Al-Furqaan Prep School Special Educational Needs and Disabilities Policy

Approved By:	Governors
Reviewed By:	SLT
Last Reviewed:	September 2026
Next Annual Review:	September 2027

Special Educational Needs and Disabilities Policy

At Al-Furqaan Prep School we ensure that all children, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life. We are committed to ensuring that pupils with SEND are supported to achieve their potential, participate fully in school life **and** develop confidence and independence. At Al-Furqaan we believe that every teacher is a teacher of every child, including those with SEND.

Identifying Special Educational Needs

Aims

At Al-Furqaan Prep School, children are accepted equally. They are encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers (Children's and Families Act 2014) and listening to the voice of the pupil. We recognise that children may have SEND with or without a formal diagnosis and that early identification and appropriate support are important in helping children to make progress.

Objectives (working within the guidance provided in the SEND Code of Practice 0-25 2015)

- To identify at the earliest opportunity, those children with special educational needs and/or additional needs.
- To plan, monitor and review personalised provision as appropriate, and set realistic and challenging targets.
- To ensure that every aspect of a child's development is taken into consideration and provided for, within a whole school, inclusive ethos.
- To heighten awareness that **every teacher is a teacher of every child including those with SEND.**
- To provide regular and adequate support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnerships and high levels of engagement with parents/carers and effectively liaise with outside agencies.
- To ensure that children with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps.
- To ensure that reasonable adjustments and appropriate adaptations are considered to enable pupils with disabilities to access the curriculum and wider school life.
- To monitor the effectiveness of SEND provision and adapt support where necessary.

An appropriately qualified/experienced SENDCO will be provided by the school to ensure that all the points in this policy are upheld alongside the head teacher.

Children's needs may be categorised into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school however, we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person. Other factors that may impact on progress and/or attainment and wellbeing but are not solely SEND include:

- Attendance
- Punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare including medical needs e.g.- diabetes
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/woman
- Unexplained behaviour difficulties
- Family relations
- Grievances

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

A Graduated Approach to SEND support

This section of the policy sets out the principles behind our approach to supporting our pupils within the cycle of **Assess→Plan→Do→Review.** For the practical ways in which we approach this through our system of learning plans.

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least, good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress attainment and behaviour
- The individual's development in comparison to their peers

• The views and experience of parents
• Pupils' own views
• Advice from external support services

Plan

Once the need for SEND support has been identified the SEN code 2014 is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in place. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENDCO.

Children with SEND will have an ISP (Individual Support Plan), which will incorporate 2-4 targets that the pupils will be working towards over a stated period. These targets will be SMART (specific, measurable and realistic targets). ISPs will state the provision that the pupil will receive, and the strategies and/or resources used to support progress. ISPs will also detail the adults that will work with the children on their targets and the frequency of the support.

We believe that parents and pupils are an integral part of the planning process and are encouraged to contribute their thoughts and ideas during termly parental review meeting, regular telephone updates and engagement through platforms such as ClassDojo, throughout the year. Advice and assessments will also be sought and followed as appropriate from various outside agencies as required. ISPs should be written by SENDCo, alongside other members of staff, parents/carers and pupils. ISPs should be dated and signed by all participants.

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHC) will take account the statutory requirements from their statement/EHC Plan.

Do

The teacher is at the centre of day-to-day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class, as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

Teachers are continually reviewing the progress of all pupils daily, through marking, feedback, observations assessments and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the pupil's progress is assessed and reviewed more frequently in longer meetings.
At Al-Furqaan Prep School we also hold meetings for parents of children identified as having SEND. These meeting take place twice a year and are hosted by the SENCO and/or the head teacher. Meeting agendas vary and can include visits from outside

agencies. One of the aims is to form greater links with parents and to continually seek to improve our provision for pupils with SEND.
Pupil conferences take place at least annually, involving the SENCO and or head teacher discussing personal SEND provision amongst other things.
Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?
- Is the provision for the child appropriate?
- What else can we do to support our pupils? E.g. interventions.

Managing pupils' needs on the SEND register

Under the new Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorised; **SEN Support or Education Health Care Plan (EHC).** The main difference between the two categories is that those with an EHCP have their statutory rights protected by law whereas those categorised as SEN support will be met through in house arrangements according to personalised, specific needs (see Assess section on the Graduated Approach to SEND Support).
A SEND register will be kept and updated termly, following data analysis and pupil progress meetings.
Using the plan, do, review process teachers will plan to provide for the needs of each child, using the skills and expertise both within the classroom and across the school. However, on occasion, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral where consent is required. Parents and carers will be consulted by teachers when it is felt necessary to place a child on SEND register. Parents/carers and pupils will be fully included in the planning process.
If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.
There are other processes in school that may support a child with SEND and would be used
as and when appropriate for specific circumstances. The type and level of provision provided at school is decided and based upon individual needs in consultation with the child, appropriate professionals, teachers and parents/carers.

As a school if we identify that we need further advice and support, including assessments of need for a child we will:
• Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
• Carefully track and monitor support progress and attainment

• Liaise with other settings to develop support for a child
• Request a statutory assessment in order to put in place an EHCP
• Work closely as an alliance to maximise expertise and resources
• Involve parents/carers and pupils throughout this process, at all stages

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT).
There are clear guidelines for the statement/EHC process.

Where a pupil has an EHC Plan, the school will work with parents/carers, the local authority and relevant professionals to ensure that the provision specified for the school is appropriately delivered and reviewed.

Training and Resources

Training needs for all school staff can be identified in the following ways:
• Audit of staff expertise and training needs
• Recognising specific needs for individual pupils and how staff can be trained to support that child.
• The SENCO has regular training on updates in SEND issues/developments both nationally and locally.
• Elements of the school improvement/development plan to be addressed through training.
• SENCO will lead or organise at least two staff meetings per year providing training and support identified on the SEND action plan.
• Resources are purchased as and when they are required.

Roles and Responsibilities

The SEND governor will offer support and challenge to the school SENCO. They will meet at least once a year within the school premises to discuss strategic changes and developments using the SEND action plan as a guide. If there are major changes or a need arises for more meetings they will be arranged. The SEND governor will then report back to the Full Governing Body regularly. Termly reports will be sent to SLT and the governing body.

All teaching assistants will work alongside their class teacher. Their role is to ensure that under the guidance of the class teacher, they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant will be allocated to an individual child.

Teaching assistants and other support staff work under the direction of the class teacher and/or Headteacher/SENDCo. Additional adult support will be used to promote access, learning and independence and will not replace high-quality teaching.

Teaching Assistants and professionals from outside agencies are invited to attend and/or contribute to a child's Annual Review process and half-termly learning plan review meetings if appropriate.

Storing and Managing Information

All documentation linked to children on the SEND register is securely stored with access only to the school SENCO and relevant teachers. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

Information will only be shared with other staff or professionals where there is a legitimate educational, safeguarding or professional reason to do so and in accordance with data protection requirements.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's complaints policy.

The school will seek to resolve SEND related concerns promptly and collaboratively wherever possible.

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the SENDCO and Head teacher alongside the governing body and ratified accordingly.

The policy will also be reviewed when there are significant changes to relevant legislation, statutory guidance or the school's SEND provision.

Opportunities will be given to parents/carers, pupils and staff to respond access the policy and share their thoughts with the SENDCO and/or Head teacher.

Rationale

Where children need additional support, we sometimes use learning plans to support the planning and assessment of this additional support. This allows us to:

- reflect carefully and regularly on children's needs and progress, adapting planning for individuals appropriately
- share the details of provision with parents
- share the details of provision with other agencies (such as Speech and Language Therapists and Educational Psychologists) where appropriate
- evidence a graduated approach if this is necessary, for example to support an application for statutory assessment

Who should have a learning plan?

Not all children needing additional support for learning will need a learning plan. We will start a learning plan if either or both criteria below are met:

- A child has identified learning, communication, interaction, sensory, physical, social, emotional or behavioural needs that require additional targeted support.
- A child's progress or development indicates that they may require support beyond ordinarily available classroom teaching and differentiation.
- A child requires specific interventions, strategies, resources or reasonable adjustments to support their learning and participation.
- Additional planning and monitoring would help the child achieve their individual outcomes.
- A child's personal and social development is underdeveloped and impacting on their learning.

A formal diagnosis is not required for a child to receive additional support or to have a learning plan.

Decisions will be made collaboratively by the class teacher and SENDCO, taking into account the views of the child and their parents/carers. The absence of a formal learning plan does not prevent a child from receiving appropriate classroom support, adaptations or reasonable adjustments.

How should a learning plan be structured?

• The learning plan format that we have provides a consistent structure to the plans. Within this layout though, we know that it is important to take the following points into consideration: The child's strengths and areas for development.

• The number of targets required is completely flexible depending on the needs of the child.

Aspects of the child's development that are significantly behind the expectations for their age will be a focus for targets. On the other hand, there is no need for learning plan targets to include areas where children are just slightly behind expectations. As a rule, areas in which a child's development is delayed by 2 or more years will be included; areas in which the delay is around 1 year may or may not be included; delay of less than 1 year does not warrant a learning plan target.

• Targets to do with a child's personal, social and behavioural development, though, are less to have numerical data associated with them. The evaluation of these targets is more likely to be descriptive and this will be reflected in the way the targets are set and reviewed. However, in these cases it is still important to be clear about the types of support in place and to review their effectiveness with reference to an expected planned outcome.

• We use a clearly graduated approach to our target setting. This means that targets may be regularly repeated to embed skills and knowledge. This is particularly true where memory issues are affecting a child's learning. Where targets are increased, this is done gradually.

• We ensure that all targets are SMART (Specific, Measurable, Achievable, Realistic and Time limited).
• The format of the learning plan also provides comments from pupils, parents and teachers to be recorded.

How will the learning plans be reviewed?
The targets will be reviewed by teachers every half-term and shared with parents. This may or may not result in targets being adjusted or new targets being set, depending on the outcome. Very importantly, we also give verbal feedback to children to reinforce whatever success they have had with their targets.

Where appropriate, the pupil will also be involved in reviewing their targets and discussing what has helped them to make progress.

Inclusion and Reasonable Adjustments
Al-Furqaan Prep School recognises its duties under the Equality Act 2010 and will consider reasonable adjustments for disabled pupils to ensure that they are not placed at a substantial disadvantage.

Reasonable adjustments and adaptations may include changes to teaching approaches, resources, communication, the learning environment, assessment arrangements or participation in school activities. These will be considered on an individual basis.

Pupils with SEND will be supported to participate in the wider life of the school, including educational visits, clubs, enrichment activities, assemblies and physical education, wherever reasonably possible.

The school will maintain its Accessibility Plan alongside this policy.

Safeguarding and SEND
The school recognises that some pupils with SEND may be more vulnerable to safeguarding concerns and may have additional difficulties communicating concerns. Staff will remain alert to changes in behaviour, presentation or communication and will follow the school's safeguarding and child protection procedures at all times. SEND should not be assumed to be the explanation for behaviour or changes in presentation where there may be an underlying safeguarding concern.

Roles:
SENDCO
EY: Bismah Apa/Aakifah Apa
School: Habibah Apa
SEND Governor Hafiz Khalil Mamaniat and Maulana Muaz Raja