



Special Educational Needs / Additional Special Educational Needs Policy

Our Vision

'An International community of learners striving for excellence and celebrating success'

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where meaningful teaching and learning are developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.



Introduction

The whole team at the school is committed to providing a welcoming, attractive, and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. A team of qualified teachers and teaching assistants staff our school. The school provides a broad and balanced curriculum in a safe, stimulating, and caring environment that allows everyone to achieve, develop, learn, and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities that are fun and enjoyable.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN / ASEN policy reinforces the need for quality education that is fully inclusive.

Aims

In providing for children with special educational needs, several whole school aims will be addressed.

These will be to:

- To be an inclusive school, raising and maintaining the self-esteem of children.
- Provide appropriate, stimulating experiences to challenge and support learning meeting individual needs through a wide range of provisions.
- To enable all SEN/ASEN students to access the curriculum on offer at NBS Al Waab.
- To provide support, guidance, practical strategies, and resources to all class teachers of SEN/ASEN students.
- Prepare children for known and unknown situations by developing a range of general skills, including social skills, communication, expression, numeracy, observation, classification, research and investigation, recording, reasoning, and the ability to evaluate evidence and opinion.
- Encourage good manners, kindness, and respect towards other people and a tolerance of their cultures and beliefs
- Encourage the values of the school.
- Nurture the innate curiosity of children, their sensitivity, creativity, and sense of fun.
- Develop in children a sense of responsibility for their learning and behaviour.
- Promote close and supportive links between the home, school, and community.

We recognise that many pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Definitions

SEN: A Pupil who has received a medical report with a diagnostic. (Receives an IEP in school)

ASEN: A Pupil recognised by the school to have some additional education needs. (Receives a 1:1 learning program in school)

A pupil can have a learning difficulty or disability which results in special educational provisions being put in place for them.



They are recognised to have a learning difficulty or disability if:

A learning difficulty if they have a greater difficulty in learning compared to the majority of others at the same age.
A disability that prevents them from making use of the facilities that generally provide for others of the same age in the mainstream.

Children may need additional support for many reasons. Some may need support throughout their whole time at school. Others may only need support for a short time. These reasons include:

- Missing school because of an illness or long-term condition.
- Difficulty in controlling behaviour.
- Being particularly able and /or gifted.
- Lack of social and emotional skills.
- Having a difficult family situation, for example suffering a bereavement.
- Having a physical disability.

Roles and responsibilities of SEN / ASEN within the School

The responsibility for the day-to-day implementation of the policy is delegated to the SENCO. This should be supported by SMT. EAL teacher works in conjunction with the SENCO to ensure that children can have access to specialised support.

All school staff are aware of the children on the SEN/ASEN list. All staff have a responsibility for pupils with SEN/ASEN in their class, to ensure that they can access learning with differentiation and personalisation to meet individual needs.

Staff are aware of their responsibilities towards pupils with SEN / ASEN, whether or not they have an Individual Education Plan (IEP) or a 1:1 learning program. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEN / ASEN. The rationale for the deployment of TAs is pupil-centred.

The responsibilities of the SENCO:

- Working with SMT and EAL teacher to determine the development of the SEN / ASEN policy and provision in the school.
- Overseeing and having day-to-day responsibilities to ensure each pupil with SEN / ASEN is being supported.
- Providing guidance and support to colleagues, staff, parents, and agencies to ensure that pupils receive the highest education and support possible.
- Carrying out assessments of pupils with SEN/ASEN to identify needs and monitor progress – including observations in the classroom and meeting with teachers and parents.
- Supporting teachers to develop and implement effective teaching and behaviour management approaches in the classroom.
- Managing and advising on the school budget and resources for SEN/ASEN provision.
- Be the point of contact for any outside agencies.
- Ensure that all documents and records of each child with SEN / ASEN are up to date.
- Have interventions for children with SEN / ASEN.
- Liaising with and advising teachers – ensure that a smooth transition between classes is planned.
- Managing learning support assistants (Shadow Teachers) when employed by parents.
- Keeping up to date with national and local policies related to SEN and cascade information to colleagues.



The responsibilities of the Principal:

- Work alongside and support the SENCO in the development of the SEN/ ASEN policy and provision in school.
- Have overall responsibility for the provision and progress of learners with SEN / ASEN.
- Be aware of those who are receiving additional support due to SEN / ASEN.

The responsibilities of the class teacher:

- The progress and development of every pupil in their class.
- Working closely with the SENCO always updating with any additional information and deciding on any changes to the provision in place.
- Ensuring to follow the SEN policy.
- Complete all the necessary paperwork and document any information that may be helpful.
- Ensure to refer if they feel necessary – as early as possible.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact a pupil's progress.

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact a pupil's progress.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

The SENCO works closely with the SMT, using whole school tracking data as an early identification indicator.

We use several additional indicators of special educational needs:

- Information from parents.
- Teacher observations and marking of daily work.
- The analysis of data, including entry profiles at FS1 and FS2 baseline and end of FS.
- Data, SATs, reading ages, annual and termly pupil assessments.
- Phonics assessments.
- GL York/Yark screening tests.
- Baselines at the beginning of the year.
- Tracking individual pupil progress over time – mid and end of term.
- Information from previous schools on transfer.
- Information from other services.

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEN / ASEN List.

Children with a medical diagnosis will receive an IEP and those who do not will be placed on a 1:1 program. Each term these documents are reviewed alongside the class teacher. For some pupils, a more in-depth individual assessment may be other educational or health professionals. Which the school is usually aware of and receives any updated information.

Reviewed May 2026: Principal & Head of Primary & EYFS & SENCO

Next Review Date: May 2027



Stages of referral

- **Recognition:** the class teacher should document and log any concerns that they may have regarding a pupil to help determine a pattern in behaviour or learning over a period of time (2 weeks) and give it to the SENCO.
- **Pre Referral:** The class teacher will discuss any concerns with the SENCO. The SENCO will then provide support strategies to the class teacher or suggest that they refer the pupil.
- **Referral:** The class teacher to then complete the referral documents, giving as much detail as possible to support the SENCO.
- **Observation:** SENCO observes the pupil in class, and then provides the class teacher with recommendations and strategies. The pupil is added to the SEN / ASEN list.
- **Eligibility for EAL / SEN:** discussion with EAL teacher regarding pupil and what might already be in place. Have the pupil do a Yark screening test.
- **IEP / 1:1 created:** depending on if there is a provided diagnostic the class teacher and SENCO will create this together (setting targets). – Parents meeting will be arranged for signature; this will be updated termly or before if required.
- **Intervention:** pupil to attend intervention with SENCO as well as, intervention in class.
- **Next steps:** End-of-year document in place to help the next class teacher.

Parents can meet with the SENCO and class teacher at any time. SENCO and class teacher can recommend an outside agency if and when they see fit. If a diagnostic is received the pupil will move from and 1:1 learning program to an IEP. SMT to support if and where needed.

EAL and Learning Support

Children presenting as a Learning Support Cause for Concern will be referred to the EAL teacher following the completion of the referral form, baselines, and Phonics assessment. The EAL teacher and class teacher will design an IEP for the child, following the SMART goals. IEP targets will be reviewed by both parties in accordance with the learning needs of the child. The EAL teacher will provide a personalized learning program for the child.

Curriculum Access and Provision

To meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs to mark work and plan homework effectively. Where pupils are identified as having additional special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- In-class support for small groups with an additional teacher or Teaching Assistant (TA)
- 1:1 or small group class withdrawal interventions with the SENCO
- Small group withdrawal with TA or EAL teacher
- Adapting the classroom environment to suit a student's needs
- Providing coping strategies or a quiet / reflection space to help students with their behaviour
- Individual class support / individual withdrawal
- Individual Education Plans (IEP) / 1:1 learning program
- Further differentiation of resources and teaching methods
- Study buddies
- Provision of alternative learning materials/ special equipment



Planning and Review of Pupil Progress

This is a crucial factor in determining the need for additional support. It is an ongoing task of ensuring to provide learning experiences for a class that will involve both the class teacher and SENCO monitoring the pupil's abilities, achievements, and challenges.

When registered on the SEN /ASEN list for having specific difficulty with the curriculum, the class teacher in consultation with the SENCO, will monitor the child's progress. An IEP/1:1 program will be created in consultation with the class teacher. The SENCO will then create individual weekly planning for that pupil and progress will be monitored through annotation of plans. Overall progress will then be reviewed termly against the set targets – this will then enable new targets to be set.

Those who have a diagnostic referral from an outside agency will receive an IEP with the corresponding set targets from the report which is created by both the class teacher and SENCO. These pupils will also receive a weekly class withdrawal from the SENCO to help work on these set targets. Overall progress will then be reviewed termly against the set targets – this will then enable new targets to be set.

At the end of the academic year, the class teacher and SENCO will meet to discuss the pupil's needs and what could be done differently or extra to help support them. An information and next steps document will be created to help set targets for the next academic year.

If and when targets or information changes throughout the term – an additional form should be completed and attached to the ongoing targets. All documents must be seen and signed by the pupil's parent or guardian.

Organisation and Management

All children on the SEN / ASEN list have two individual folders:

Blue Folder

Any information from, parents, class teacher, IEP/ 1:1 program, independent work, EYFS progress tracker, and information from outside agencies.

Green Folder

Individual planning, annotated plan from intervention with SENCO, photographs, and any completed work.

NB The SENCO currently works alone and is responsible for timetabling and planning for each pupil.

Addressing individual requirements (Targets IEP / 1:1 program)

Each of our pupils on the SEN / ASEN list will have either an IEP or 1:1 learning program with set targets and provisions stated, it also states who with, when, and where this provision will take place. Each of the pupils will work alongside the SENCO to reach their set targets. As well as this, attempting to meet the needs of individual children outside of class, inside class a range of teaching strategies and classroom management styles may be required. These will be noted in their IEP or 1:1 learning program. It will also state the target outcomes and the effectiveness of the strategies that were put in place.

In general, teachers will ensure that:

- Activities are provided to encourage children to work at their own levels in groups or as individuals – skills, and knowledge will be introduced in small amounts and in a logical order.
- Sensitivity will be shown towards children whose limitation in talking, listening, reading, writing, and number work influence their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.

Reviewed May 2026: Principal & Head of Primary & EYFS & SENCO

Next Review Date: May 2027



- Tasks will be as stimulating as possible and a variety of resources will be used to provide for different learning styles and to motivate each student.
- Children with specific hearing or sight problems will be carefully positioned in the room.
- Whenever possible, children will be made aware of expectations in terms of time, behaviour, work, etc., and be encouraged to share the responsibility for their progress.
- Whenever possible progress will be celebrated/rewarded.
- Children with behavioural problems will be carefully positioned in the room to enable all members of the class to progress; if this requires an inclusive timeout, it will be short-term and with the clear goal of integration as a reward for acceptable behaviour. Children with behavioural problems will also be provided with calming techniques and emotional regulation strategies.

Reviewing an IEP / 1:1 Learning program

IEPs and 1:1 learning programs will be reviewed at the end of each term, however, they may need to be reviewed and amended beforehand. The SENCO will meet with the class teacher to do so if needed. Children will then be set additional targets or removed from the SEN / ASEN list depending on the circumstances. Parents will then be required to meet and discuss the information.

Partnership with Parents/ Guardians

The school aims to work in partnership with parents and carers. Each IEP / 1:1 program is presented discussed and signed by parents or guardians.

- Parents / Guardians will be notified when their child is enrolled onto the SEN / ASEN list and presented with the correct information (IEP/1:1 program).
- Everyone involved will develop a good understanding of the pupil's areas of strengths and challenges.
- Everyone will understand the targets set and what the achievements could be.
- Parents and Guardians are allowed to play an active and valued role in their child's education.
- When required everyone is aware of the next steps for the pupil.
- All discussions will be kept on record.
- Keeping parents and guardians informed and giving support during any decision-making regarding the pupil's support.
- Parents may be asked to provide a Shadow Teacher if their child requires one.
- Working effectively with all other agencies, supporting children. Parents/guardians ensure to update the school regarding any information.
- Parents / Guardians are aware that the school wants what is best for their child and their education.

If any issues may occur with the above parents can make a meeting with the school's SENCO and SMT.

Involvement of Pupils

We recognize that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- To share what they feel their strengths are and what they might want to be better at.
- Discuss what they think their targets might be.
- Identify their outcomes (self-assessment and self-evaluation, Assessment for Learning)
- If required and given an understanding pupil can attend and participate in meetings with parents.



Request for Specialist Assessment

The school will request that parents seek an assessment from an outside agency when, despite an individualised program of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A specialist assessment might also be requested by a parent or outside agency. The school will have the following information available, where provided by parents or previous schools:

- Records from past interventions
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents and, where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals.

In instances where the school believes a child to be a significant cause for concern, despite specialist support, alternative arrangements may be suggested for the child's education to ensure the child's best interests are met.

Working with other agencies

Parental consent is sought before any external agencies are involved. The SENCO will provide a list of places where parents may feel comfortable bringing their child explaining that it is an additional fee. The SENCO and class teacher will meet and engage with the agency if and when required to discuss the welfare of the pupil. Any advice or suggestions on what strategies may help will be implemented and monitored in school as well as being noted on their IEP.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher/ SENCO. The Parent Liaison Officer and SMT may be involved if necessary. In the case of an unresolved complaint the school director may be involved Please see the school's Complaints Procedure available on the school's website.

Review of the SEN Policy

This policy was developed by the SENCO and approved by SMT.

The school considers the SEN Policy document to be important and a thorough review of both policy and practice will be completed annually, at the beginning of the new academic year. The outcomes of this review will be used to inform the School Improvement Plan.