Tauheedul Education Trust

This policy is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

ASPIRATION AND ACHIEVEMENT: SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Information Report, Policy and Guidance 2016-17

Tauheedul
Education Trust

Document control

This policy has been approved for operation within:	All Trust Schools
Date of last review	July 2016
Date of next review	July 2017
Review period	1 Year
Policy status	Statutory
Owner	Tauheedul Education Trust
Version	3

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1 Introduction

This document sets out how Eden Girls' School, Waltham Forest provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

It describes the national requirements introduced by The Children and Families Act 2014 and how the school will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

2 Background

2.1 The Children and Families Act 2014

The Children and Families legislation is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'Special educational needs and disability code of practice: 0-25'. It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care plan which will replace Statements of SEN. All new statutory assessments fall under the new regulations and existing Statements must be transferred to Education, Health and Care plans by summer 2017. The Act also introduces a single pre statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

2.2 What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Eden Girls' School, Waltham Forest we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- Publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- Identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- Publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- Publish information on SEND funding and provision and monitor expenditure

- Appoint a SEND governor and Special Educational Needs Coordinator (SENCO) *(see SEN Regulations 2014)*
- Maintain a current record of number of pupils with SEND
- Ensure SEND provision is integrated into the School Improvement Plan
- Monitor progress of SEND pupils and ensure provisions specified in Statements/ Education, Health and Care plans are in place
- Ensure **all** policies take SEND into account through the Equality Impact assessments
- Keep under constant review the arrangements for pupils present and future with a disability
- Willingly admit all pupils who meet admissions criteria, whether or not they have SEND.

3 The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan. Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:
We have used this guidance to develop our policy in school.
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

4 Meeting special educational needs

4.1 What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need

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

At Eden Girls' School, Waltham Forest we will ensure that we meet the needs of all our pupils through the provision we have available, the advice and support of other specialist professionals and practitioners and by ensuring that we have the resources available. We have an Access and Inclusion Team who lead the support for pupils with SEN. With this support we can confidently meet the following needs:

- Hearing Impairment
- Visual Impairment
- Cognition and Learning Difficulties
- Physical Disabilities

- Speech, Language and Communication Difficulties
- Autistic Spectrum Disorders
- Dyslexia.

4.2 How we identify pupils who are having difficulties with learning and/or special educational needs

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The school assesses each pupil's current skills and levels of attainment on entry through baseline and standardised screening tests (e.g. CAT tests, reading tests), building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. Pupils in Key Stages 3 and 4 have a half-termly formal assessment to ensure that all pupils are 'on track' to achieve their learning targets. This process allows for ongoing identification of needs where this has not taken place through initial assessment.

The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Where there are long lasting difficulties, the school will consider whether the pupil has SEN.

When identifying SEN, the school is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the child has SEN
- Attainment in line with chronological age does not mean there is no learning difficulty or disability
- Pupils with English as an additional language who require support should not be regarded as having SEN unless assessment shows that they have learning difficulties in addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEN.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
Code of Practice 6.38

In line with the CoP 'graduated response', the school develops a personalised approach involving support and intervention for those pupils who may not achieve expected progress. If pupils do not make adequate progress as a result of quality-first teaching then pupils are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

Where it is decided that a pupil does have SEN, the pupil is added to the SEN Register and parents are formally informed that the school has decided to provide SEN support.

4.3 Involving parents in their child's education

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. 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.
Code of Practice 6.48

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The school demonstrates this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns.

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status

- monitor the progress of all our children who are looked after termly
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker, Virtual Headteacher
- normalise life experience wherever possible
- ensure our children who are looked after, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

4.4 Arrangements for consulting children and young people with SEN and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made.

The school ensures all pupils are encouraged and supported to make their views known. Strategies we use include written comments, talking to a preferred adult, friend or mentor, drawing etc.

All pupils are also encouraged to monitor and judge their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with pupils.

Pupils whose learning is vulnerable and who require individualised support, are supported by a Pupil Support Plan which identifies the areas of need, the outcomes which need to be achieved and the provision which will be required to meet those outcomes. All plans use a person-centred approach which puts children, young people and their families at the centre and advocates that everyone has the right to exercise choice and control in directing their lives and support. When writing a Pupil Support Plan we discuss the individual targets on the plan with pupils and identify their achievements and areas for development from the work they have done in class or otherwise.

Pupils who have Statements of Education or Education or Health and Care Plans are also consulted through the pupil advice paperwork in preparation for their SEN Interim and Annual Reviews and are also present at the meetings.

Any reviews undertaken are always outcome focussed where outcomes reflect what is important to, and for, the pupil.

4.5 How we assess and review progress

In supporting pupils with SEN, the school follows a cycle of ‘assess, plan, do, review’ which leads to an ever increasing understanding of needs and how to address them. This is known as the ‘graduated response’.

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 SEN 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 which draws on an analysis of Antecedents, Behaviour and Consequences
- We draw up a Pupil Support Plan.

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 Pupil Support Plan Review and decide on any changes to be made in consultation with the pupil and their parent/carer
- Each half term, where a pupil's levels/grades are below nationally expected averages and/or pupils are not on track to make four levels' progress from Year 7 to Year 11, a Performance Review Meeting is arranged. Attended by parents and lead by the Senior Leadership Link or the SENCO, these meetings centre on targets setting and agreeing support and to ensure gaps in learning are addressed. Further, case studies are written or updated on selected students to show impact of provision, share good practice and areas for further support as needed.
- The progress of children with a statement of SEN/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.

4.6 Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

In order to ensure a smooth transition to the school:

- A designated Head of Year for Year 6/7 who specialises in transition from primary to secondary school is in place.
- The Access and Inclusion Team work closely with the Head of Year 6/7 to ensure that pupil information is disseminated appropriately across the school.
- The SENCO attends review meetings at primary schools for the new intake of pupils who have Statements of Special Educational Needs, Individual Pupil Resourcing Agreement (IPRA) or Education, Health and Care Plan.
- There is close liaison with the SENCO and the Learning Support Assistant from the pupil's primary school to ensure pupil's needs are fully understood prior to them arriving in school.
- Meetings are held and a transition visit is booked with parents and the pupil: a tour is given and any concerns/queries addressed.
- Further transition meetings take place with the primary school Learning Support Assistant bringing the pupil into school to meet with the new Specialist Support Assistant. The pupil is able to ask questions and the team reassure the pupil.
- The pupil takes part in some lessons experiencing the beginning of some lessons, the end of other lessons, break and lunchtimes and an assembly.
- Vulnerable Year 6 pupils are matched with a student mentor to support them in their transition to the new setting.
- Parents and pupils are invited to an Open Event where the Access and Inclusion Team is available to communicate the school offer and address individual concerns.
- Pupils are invited to attend a Summer School to support literacy and numeracy development and build confidence.
- An Induction Day in the Summer Term enables pupils to meet with staff, including the Access and Inclusion Team.

This rounded approach ensures pupils attend the first day of school with confidence, knowledge of the school site, and an awareness of the school day. Pupils are also familiar with some of the teaching staff and the Access and Inclusion Team.

All key stakeholders work together to support transition throughout the Key Stages. There is a strong relationship between the Pastoral Team and the Access and Inclusion Team to secure a comprehensive and holistic approach to support. There are two Heads of Year that make up the Pastoral Team. Whilst the Head of Year 7 remains responsible for this Year Group, from Year 8 onwards Heads of Year remain with their Year Group to ensure consistency and transition through the school, nurturing strong relationships with pupils and their families.

The School has high aspirations for all pupils with SEN, and supports them in preparing for the next phase of education or training and beyond into adult life. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for life as members of their community.

Pupils with SEN also receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They are also given information on the full range of specialist provision that is available and the support available to help them access the provision. Where a pupil has an Education, Health and Care plan, all reviews of that plan from Year 9 at the latest, and onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

Where a pupil with SEN progresses to further education, the SENCO will liaise with the link tutor at local colleges to ensure a smooth transition.

All documentation about special needs included in a pupil's record is transferred between schools when required.

4.7 The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

The school recognises that children with SEN 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. A highly personalised and rigorous curriculum delivery model ensures that the pupils who attend the school access and engage successfully in the curriculum. The school will offer a spectrum of alternative qualifications for pupils for whom GCSEs are not appropriate. Pupils with complex learning needs will be 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. Pupils are placed in sets and the lessons are planned to allow all pupils in every class to reach the objectives of the lesson. Staff are aware of the learning difficulties of the SEN pupils and follow the guidelines and strategies provided by the SENCO. Common Lesson Planning proformas, quality assured by the SENCO, ensure teacher's planning details the support strategies for targeted pupils, including those with SEN. Classroom organisation and management ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings).

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote children's independence and to avoid them becoming dependent and passive as learners. Support is used to assist the child in achieving the best they can do and to provide opportunities for over learning to promote confidence and raise self-esteem.

Wherever possible, Specialist Support Assistants work with children within the classroom. Any arrangements for withdrawal are discussed with the SENCO and agreed by the Senior Leader responsible for the Curriculum – such decisions are consistent with the Pupil Support Plan, Statement, Education, Health and Care Plan for the particular pupil.

Where additional intervention outside the classroom is provided, sessions aim to:

- emphasise key concepts and skills required for attainment in that subject
- clarify difficult concepts and misconceptions covered recently in those subjects
- pre-teach difficult concepts ahead of quality first provision
- allow learners to demonstrate learning and reinforce it through application and assessment for learning
- instil self-confidence of learners in the subject and equip them with the skills to increase learning in that subject
- allow learners to enhance capability and performance in internally assessed components.

Focused, robust and timely intervention in English and Maths for pupils with SEN, aims to enhance literacy and numeracy levels so that pupils can access all aspects of the curriculum as soon as possible.

Ancillary aids and assistive technologies are also utilised to enhance provision and ensure access. Learning aids are deployed to specific pupils with SEN. Pupils are provided with a mobile learning device to aid research, independent working and innovative approaches to learning. Pupils are also given access to a Virtual Learning Environment and electronic books to access resources and complete learning at home.

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 invigilator, a reader, a scribe and enlarged text papers.

Support for pupils with visual impairments

The school utilises a range of resources to support visually impaired pupils including: large laptops; light boxes for Art; enlarged texts and test papers; video magnifiers; hand held magnifiers; braillers; brailled novels (for example GCSE English resources); DAISY players; embossers; 'zoom text' technology.

The school makes every effort to ensure visually impaired pupils gain access to the full breadth of the school offer.

Teaching staff also receive Visual impairment training.

Advice is sought from the Inclusion Support Services and regular visits are planned for class support from Advisory Teachers.

Support for pupils with hearing impairments

Pupils with Hearing Impairments are provided with the appropriate hearing aids/radio aids in liaison with the medical and advisory staff. These are regularly monitored and advice is sought from the Inclusion Support Services. Regular visits are planned for observations and strategy meetings. Hearing Impairment training is provided for all staff and a 'teacher of the deaf' regularly works with the school.

Support for pupils with Speech Language and Communication Difficulties

Pupils with Speech Language and Communication Difficulties will receive support with spoken and written vocabulary. Programmes/advice provided by the Local Authority Speech and Language Therapists will be implemented to support pupil progress with receptive and expressive skills.

Support for pupils with other Specific Learning Difficulties

Appropriate strategies are used in lessons and intervention to support pupils with other specific learning difficulties. Dyslexia Training (including Memory Training) is provided for staff and special dyslexia friendly materials are bought in to help pupils within the classroom.

The Local Offer

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. The Waltham Forest local offer can be viewed at https://www.walthamforest.gov.uk/content/send-local-offer and also at http://www.edengirlswalthamforest.com/

4.8 The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

The role of our SENCO

The legislation requires that:

- The SENCO must be a qualified teacher working at the school.
- Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or 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.
- A National Award must be a postgraduate course accredited by a recognised higher education provider.
- Schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- Working with the head teacher and governing body to determine the strategic development of SEN policy and provision in the school.
- Day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.

- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and quality first teaching.
- Liaising with the relevant Designated Teacher where a pupil who is looked after has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SENCO is: Maarya Attas
Contact details: maarya.attas@edengirlswalthamforest.tetrust.org

Training

We see training and professional development as key to effective SEN support. The school ensures all staff, including the Principal, 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 different resources to those which have already been applied.

Every year we do an analysis of staff training needs which includes knowledge and expertise about different SENs. We also provide a whole staff briefing on the procedures set out in our SEN policy.

Training includes:

- Differentiation
- Visual Impairment
- Hearing Impairment
- Speech Language and Communication Needs
- Medical training where appropriate and required

SEN Briefings are delivered on a regular basis to meet needs identified by staff.

An SEN Faculty Handbook contains all relevant information to enable Specialist Support Assistants to support pupils appropriately. This includes information of the nature of each pupil's SEN need, equipment and resources, strategies, recent advices, Education Health and Care Plans etc.

4.9 Evaluating the effectiveness of our provision

Accountability

There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEN, and all individual pupils whose progress is below expected levels, is maximised.

A Link Governor takes responsibility for reporting to the governing body on pupil progress with a specific focus on vulnerable groups, including those with SEN, our school Link Governors is **Elizabeth Gosling**.

This Link Governor ensures:

- The record of pupils with SEN, held centrally on the 'at risk' register, is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response.
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEN, for putting in place interventions, for identifying learning needs and for assessing and tracking progress.
- The appropriateness and quality of SEN provision is regularly reviewed as part of the school's self-evaluation system.
- Funding allocated to the school for the purposes of supporting pupils with SEN is used appropriately, efficiently and its impact will be judged according to pupil outcomes.
- There is regular and effective consultation with the local authority and other schools about effectiveness of SEN provision.
- The school abides by the admissions 'Fair Access Protocol'.
- The school prospectus includes details of our SEN offer.

Members of the Senior Leadership Team are made accountable for the progress of vulnerable groups of pupils in the school. The Directors of Learning are accountable for pupil progress in their faculties, and hold subject leaders to account for the progress of all pupils, including those from vulnerable groups, through regular and robust line management dialogue and continuous scrutiny of the data. Subject leaders, in turn, hold teachers to account for the progress of their pupils.

The chain of accountability is supported by the school's MIS, which provides timely and fit-for-purpose pupil progress data with alerts when pupils, including those with SEN, are below target.

Quality Assurance

The 'Tauheedul Quality Assurance Framework' provides a set of Quality Standards which define excellence in school leadership, managing school systems, teaching and learning. Each set of Tauheedul Quality Standards has a rationale, a description of the standard for 'outstanding' practice and indicative evidence that outlines tangible outcomes and activities to demonstrate the achievement of, or progress towards, the quality standard. A Quality Standard developed around the provision for pupils

with SEN provides the school with a set of benchmarks to evaluate and evolve their own systems and procedures for meeting the needs of pupils with SEN.

The school adopts robust and high quality monitoring and evaluation of curriculum planning and delivery through calendared and rigorous internal quality assurance processes including:

- lesson observations, learning walks and informal drop-ins
- scrutiny of teachers' lesson plans
- scrutiny of pupil work
- scrutiny of pupil planners
- analysis of data on pupil performance
- pupil, staff and parent feedback questionnaires.

There is focus in all quality assurance process on the progress of pupils with SEN. Lesson observations are undertaken at least once per term to check the quality of teaching and its impact on pupil learning and progress, including those with SEN. Lesson observations are also undertaken at least once per term to check the quality of Specialist Support Assistant support, its deployment and its impact on pupil learning and progress. These are conducted by the SENCO. Termly monitoring of the quality of lesson planning for pupils with SEN is also undertaken by the SENCO with the Senior Leadership Team line manager.

The school makes targeted use of its data monitoring and tracking systems, and internal and national data sets to ensure that pupils at risk of underachievement including those who have SEN are making expected progress. Where individual or additional interventions to quality first teaching are used, these are evidence based and progress tracking allows the school to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we measure its efficacy by measuring the outcomes achieved by the pupil against the cost of the intervention.

Quality assurance of the activities of the Heads of Year and the systems and structures of the Year Teams is also undertaken regularly by the Senior Leader with responsibility for Pastoral.

Every two years, QDP pupil surveys provide detailed feedback on the perceptions of our pupils on a full range of activities in the school and enable the Senior Leadership Team and staff to determine where improvements to practice, procedures or provision are necessary.

SEN pupils also complete a termly questionnaire reflecting on the support provision they are accessing. Pupil advices completed for the Interim and Annual Reviews, also provide an opportunity for pupils to provide feedback on their perceptions of the school's provision.

4.10 Inclusive practice

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

The school supports the Waltham Forest Admission Policy. We work with the local authority to support them in their duty to provide mainstream education unless it believes that there are no reasonable steps which could be taken to ensure this.

We do not support 'a school within a school' approach and as such every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every pupil accesses this.

The school offers a range of activities that encourage and enable collaboration and across the school. The Year Group structure and enrichment activities ensure that our pupils engage in activities that involve working with pupils of all abilities and across the age range. Citizenship projects and Humanities Weeks, for example, allow pupils across the Year Groups to work collaboratively. Buddying and Mentoring Schemes also ensure pupils with SEN are provided with opportunities to engage with other young people in the school who do not have SEN.

Where we have leadership responsibility, we are careful these are not the opportunity for the few, but that all have chance to participate. We encourage and support children with SEN to take on whole school responsibilities such as Prefects and Peer Mentors. All pupils including those with SEN have the opportunity to represent internally (at for example Parents' Evenings) and at local and national events.

Nomination of pupils with SEN to the School 'Shura' (council) ensures the council is representative of the population of the school and provides the opportunity for SEN representatives to voice pupil concerns at the whole school level.

The school ethos supports inclusion in all areas of school including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the rest of the group. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication are also need to be taken into consideration. Staff supervising excursions are aware of any SEN and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from the Educational Visits Co-ordinator who liaises with parents, School Nurse or child's GP.

The school's Pupil Premium Guarantee ensures that all pupils in receipt of this funding are guaranteed free school trips, free school books and an annual £100 bursary towards the cost of the school uniform.

4.11 The social and emotional development of our pupils

The social and emotional well-being of our pupils is paramount to us as a learning organisation. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEN are more vulnerable.

The school has developed a unique pastoral support package designed to foster strong values and character within our pupils.

The Curriculum

Our curriculum is designed to foster thought, curiosity and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. It is a gateway to opportunity and to a fulfilling and prosperous life in modern Britain and beyond. The curriculum aims to:

- Mould pupils into good citizens, with a sense of responsibility for their actions
- Encourage civic and social participation within their community
- Promote the development of young female leaders
- Give pupils a practical, successful understanding of their religious and social rights and responsibilities in society
- Allow pupils to develop their spiritual and moral individuality
- Empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles.

Our Personal, Social and Health Education (Life Skills) and Active Citizenship Curriculum provides a curriculum context for the personal and social development of our pupils, facilitating personal growth through a planned educational programme. The core aim of PSHEE (life skills) and Active Citizenship is to help young people understand and value themselves as individuals and responsible and caring members of society in the light of fundamental democratic British values and of the Islamic teachings upon which the school is founded. The school recognises that development of self-confidence and self-esteem in children is best achieved by encouraging pupils to take responsibility for their own learning. As such, pupils engage in decision-making, problem-solving and negotiation, and are given opportunities to develop and practice these skills. Where necessary pupils with SEN are provided with specialised withdrawal support.

Enrichment

Our strong academic focus is complemented by personal development programmes, including leadership, sport and creative activities. Our enrichment programme helps our pupils develop into rounded individuals and enhances key personal skills and aptitudes which are much sought-after by employers. These include oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.

The Pastoral System

The pastoral system aims to ensure effective pastoral support to all our pupils. A senior leader responsible for Pastoral, Inclusion and Safeguarding ensures there is an integrated approach to dealing with the social and emotional development of all pupils within the school.

The pastoral system incorporates Year Teams with Heads of Year linked to a member of the Senior Leadership Team and a team of Learning Co-ordinators.

Pupils are allocated to a form class led by a Learning Co-ordinator. The Learning Co-ordinator see pupils daily, help them set and review learning and personal goals, and liaise with parents if there are any concerns or issues.

A Head of Year oversees the pastoral arrangements and leads the Year Team.

Together, the Year Team has responsibility for the pastoral needs of all pupils in the Year Group. This responsibility includes behaviour management, attendance, the morning registration and assembly programme and mentoring support to vulnerable pupils.

Behaviour Management

The school's Pupil Code of Conduct and Behaviour Policy make clear our expectations for pupils and the ways in which we promote outstanding behaviour and marginalise poor behaviour. The school sets high expectations for behaviour. It encourages pupils to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

The school recognises that the simplest and most effective form of reward is praise but beyond this, it has developed a number of systems to encourage and promote positive behaviour including a merit system and rewards nomination system for exemplary effort, behaviour or attitude in lessons.

Sanctions against unacceptable pupil behaviour are clear and enforced through a simple, graduated and explicit system. All staff will be expected to issue verbal reprimands and warnings for low-level misdemeanours. After that, according to the seriousness of the offence, the sanctions imposed will rise according to the frequency and negative impact of the behaviour shown. This ranges from break and dinner time detentions to after school detentions. The most extreme behaviour may include removal from lessons to a supervised isolated area or, through partnership arrangements, to Inclusion Units in other schools. Exclusion is a last resort.

Child Protection

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All of our staff, governors and volunteers are checked by a Government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified Designated Senior Person (Child Protection Officer) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged.

Prevention of Bullying

Ours is a 'No Bullying' school. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

We deal with bullies positively to demonstrate to them the harmful effects of their actions and how it is against the ethos and values of good human beings as well as against our faith, values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Older pupils are also trained in peer mentoring techniques and linked to Year 7 pupils to support them as they settle into a new school. They also help to prevent and identify bullying. Such schemes provide pupils with SEN the opportunity to share their concerns and worries within a safe relationship.

Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

The Morning Registration Programme

The Morning Registration Programme has been developed so that our young people are given the opportunity to build on their skills and knowledge and understanding of a range of aspects such as independence, leadership, personal and spiritual awareness and appreciation of current issues. As part of this programme, pupils set and review personal, spiritual and learning goals. Through this, pupils see that learning and development is their responsibility. Taking ownership ensures that pupils come to the realisation that that development of skills and attitudes are as important and tangible to their progress as subject content. The opportunity to evaluate targets and such consequential reflection on improving oneself is a fundamental part of being a good pupil. This aspirational reflection gives pupils the drive to better themselves and give them the motivation to achieve.

The Assembly Programme

The whole school assembly programme is designed to supplement the pastoral support package and provides the opportunity for pupil-led SMSC input. A key part of the assembly is the 'Hadeeth of the Week - Pause for Thought.' Here, pupils reflect on key messages related to good character and values; messages which are inclusive and universal in their appeal.

Mentoring

The Pastoral Team is supported by mentors who work with targeted pupils to cultivate the hidden potential within each of our learners. Mentoring is particularly beneficial for our most vulnerable learners, including those with SEN. The mentoring programme allows the school to personalise our pastoral input and engage the most vulnerable and/or disaffected learners so that we can help them to deal with and overcome their challenges; and to help them stay focused on their learning.

Every Child Matters Group

The school's Every Child Matters (ECM) Group responds to increasing need for pastoral care and spiritual and emotional support for learners. The ECM group holds a risk register of the most vulnerable pupils who require sustained pastoral or spiritual support and provides a comprehensive support package to meet these needs, drawing on external provision where required. In order to ensure the needs of pupils with SEN are fully understood, the school SENCO is a member of the ECM group.

Access and Inclusion Team

Staff within the Access and Inclusion Team develop strong relationships with their pupils fostering a climate of openness, trust, and support. The Access and Inclusion Faculty provides pupils with SEN a safe place, where pupils can request support and spend time sharing their concerns.

A Summary of Our Care: The Waves Approach

Driven by our distinctive faith ethos, our pupils benefit from our 3-wave programme to enhance and develop their social and emotional wellbeing.

Wave 1 involves:

- a curriculum guided by the faith, values and ethos of the school, including the learning of fundamental British values through all lessons
- effective safeguarding measures and protocols
- optional faith activities including prayers at the start and end of lessons
- the Hadeeth (Thought) of the Week programme
- the whole school assembly programme
- Progression Maps which allow pupils to measure progress in their character and values
- restorative justice approach to behaviour management.

Where pupils need to improve their behaviour or conduct in school, they are given **Wave 2** support. This involves:

- Head of Year detentions (after school and at weekends)
- a Learning Report from the Learning Co-ordinator
- a Behaviour Report from the Head of Year
- personalised rewards and sanctions
- the Head of Year working with pupils to set targets for improvement and reviewing their progress.

For some pupils, we will need to offer more individual support. For the most vulnerable and/or disaffected learners, we provide a **Wave 3** programme to help them deal with and overcome their challenges. This involves:

- mentors working with the pupil over some time to help them explore any underlying problems
- development of a Mentoring plan with the pupil to set short-term goals for improvement
- establishment of an Every Child Matters Group, Risk Register and support plans.

4.12 Working with other professionals and practitioners

> In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.
> Code of Practice 6.47

The school is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our pupils. We ensure that we always seek the expert advice of education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners.

In order to do this we:

- Listen to parents to ensure we know which services they use and are valued by them.
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- Use person centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value.
- Value the contribution of all.
- Engage with local authority services in a timely and professional way.

The SENCO and relevant staff meet regularly with external stakeholders including Advisory Teachers from the Inclusion Team. External engagement includes:

- The local authority SEN Officer – present at initial planning meetings at the start of the academic year and at Interim and Annual Reviews.
- Hearing Impairment Advisory Teachers/Teachers of the Deaf (TOD) - conducting checks on equipment used by hearing impaired pupils in school (Hearing Aids, MLXis, Radio Aids etc.) and undertaking Pupil Access to Learning (PAL) observations to ensure all teachers are aware of and are able to use appropriates strategies for the pupils in their class.
- Visual Impairment Advisory Teachers - supporting pupils in class providing one-to-one training for relevant staff.
- The Educational Psychology Service - working closely with the SENCO to assess and advise on academic and social support for pupils with significant and complex difficulties which affect their learning and development
- Children's Social Care Team – ensuring appropriate provision for 'Looked After Children' (LAC)
- Physical Disability and Visual Impairment Team - carrying out audits of the school estate to ensure accessibility planning meets pupils' needs.
- Speech and Language Services - working with pupils with speech, language, communication or swallowing difficulties
- The School Nursing Service – supporting the school health services programmes.

5 Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should initially contact the Head of Year who will try to resolve the issue.

Any individuals wishing to raise a formal complaint relating to the support provided for pupils with special educational needs should follow the school's Complaint Policy.

6 How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as Elements 1 and 2 allows us to meet the needs of a wide range of pupils who have Special Educational Needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst Elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils in Waltham Forest ages 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

7 When would the school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. These children may require an Education, Health and Care needs assessment which may result in an Education, Health and Care plan.

Education, Health and Care plans are required by those pupils:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an Education, Health and Care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral all local authorities are expected to consider:

> '-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'
> Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- IEPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated.

8 Monitoring, evaluation and review

The guidance will be promoted and implemented throughout the school.

In line with statutory requirements, the Trust and school will review this information report and policy every year.

The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust school.