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SEND POLICY & INFORMATION REPORT



Document Control

This policy has been approved for operation within	Manchester Muslim Preparatory School
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Owner	MMPS



1. Introduction

At Manchester Muslim Preparatory School, we believe excellent teaching gives children the life chances they deserve. We work hard to provide a caring, stimulating and inclusive environment and we recognize that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required to better respond to the four areas of need identified in the new Code of Practice (2015).

1.1 What are special educational needs?

A pupil has SEN 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

Special educational provision means educational or training provision that is additional to and different from that provided within the differentiated curriculum.

1.2 The categories of SEN are as follows:

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

2. Aims

2.1 Aims and Principles at MMPS:

- We recognise that all children are special and have unique talents, interests and strengths. We know children learn in different ways and styles and aim to teach our children in a way which is most effective.
- We aim to raise the aspirations and expectations for all children with SEN and disabilities.
- We recognize our responsibility to nurture our children and their individual needs; we strive to meet their intellectual, physical, moral, social and emotional needs.
- We aim to provide access to the full and differentiated curriculum for all our children.
- We aim to ensure parents and pupils have a voice in the learning process.

2.2 Aims of this policy:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations to all involved in meeting the needs of the child.

- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Roles and Responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies and support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and 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 SEN up to date

4.2 The Headteacher

The headteacher will:

- Work with the SENCO and determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class Teachers

Each class teacher is responsible for:
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- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff 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 SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for:

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound/multiple learning difficulties

5.2 Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The trustees, the Head teacher, the SENCO and all other members of staff, particularly class teachers, teaching assistants and language teachers. All teachers are teachers of children with special educational needs.

5.3 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers may raise an initial concern:

- Through observations and monitored provision in the classroom
- Through parental concerns
- Through tracking progress on the school's assessment tracking system.

Class teachers may identify a pupil as having SEN if the he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment
- Presents persistent emotional, social or behavioural difficulties which are not improved by the behavior management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress.

Once the class teacher has identified a pupil as having SEN they complete an 'Initial Concern Form' attaching at least 3 pieces of evidence supporting their claim. These could take the form of assessments, examples of classwork, informal observations, conversations.

The initial concern may come from the parents, carers, other members of staff or outside agencies.

Once the form is completed, a meeting is arranged between the class teacher, TA and SENCO to discuss the concerns and in agreement, the pupil's name is added to the SEN register.

5.4 A Graduated Approach to SEN Support

When a pupil has been added to the SEN register, the school follows the graduated approach as set out in the SEND Code of practice (2015). The process is as follows:

Wave 1 – Quality First Teaching for All

Wave 1 is the effective inclusion of all pupils in high-quality every day personalised teaching. Class teachers plan stimulating, challenging and creative lessons, differentiated to ensure all pupils have access to the learning opportunities and make progress. Additional adults are used to support individual children or small groups in accessing the QFT. Differentiated and specialised learning materials are included in lessons to allow children with additional needs to access the curriculum. The learning environment, within the classroom is planned to ensure that it helps not only those pupils with additional needs but all children.

Wave 2 – Additional interventions to allow pupils to catch up and work at age appropriate expectations or above

If a pupil has needs which are related to more specific areas of their education, such as spelling, handwriting, numeracy or literacy skills, then they may be considered for Wave 2 intervention. Teachers and TA's deliver planned intervention programmes to groups of children to 'put them back on course'. These interventions are planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning.

Pupils on Wave 2 intervention may also be supported by the SENCO on a 1-1 basis where flexible teaching approaches are used outside the classroom. These pupils have an individual support plan with specific targets that are reviewed termly by the class teacher and SENCO. Parents of these children are informed about the additional support offered to their child.

Wave 3 – Additional highly personalised interventions

If a pupil continues to have difficulty after Wave 2 intervention, the SENCO may meet with the parents to discuss concerns and a referral may be made via the pupil's GP, to an outside agency such as an educational psychologist, speech and language therapist or CAMHS. Once an assessment is undertaken a programme of support is sent to the school from the involved agency. An Individual Education Plan and Individual Timetable with 1-1 support, is drawn up by the class teacher and SENCO. This is reviewed termly and shared with the parents.

Wave 3 interventions are a deeper intervention, offering more personalised solutions for children that are working significantly below the age-related expectations. They are mainly on a 1-1 basis delivered by the SENCO or a TA.

If a pupil's needs are complex or severe, and additional support is required, then the SENCO may suggest an application for an EHC Assessment with the LEA. EHC Plans usually involve the local authority providing extra resources to help the pupil. This could include money, staff time or special equipment. If a pupil is offered an EHC Plan, it is reviewed annually and would include the parent, teacher, SENCO, TA and pupil.

5.4 Assessing and reviewing pupils' progress

Teachers follow the graduated approach and the four-part cycle of:

ASSESS – PLAN - DO - REVIEW.



1. Assess – identify concern
2. Plan – Set targets
3. Do – teach, deliver interventions
4. Review – assess outcomes

Teachers review pupil's progress half termly, and the 'assess - plan – do – review' cycle must be carried out 3 times before a pupil is moved up the graduated approach model.

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.

The class teacher and SENCO will review the effectiveness of the support and interventions and their impact on the pupil's progress on a termly basis. 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 expectations
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

5.5 Provision

A whole school provision map shows all types of provision offered to the children that are on the SEN register. This includes children at Wave 1, 2 and 3 and is reviewed termly by the SENCO. This is shared with all the teaching staff.

Some pupils have Individual Support Plans and IEP's that are drawn up by the class teacher and SENCO. These are shared with parents and are reviewed termly.

5.6 Consulting and involving pupils and parents

When a pupil is at Wave 2 and receiving SEN support, the SENCO will formally notify the parents, informing them about the type of support being offered to their child, the frequency and by whom. Similarly, if a pupil at Wave 2 has made sufficient progress and the support is no longer required, then parents are once again formally notified by the SENCO that the support has stopped. These pupils however are kept on the SEN register and monitored by the SENCO till the end of the academic year.

For a pupil at Wave 3 with an individual support plan or IEP, the parents are invited into school for a meeting with the SENCO and class teacher termly. These meetings will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Where it is felt by staff and parents that additional support/ involvement of specialist services is needed, then the SENCO will contact the relevant agency or it may be necessary for the parents' first point of contact to be their GP. If this is the case, the SENCO will supply written support to the GP on behalf of the school.

When a cost is involved for a specialist service such as an EP, the parents are made aware that as an independent school we do not have the access to these services nor the funding. The school will advise and support the parents in this process as far as possible.



5.7 Our approach to teaching pupils with SEN

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

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

We will also provide the following interventions:

- Phonics and Reading interventions
- Spelling and Handwriting interventions
- Maths interventions
- PSHE support groups
- Physical exercise sessions

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as ipads, coloured overlays, yellow paper, sloping boards, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Expertise and training of staff

The SENCO is a qualified teacher and has completed the course for the National Award for Special Educational Needs Co-ordination.

SENCO / SEN Teacher – Mrs M Bham

- BEd hons
- QTS
- Training - Maths and Dyslexia
- Training – Maths; Place value for pupils with SEN
- Training - NASENCO

Year 1 Teaching Assistant – Mrs S Aslam

- NVQ2
- Training – Supporting the Included Child
- Training – Clicker 6
- Training – Supporting Children with Cerebral Palsy
- Training – Supporting children with complex needs and autism by using visuals
- Training – EAL Support

We have a team of teaching assistants, who are trained to deliver SEN provision. Our TA's have had training in:



- Maths and Dyslexia
- Multi-Sensory Learning
- Supporting children with complex needs and ASD
- Supporting the next steps: transition within and between schools
- Spelling and dyslexia
- Developing children's vocabulary in the classroom

The staff access SEN training from Stockport LSS and other relevant training organisations.

In house insets are aimed at delivering an awareness of specific learning needs and ensuring staff can implement an inclusive provision in the classroom, in their planning and in catering for the different learning styles and needs.

5.10 Equipment and facilities

We have an SEN room that is shared with the language department. There is 'woodland' quiet area in a corner of the SEN room with multi-sensory objects.

Resources are purchased by the school. These are housed in the SEN room and accessible to all staff. These include intervention programmes, games, multi-sensory resources, a 'Maths and English Working wall', 'hands on' equipment to support maths and english lessons, ASD resources, books, VIP resources, PSHE games and activities. There is also a bank of ideas and activities for Speech and Language intervention.

The school also has software to assess the probability of dyslexia.

Each class is required to display and use an interactive time table and take into account the SEN pupils' needs when planning activities allowing for extra timings and allocation of adult support.

5.10 Supporting pupils with medical conditions

The school recognizes that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. This applies to children with any form of disability, including pupils with sensory impairment.

We strictly adhere to the Health and Safety arrangements when pupils are attending trips and visits. All members of staff are fully briefed about medical conditions, emergency contacts and permitted medication such as inhalers are carried with the staff responsible for the pupil. Part of the risk assessments carried out prior to any trips or visits will also take account of SEN pupils and those with medical conditions.

The SENCO has a file for each class with information on pupils with SEN, medical conditions and disabilities. These includes letters of medical appointments, referrals, notes of consultations and Individual Support Plans are in place for pupils that require special provision.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans



6. Monitoring arrangements

This policy and information report will be reviewed by Mrs M Bham every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Health and Safety