



Madani Schools Federation

**Special Educational Needs and
Disability Information Report**

2024-2025

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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1. Mission statement

Madani Boys School celebrate the differences between all of our children and young people and value the contribution which every member of each school makes to the school community and our community as a whole. We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential.

Whilst many factors contribute to the range of difficulties experienced by some children and young people, we believe that much can be done to overcome them by close cooperation between all the services that support children and young people and their families through the joint planning and commissioning of services.

This policy is a statement of the aims, objectives, principles and strategies for supporting children with Special Educational Needs and Disabilities in our schools. All procedures for identifying Special Educational Needs follow the SEND Code of Practice (2014).

2. Definition of SEND and Disability

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutes
- c) are a child under compulsory school age that has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Act 2014 and CoP 2014)

Definition of disability

A child or young person is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17 (11) Children Act 1989)

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

(Section 6 Equality Act 2012) (CoP 2014)

Madani Boys School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children and young people with special educational needs and disabilities and ensure that parents are notified when SEND provision is being made for their child/young person.

3. Aims and objectives

We aim to provide every child and young person with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- For children and young people to be at the heart of our systems where they are treated as individuals and their views and opinions are taken into account
- To create an environment to enable each child/young person to develop their full potential
- To provide a broad and balanced curriculum for all children and young people according to their needs
- To set high expectation for all children/young people, including those who experience special educational needs and disabilities
- To provide and deliver high quality teaching and learning experiences for all children and young people

Objectives

- **Identify the needs of pupils/students with SEND as early as possible.** Schools will gather information from parents, education, health and care services and feeding schools or early years settings prior to the child's/young person's entry into the school

- **Monitor the progress of all pupils/students in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by the Senior Leadership Team (SLT), SEND and Inclusion Teams, class teachers and support staff which will help to ensure that each child/young person is able to reach their full potential through aspirational target setting and high expectations
- **Make appropriate provision to overcome all barriers to learning and ensure pupils/students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and SEND/Inclusion Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for
- **Work with parents to gain a better understanding of their child/young person and involve them in all stages of their child's/young person's education.** This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's/ young person's progress and providing information up to three times yearly on the provisions for pupils/students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils'/students' needs cannot be met by the school alone
- **Create a school environment where pupils/students feel safe to voice their opinions of their own needs.** This means providing regular opportunities for discussions between pupils/students and their teachers, support staff or SEND/Inclusion Team because pupil and student participation is a right.

4. Types of Special Educational Needs the school provide for.

Madani Schools Federation is an inclusive institution which caters for a wide range of pupils' educational needs.

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporarily or long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Presently, Madani Schools embraces the challenges of students with Special Educational Needs such as:

- Physical and Sensory Impairment
- Hearing Impaired
- Visually Impaired
- Speech, Language & Communication
- Cognition and learning difficulties
- General Learning Difficulties
- Social, Emotional & Mental Health *(This is not an exhaustive list)*

Madani Schools strive to be a fully inclusive organisation. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy and the new SEND Code of Practice 2014. We expect and encourage students to access mainstream lessons and activities, with support, where necessary. Students who require additional support will be given adaptive resources and appropriate scaffolding in lessons to ensure expected progress is reached.

In meeting these responsibilities, Madani Schools Federation has due regard to the SEND Code of Practice 2014, the Equality Act 2010 and the Disability Discrimination Act 2001.

5. Admission arrangements

The admission arrangements for *all* pupils/students are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with any level of SEND; those with Education, Health and Care Plans and those without.

Our Governing Body believe that the admissions criteria should not discriminate against children and young people with SEND and have due regard for the practice advocated in the Code of Practice. Wherever possible, our schools will endeavour to ensure that arrangements are in place to meet children and young peoples' needs and not refuse to admit a child or young person to school simply because they have special educational needs.

6. Identification of pupils' needs

Firstly, the school will know if a young person needs extra help if the student has a statement of needs or an EHC plan. These documents specifically highlight what extra support the child needs, and accordingly provision is put into place.

Whether or not such documents are in place, all student data is rigorously tracked and analysed at year 7 to identify both underachievement and lack of progress. Each student's KS2 data is further evaluated to ascertain whether they need extra support. GL Progress tests in English, Maths & Science and CATS tests, as well as reading and spelling data, are used to determine the exact need and level of support needed.

Throughout the year, ongoing assessments and teacher data tracking information are monitored to evaluate progress, and determine whether the level of support is appropriate.

The school has a referral system in place. Subject teachers identify relevant young students in need of extra support. The inclusion manager, along with the student, parents and Head of Key Stage then make a collective decision based on the student's needs.

Prior to starting school, parents/carers of pupils with a Statement of Special Educational Needs, as well as those with a Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Parents can arrange an appointment with the inclusion manager to discuss their child's individual needs and provisions. After discussing the student's arrangements, external agencies may be invited to test the child for any specific need.

Madani Boys School follow the LA's suggested 'Graduated Approach and Response' for identifying and responding to SEND, which is built into the

overall approach to monitoring the progress and development of all pupils/students.

A graduated approach:

Quality First Teaching

- a) Any pupils/students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b) Once a pupil/student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The child or young person's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's/student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil/student in class
- e) Through (b) and (d) it can be determined which level of provision the child/young person will need going forward
- f) If a pupil/student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary
- g) Parents will be informed fully of every stage of their child's/young person's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school
- h) The child/young person is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's/young person's needs and progress being made.

Where it is determined that a pupil/student does have SEND, parents will be formally advised of this and the decision will be added to the school's data system. The aim of formally identifying a pupil/student with SEND is to help

school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil/student grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's/student's needs using the class or subject teacher's assessment and experience of working with the pupil/student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's/student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil/student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil/student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class or subject teacher remains responsible for working with the child/young person on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away

from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's/student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil/student and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil/student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child or young person has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[Family Information | SEND Local Offer \(leicester.gov.uk\)](https://www.leicester.gov.uk/SEND-Local-Offer/)

7. Inclusion of pupils/students with SEND

Madani Schools believe that students who learn outside of the classroom and through extended learning opportunities achieve and progress significantly. The school organises extensive range of activities, trips and visits for all of our students and we will ensure that the curriculum and extracurricular activities are barrier-free and do not exclude any pupils. All students will have access to activities outside the classroom and provision will also be put in place so that all students can participate in school trips. This may require a meeting with the parents and carers, and where feasible an individualised package of support will be put into place.

8. Additional SEND support

At Madani Schools Federation, we acknowledge that students may need additional support for health reasons or for their emotional and general wellbeing. Therefore, each student will be given pastoral care within the school environment which is led by the Deputy Head. Formal and informal mentoring is available where appropriate. Focused tutoring also takes place on a 1-1 basis, with focus on attendance, anti-bullying and E-safety. The school also facilitates a breakfast club, which incorporates healthy eating and specific dietary needs of students.

Pupils with a medical condition who need to access medication during the school day have an Individual Healthcare Plan in place. Allocated staff that are First Aid trained have the responsibility to over-look the administration process and provide personal care. A designated NHS nurse is also present to support students.

9. Working in partnership with parents

Madani Schools actively seeks to work with parents / carers and values the contributions they make. Parental views are recorded as part of the Annual Review procedures. Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learn spellings. Information sheets and knowledge organisers have been produced that are certainly helpful.

Parents are encouraged to attend Parents' Evenings/School Cloud where their child's progress is discussed with subject teachers. A dedicated Parents day has also been introduced, where Parents arrange an appointment with their child's form tutor to confer about progress.

Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner. New parents can attend the Open Evening in the winter term prior to transfer. Student's opinions are also gauged through individual student interviews.

Madani Schools operates an inclusive student council which allows the views of our students on the curriculum, teaching and learning and wider aspects of school life to be heard.

Ultimately, we aim to actively take into account the views of all students in important decision making. This is facilitated by our Deputy Head teacher. Student feedback is then shared with middle management and senior leadership so that, where appropriate, actions can be put into place.

10. Links to support services

Madani Boys School continue to build strong working relationships and links with external support services in order to fully support our pupils and students with SEND and aid school inclusion.

Our schools may involve specialists at any point to advise them on early identification of SEND and effective support, or often when a child/young person continues to make little or no progress, or continue to work at levels substantially below those expected of children/young people of a similar age, despite well-founded SEND support that is matched to the child's/young person's area of need.

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Madani Schools Federation include (*this is not an exhaustive list*):

- The Educational Psychology Service
- Vision Support Team
- Hearing Support Team
- Secondary Behaviour Support Team
- Specialist advisory teachers
- Connexions Service for Young People
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Child Adolescent and Mental Health Service (CAMHS)
- Physiotherapy
- The School Nurse

11. Training – CPD

All teachers working at the school are teachers of SEND. All staff working with students are suitably qualified and have ongoing CPD to increase their skills set.

Staff members have had training with the Vision Support Team, Hearing Support Team, Dyslexic awareness, differentiation and autism training. We regularly have teacher forum exercises where specialist professionals are accessed. Expert advice is sought and shared within these sessions for the benefit of all staff.

Staff are also qualified to deliver basic first aid, moving and handling, and evac-chair training.

12. Accessibility

Madani Schools Federation is a single site school, with Key Stage 3 and 4 classes sharing two floors in the main building. The School is built on two levels, with stairs from the ground floor to the first; a lift is available if needed. Entrance to the building is through the main foyer, which is level and therefore suitable for wheelchair access.

Changing rooms are available for PE, along with shower facilities. There are accessible toilets for pupils on both the ground and upper floors. There is a designated toilet for wheelchair users and disabled persons on the ground floor of the main building. Separate toilets are provided for staff. Changing rooms have designated toilets.

There are good lighting and safety arrangements for visually impaired pupils. Classrooms provide good acoustic conditions so that hearing difficulties are minimized.

13. Complaints procedure

Madani Boys School is dedicated to ensuring that every child and young person benefits from the best possible education. If a parent or carer has any concerns or complaints regarding the care or welfare of their child/young person, they may contact the school by following our complaints procedure as outlined on our school website.

14. Further Information

In the first instance, please speak to your child's form tutor. Further information can be obtained from your child's Head of Key Stage. If you require information about Special Educational Needs please contact our Inclusion Manager **Mr. Shahid Alhadad** on **0116 2498080**.