their individual needs, the support that is being provided and any teaching strategies that are required.

Where behaviour is an area of concern, we use a behaviour support plan.

We draw up an Individual Education Plan (IEP).

DO

We provide support which may include differentiation, additional programmes, small group and/or individual support.

The class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support is provided by the SENCO.

REVIEW

We review pupil's progress and development at least termly as part of the Individual Education Plan Review and decide on any changes to be made in consultation with the pupil and their parent/carer.

Each term, where a pupil's levels/ grades are below nationally expected averages and/or pupils are not on track to make three levels' progress from the start of the year to the end of the year, a review meeting is arranged. Attended by parents and led by the SENCO, these meetings centre on targets setting and agreeing support and to ensure gaps in learning are addressed.

The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Where progress is limited, we take advice from external specialists/practitioners and discuss their input, advice and support with parents and all staff involved.

Where assessment indicates that specialist services are required, we make referrals promptly

SUPPORTING STUDENTS MOVING BETWEEN PHASES and PREPARING for ADULTHOOD

We will share information with the school, college, or other setting the student is coming from or moving to. For students moving to another setting, we will agree with parents/carers and students' which information will be shared as part of this.

Students with an EHC Plan will have additional transition meetings with their chosen post 16 education providers. This can include visits to the provider or the SEN link from the chosen provider attending RIAG, to meet the students and to attend their annual reviews, so their needs can be written in their plan. Where an Education, Health and Care Plan is put in place, the further education or training provider will be named following discussion with the young person and their family, via the review process and consultation with any provider to ensure that they are able to meet the needs of the young person.

Any student who has SEN support may also have additional transition meetings where necessary. There will be communication between the students chosen post-16 provider and the school SENCO to ensure that the provider is prepared to meet the needs of the individual.

OUR APPROACH to TEACHING STUDENTS with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions, as appropriate:

- The school recognises that children with SEND are entitled to a broad and balanced curriculum. Academic subjects leading to the English Baccalaureate are at the core of the curriculum. Pupils are generally expected to follow pathways which ultimately lead to GCSE and A-Level qualifications. The school also offers alternative qualifications for pupils for whom GCSEs are not appropriate. Pupils with complex learning needs are offered alternative qualifications such as entry level literacy and numeracy.
- Most children's learning needs are met through quality first teaching where class teachers use a range of differentiation.
- Staff are aware of the learning difficulties of the SEND pupils and follow the guidelines and strategies provided by the SENCO
- In-class support provided by Teachers
- All students with an EHC Plan are allocated a Teaching Assistant.
- Personalised timetables

- Literacy and Numeracy programme – built into timetables and/or on occasion withdrawal from usual lessons – **Intervention lessons**
- Wellbeing sessions – **Complete**
- Specialist Equipment, as required
- Dyslexia Screening – **Complete**
- Support from Educational Psychologist and RANS – in process
- Access to health care professionals – **Complete**
- Lunchtime and Homework Club- in process
- A personalised Individual Education Plan created and shared with the school community.
- Testing for access arrangements for exams – yes if possible
- Regular updated staff training and drop-in sessions – Weekly updates

ADAPTATIONS to the CURRICULUM and LEARNING ENVIRONMENT

We make the following adaptations to the curriculum and the learning environment to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reduced text, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Ensuring the school environment is accessible to wheelchair users.
- Offering a 'safe space' for SEND students to work in, to support emotional needs. The library and well-being room is available for students.
- In order to ensure equality of access, the SENCO liaises with the exam officers and Advisory Teachers to ensure all paperwork is up to date with regards to special arrangements for exams. Depending on the needs of the pupils concerned these special arrangements may comprise of up to 25% additional time, a separate room with an invigilator, a reader, a scribe and enlarged text papers.

ADDITIONAL SUPPORT for LEARNING

We work with several agencies including the following to provide support for students with SEND, when required:

- Educational Psychologist – in process
- Rochdale Additional Needs Team (RANS), which includes specialists teaching team for Physical disabilities, Visual impairment, Hearing impairment, Developmental language disorder (specific language impairment), Social communication and interaction difficulties (including autism spectrum conditions) – in process
- Child and Adult Mental Health Service – complete
- Paediatric Health Teams, including Occupational Therapy and Speech and Language Team.
- Childcare Services – in process
- Rochdale Parent Carers Voice – process
- SENDIASS Rochdale - Special Educational Needs Disability Information Advice Support Service
- Mental Health and wellbeing provision (Refer Mental Health and Wellbeing Policy for further information) process

EVALUATING the EFFECTIVENESS of SEND PROVISION

The Trustees will endeavour to ensure that the best possible provision for SEN is made in Rochdale Islamic Academy. SEN issues will be a regular agenda item at SLT Meetings with the Trustees.

We evaluate the effectiveness of provision for students with SEND by:

- A SEND register with records of all pupils with SEND will be held centrally, available to all staff and updated regularly – **Complete**
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress. **Complete**
- Reviewing students' individual progress towards their goals. **Complete**
- Reviewing the impact of interventions by comparing before and after the intervention has been completed. **Complete**
- Using pupil voice – **Complete through 1-1 interviews**
- Monitoring by the SENCO/Headteacher - Complete
- Holding annual reviews for students with EHC plans – **We do termly reviews**
- Following the whole school Quality Assurance Policy, which includes lesson observations, learning walks, pupil work scrutiny, and analysis of data on pupil performance. **Termly learning walks**
- Termly monitoring of the quality of lesson planning for pupils with SEND is also undertaken by the SENCO. **Complete**
- **With pupils with Statement termly review with parents and pupil to discuss progress and next steps. – Complete**

ENABLING STUDENTS with SEND to ENGAGE in ACTIVITIES

- All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. – complete
- All students are encouraged to go on our residential trip. – complete
- All students are encouraged to take part in all school events including sports day, school plays, after school clubs, school visits, the school council, student leaders, etc. – complete
- No student is ever excluded from taking part in these activities because of their SEN or disability.- complete

SUPPORT for IMPROVING EMOTIONAL and SOCIAL DEVELOPMENT

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council or become a Student Leader- complete
- All students can attend visits outside school, working with the community.
- Students with SEN are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc. - complete
- Students with SEN may take part in social skills workshops, to improve social interaction and teamwork.

- We have a zero-tolerance approach to bullying; further detail can be found in the school's anti-bullying policy. – complete

ALLOCATION OF RESOURCES

The SEN 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 RIA is not eligible for SEN funding. A percentage of the general school budget will be allocated to SEN provision. The Trustees ensure 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 SENCO monitors the movement of children within the SEND system in school. The SEN coordinator provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SEN coordinator and the Headteacher hold regular meetings to review the work of the school in this area. The Headteacher reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the Headteacher.

SEND/EAL REFERRAL PROCESS

1. Primary School, baseline, parents and teacher's concern.
2. Parental Meeting
3. IEP from RIAB and progress report.
4. Intervention and personalised support
5. Referral to specialist services and diagnosis if concerns are raised, such as speech and language, dyslexia, social and emotional.

Actions

6. May lead to in house support including specific intervention such as Literacy, and Social and Emotional Aspects of Learning.
7. If pupil is on a statement and is not making good progress then from evidence of specialist service apply for EHCP, if pupil is making progress, then ECHP may not be required. If pupil is on a statement termly review with parents and updated report and analysis. Extra support may mean reader, scribe, and time and personalised programme folder which all teachers need to view and implement. If progress is regressing then external agency may be asked for guidance including an application for EHCP.
8. If ECHP is rejected, then parents will need to apply for this service.
9. All SEND/EAL pupils will receive a personalised folder which has to be given to all teachers, so teachers can view strategies that need to be in place.
10. Daily monitoring to identify lesson by lesson progress and any anomalies that can be addressed swiftly.

Impact- We need to ensure that All SEND/EAL meet their target and can move onto to meet aspirational targets.