

HYDERI ISLAMIC SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Hyderi Islamic School Mission Statement

At Hyderi Islamic School, our vision is to create a happy, caring and enriching learning environment where children learn the formal tenets of Islam as well as nurture their spiritual growth and refine their moral characters so that they may grow to be exemplary role models and practicing Muslims as well as positive members of the community and society at large.

We aim to achieve this by:

- Making Madressa a place where every child feels valued, secure and happy
- Nurturing the intellectual, spiritual and personal growth of all pupils.
- Providing stimulating, inclusive and interactive lessons where positive learning takes place
- Inspiring in students a lifelong passion for gaining knowledge and applying
- Promoting relationships based upon respect, tolerance and understanding throughout the Madressa
- Fostering a genuine love and knowledge of the Holy Quran and Ahlulbayt
- Developing children's love and understanding of Islam through high quality teaching and the practical application of moral values and ethics
- Equipping children with the knowledge, independence, confidence and resilience to deal with life in a positive and productive way and practice their faith in the modern and diverse society
- Building links with the parents and the Jamaat to extend the learning and growth of all pupils
- Supporting staff to continuously grow and reach their full potential through improved communication, management and a structured programme of continued professional development.

SECTION ONE: INCLUSION

Hyderi Islamic School believes that all children should receive the opportunity to partake in an Islamic Education and develop their knowledge around their faith. Children with Special Educational Needs (SEN) should also receive these opportunities. As a result, where possible, Hyderi Islamic School will endeavour to provide additional support for these students so that they may too access the curriculum at a level best suited to them.

SECTION TWO: OBJECTIVES

1. To identify and provide for pupils who have SEN.
2. To assign a head of SEN who will co-ordinate a service for students with SEN.
3. To provide support and advice for all staff working with pupils with SEN.

SECTION THREE: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Hyderi Islamic School will, where possible, provide additional support to those students that have SEN. This is primarily focused on students with a statement of special educational needs or a specific diagnosis impacting on their learning skills. Students who do not meet this criteria will be provided additional support at the madressa Head of SEN and Principal's discretion.

Staff are aware of who the Head of SEN is and are aware of how to raise concerns around a child to them. The SEN department will approach parents and arrange for meetings as well as carry out observations in the classroom environment to gain a holistic picture of the child and establish their level of need. Parents are also encouraged to approach the Head of SEN if they would like their child to receive additional support. Upon doing so, they will be provided with the appropriate forms and details.

Provision depends largely on staffing at the madressa and pupils will be assigned additional support according to their need. This will be reviewed regularly and continuity will depend on how effective the support proves to be for the individual pupil.

SECTION FOUR: PROVISION PROVIDED

- **All staff** have a responsibility towards all students, including those with SEN.
- Staff will plan appropriately and differentiate the curriculum for the students in their class, including those with SEN.
- Staff will seek support from the SEN team as required.
- The SEN department will provide additional support to the child in one of the following ways:
 - Provide 1:1 in class support
 - Provide paired in class support
 - Provide small group support
 - Lead small group teaching sessions outside of the class
 - Support the student with their exams through the methods of reading and scribing
 - Training and supporting classroom staff to meet the child's learning needs
- Class Teachers and Support staff will maintain records on the child's progress
- Parents will be provided with a report at the end of the academic year
- Parents will have the opportunity to meet with the Head of SEN during parent's day

SECTION FIVE: CRITERIA FOR EXITING THE SEN

REGISTER/RECORD Students will no longer be kept on the SEN register

if:

- The madressa teaching staff and Head of SEN are satisfied that the child is able to access the curriculum content independently
- The parents request for their child to be removed from the register

SECTION SIX : SUPPORTING PUPILS AND FAMILIES

Children with SEN are provided with tailored examination procedures depending on the main method of teaching. Students are able to choose if they would like to participate in class examinations. Where necessary, SEN staff will support students with reading and writing their examination papers. **Those students who receive out of class teaching are assessed through formative assessment methods such as checking their knowledge and learning in class after a topic, through verbal discussion, a short test or practical demonstration.**

Families are welcome to arrange to meet with the Head of SEN to discuss their child's needs and where possible, be involved in the planning of the support their child receives. The madressa maintains the right to provide support based on their capacity to do so.

SECTION SEVEN: TRAINING AND RESOURCES

- All teaching and support staff undertake a mandatory governance session at which the Head of SEN will explain the systems and structures in place in the madressa environment.
- Training needs are identified by the Principal and their team.
- Staff are encouraged to undertake training and development in order to maintain and develop their quality of teaching and respond to the strengths and needs of all pupils.
- Resources are provided upon request to the SEN team.

SECTION EIGHT: ROLES AND RESPONSIBILITIES

The Head of SEN

S/he is responsible for:

- Coordinating all the support for children with special educational needs (SEN).
- Ensuring that parents are:
 - kept informed about the support their child is getting and the progress they are making.
 - Part of planning ahead for them.
- Liaising with all the other people who are involved in the student's teaching.
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this madressa are known) and making sure that there are records of your

student's needs and progress.

- To provide support for teachers and support staff in the madressa so they can help students (and other pupils with SEN in the madressa) to achieve the best possible.
- Identifying training needs and raising these with the Principal.

Class/subject teacher

Is responsible for:

- Checking on the progress of students with SEN and identifying, planning and delivering any additional support the child may need.
- Ensuring that the madressa's SEN Policy is followed in their classroom and for all the pupils they teach with SEN.
- Ensuring that where possible, staff working with students with SEN are supported to deliver the lesson content and curriculum.

Principal

S/he is responsible for:

- The day to day management of all aspects of the madressa which includes support for children with SEN.
- S/he will give responsibility to the Head of SEN and class/subject teachers but is still responsible for ensuring that each child's needs are met.

SECTION NINE: STORING AND MANAGING INFORMATION

Records and documents on children with SEN are kept by the Principal and the Head of SEN. They are kept in line with the madressa's record keeping policy.

SECTION TEN: REVIEWING THE POLICY

This SEN policy is effective from January 2015 and will be reviewed annually.

Revised: August 2021