

**MUL SEND Policy**

This policy was developed with parents/carers, representatives from the trustee and parents of children with special educational needs and will be reviewed annually.

**This policy is written in line with the requirements of:**

* *Part 3 of the Children and Families Act 2014*
* *SEN Code of Practice 2014*
* *The Special Educational Needs and Disability Regulations 2014*
* *The Special Educational Needs (Personal Budgets and Direct Payments) Regulations,*
* *Section 49 The Order setting out transitional arrangements,*

**Section 137**

**The Equality Act 2010**

The Mazahirul Uloom London School is dedicated to achieving the highest possible levels for all pupils and that each pupil should be given equality of opportunity to achieve their full potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all.

We firmly believe that all children share the right to a broad and balanced curriculum, including the National Curriculum. This means that some children will need additional support to fulfill that right and that staff may need support to enable them to deliver the curriculum in an appropriately differentiated manner.

We believe that parents and carers play a vital role in enabling their son(s) to progress. Moreover, their willing participation in the school's intervention is essential. They have a duty to support their child and the school in effecting their son’s success. They have a right to be consulted about what they believe will be the most useful way forward for their sons and an equal right to be informed of the most useful steps they can take at home to ensure their son’s success.

The student has a similar right to be consulted and informed. We believe that they should be fully involved in the consultation process and will take greater and greater responsibility for their own learning as they develop.

Procedures Refer to point 2.

**The Special Educational Needs Code Of Practice 2014**

Definition of SEND ***The Special Educational Needs Code of Practice 2014*** states that 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 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 then 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.

 High Quality Teaching (HQT) that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under

Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching. All young people are entitled to an education that enables them to make progress so that they:

* Achieve their best
* Become confident individuals living fulfilling lives and
* Make successful transition into adulthood, whether into employment, further education or training.

1) The kinds of special educational need for which provision is made at Mazahirul Uloom London School, is an independent Islamic school for boys aged 11 to 16.

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At Mazahirul Uloom London School, we try our best to make provision for frequently occurring special educational needs without a statement of special educational needs or Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and mental health difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

 Information about the policy for identification and assessment of pupils with SEND at Mazahirul Uloom London school subject teachers monitor the progress of all pupils regularly to review their progress. If a pupil is not making progress teachers may then refer to the SENCO for assessment.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up.

**Examples of extra support are:**

* Reading recovery
* In class support (Small group work)
* Spelling,
* English and Maths intervention
* Speech and language groups
* Social skills group
* After school clubs

Despite high quality targeted (HQT) teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise. The school follows the Code of Practice with regard to identifying a student with SEN. The school will follow the graduated approach outlined in the Code of Practice, which draws on identification through assessment and, where a need is identified, planning of appropriate support will take place together with the parent/carer.

**Support is then implemented and reviewed.**

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined/revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Additional SEN support can be offered to any student who has a learning difficulty of disability, which calls for special educational provision to be made for them. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. However, students may need additional provision that is additional to or different from this

Where students are withdrawn from lessons this is set within clearly defined parameters with the focus being on supporting achievement in mainstream lessons. Interventions are time limited. Impact of the intervention is assessed regularly. When additional support is given by SENCO we will assess skills prior to the intervention, plan and then deliver the most appropriate intervention and then review the intervention to judge its impact.

3) Specialist services where necessary we will offer support to students and their parents from outside agencies. An example of this may be from the Educational Psychologist. We would seek support if the school felt it needed additional support and guidance. We can also refer parent to Parenting classes run by the Local Authority.

How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

**SEN Code Of Practice 2014**

The SEN Code of Practice (2014) describes adequate progress as: Is similar to that of children of the same age who had the same starting point - Matches or improves on the pupil’s previous rate of progress - which allows the attainment gap to close between the pupil and children of the same age.

For pupils with or without a statement of special educational needs/Education, Health and Care Plan (EHCP) there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b) The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c) The school’s approach to teaching pupils with special educational needs

‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ (SEN CoP, 2014)

 ‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.’ (CoP 6.34) We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

The SENCO at Mazahirul Uloom London School is Mr. Amin Khan, who is works as a deputy head teacher.

6) How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

7) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education All parents of pupils at Mazahirul Uloom London are invited to discuss the progress of their SEN children twice each year and receive a written report up to three times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

**Monitoring and Review**

**Headteacher will review the policy on a yearly basis.**

**Reviewed June 2025 Next review June 2026**