

Tarbiyyah Secondary School for Boys

SEND Policy

Date: August 2026

Prepared by: Headteacher & SENCo

Agreed with: Chair of Trustees

To be reviewed and updated: August 2027

Special Education Needs & Disabilities Policy
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This policy complies with the guidance given in Statutory Instrument: **Special Educational Needs and Disabilities (Information Regulations) Clause 65**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) updated January 2015
- Ofsted Section 5 Inspection Handbook update- September 2018
- Ofsted SEN Review 2010 **"A Statement is not Enough"**
- Equality Act 2010
- Children's and Families Act 2014

Definition of special educational needs (SEN):

A child or young person has **special educational needs (SEN) or a disability** if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

A child/young person of compulsory school age has a learning difficulty if they:

- have **significantly greater difficulty in learning than 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 in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall into the categories above when he or she is of school age, or if he or she would fall into the category if **special educational provision** was not made.

Special educational provision means:

- for children aged two or more, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in maintained schools, maintained nursery schools, mainstream post-16 institutions, or by relevant early years providers;
- for children under two, educational provision of any kind.

Our Vision and Ethos:

Tarbiyyah Secondary School (TSS) is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. This document supports the stated ethos and objectives of the school:

Our vision and ethos for Tarbiyyah Secondary School is to cultivate and educate the children with an Islamic ethos, knowledge and life skills required to become positive contributors and examples of excellence in their communities and the society.

Teachers and staff use and instil the correct Tarbiyyah within our children to support and nurture the development of a truly Islamic identity, based upon the principles of; wellbeing (self-awareness; self-confidence), moral responsibility, upright moral foundations, respect and tolerance.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision.

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter, we are aware of the process of applying for Inclusion Fund or High Needs Funding if the pupil's and the TPS's needs make that a necessity. As an independent school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule on any admittance and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

TSS Aims:

The aims of this policy stem from the ethos and objectives of TSS. At TSS we will ensure to:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provisions
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need(s), through well targeted continuing professional development.

- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners- including TAC/CAF's.
- To **"promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others"**. (National Curriculum, 2014).
- The Head Teacher and the governing body have delegated the responsibility for overseeing the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCo).
- The SENCo is responsible for reporting regularly to the Head Teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.
- The SENCo has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.
- The Designated Teacher (SENCo) for Looked After Children (LAC) has strategic responsibility for the inclusion of children who are adopted or in local authority care.
- **All staff have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL.**
- **All staff are aware of their responsibilities towards all vulnerable learners, and a positive and sensitive attitude is always shown towards all pupils.**

In agreeing our staged arrangements, the school has considered the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching 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. "

SEND Code of Practice (2015: Para 6.79-6.81)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEND Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level”

SEND Code of Practice 2015

Admissions

At TSS we must feel reasonably sure that we will be able to educate and develop a prospective pupil to the best of his or her potential, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life.

At TSS we ask parents of prospective pupils to provide essential information in respect of their child/ren **at the time of application**. This will include a questionnaire, if necessary, will be sent to previous schools and professionals as well as parents. Parents are required to submit an Educational Psychologist or specialist reports along with the application.

An initial interview will be conducted, and the pupil and parents will make a second visit to the school when all the information has been gathered to be discussed.

Information from previous settings, outside agencies, parents and the initial assessment, may indicate that additional provision will be required for the child in order to meet their needs.

This may be through resources and strategies in class. **Some pupils require additional support beyond this and may have additional provisions which the family funds.**

Currently wheelchair access is not available at the school.

This policy should also be read in conjunction with the following policies:

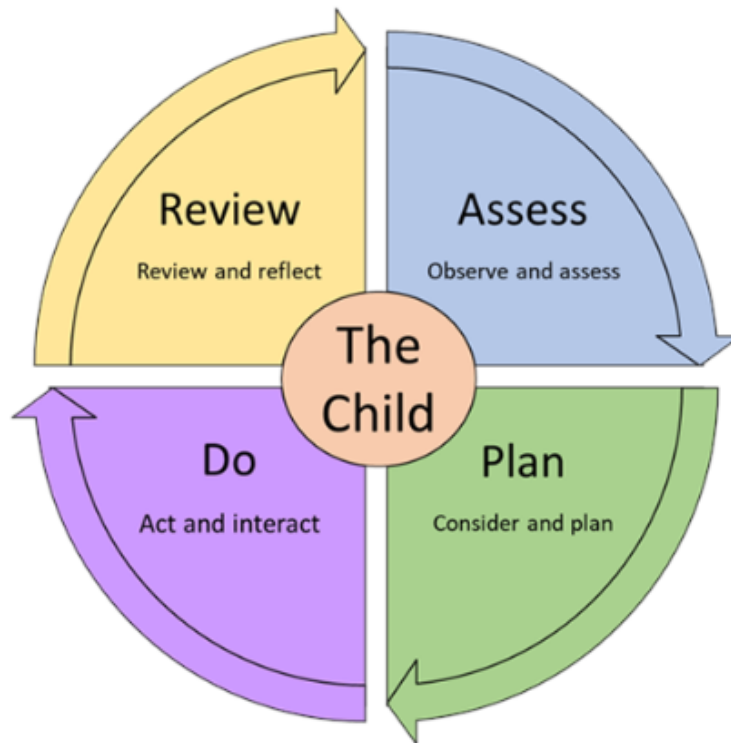
- Behaviour Policy
- Admissions Policy
- Safeguarding Policy
- Curriculum Policy
- Accessibility Plan

At TSS we provide Special Educational provision for the 4 broad areas of need:

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

A Graduated Approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.



We adopt a three-tiered approach to classify special educational needs which are different from everyday classroom provision:

Wave 1 whole school- the effective inclusion of all pupils in high-quality everyday personalised learning. Such teaching will, for example, clear objectives that are shared with the children and returned to at the end of the lesson; carefully new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra support with their learning or behaviour.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate learning.

We believe that all pupils learn best within their age-appropriate classroom environment alongside their peers. We encourage pupils to work independently where possible and are provided with the scaffolding and provision appropriate for their identified needs.

As a school, we provide additional intervention alongside daily class teaching. When considering interventions, we look at the child's profile of learning and will match an intervention which aims to close the attainment gap between themselves and their peers. Interventions take place, where possible, within the classroom environment and do not take the place of other curriculum subjects.

If my child is working at Wave 2 or Wave 3, how to ensure that the provision in place is correct and is having an impact?

SEN Code of Practice 6.7 explains that: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' Where pupils are deemed to not be meeting age related expectations the assess, plan, do, review process will be implemented in consultation with parents.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

The link below provides detailed information regarding the above process and a week-by-week timeline:

https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=2341_2

Inclusion of pupils with SEND

The SEND Team oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities after school, school day trips.
- Practising teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils- reflective of our ethos and objectives.

Links to Support Services, other agencies and Voluntary Organisations:

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within TPS.

The following services will be involved as and when is necessary:

- Access to Education:
- The London Borough of Hounslow:
 - Educational Psychologist
 - Pupil and School Support
 - SENCO Support
 - Sensory Support-
<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/service.page?id=geZYm1clGQw>
 - Communication and Autism Team- The Children's Centre, Heart of Hounslow
 - Speech and Language Therapy Service
 - Health Services:
 - Health Visitors
 - Physiotherapists
 - Occupational Therapists
 - CAMHS
 - Counselling
 - Social Services:
 - Family Support Workers
 - Family and Child Solicitor; specialism in safeguarding and litigation.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Inclusion of Pupils with English as an Additional Language:

A pupil, who has English as an Additional Language, is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. **EAL pupils are not considered to have a Special Educational Need** but are seen to benefit from the ability to live and learn in more than one language.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English.

The following provision can be expected:

- Initial assessment of EAL to record stage of language acquisition;

- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated;
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework may be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers;
- Additional support for pupils may be given through first language resources; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary; communication in print; Makaton support, PAT.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored and against National Curriculum indicators. **The pupil will not be placed on the SEND register for reasons of EAL.**

Parental Support:

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities where necessary.

The importance of parental involvement is highlighted in the principles underpinning **The Special Educational Needs and Disability Code of Practice 2014 (updated May 2015)**, which must have regard to:

- **The views, wishes and feelings of the child or young person, and the child's parents**
- **The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions**
- **The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.** AT TPS, we welcome feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Head Teacher, Deputy Head Teacher and SENCO throughout the year for any reason.

Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

Complaints Procedure



If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, Deputy Head teacher and SENCO, who will be able to advise on formal procedures for complaint.