

Quwwat ul Islam Girls' School



QUWWAT-UL-ISLAM GIRLS' SCHOOL

www.quwwatulislam.com

Together we can achieve more

SEN Policy

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Definition

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty, which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education.

The Head teacher should ensure that pupils with SEN engage in all the regular activities of the school, so far as reasonably practicable and is compatible with:

- The pupil receiving the special educational provision which her learning difficulty calls for;
- The provision of efficient education for the pupils for whom she will be educated;
- The efficient use of resources.

Quwwat ul Islam Girls' School's vision is to give all pupils of all ability full access to the National Curriculum and enable them to achieve their full potential.

This will be achieved by:

- Identifying the needs of pupils at the earliest opportunity;
- Ensuring that the needs of pupils are made known to those who teach them (Class Teacher, Islamic/Arabic Teacher, Supply Teacher and Support Staff);
- Giving consideration to curriculum differentiation, which meets the needs of pupils of all abilities;
- Giving consideration to appropriate resources to support pupils, staff and the curriculum;
- Regular reviews of pupil progress;
- Appropriate and accurate assessment, recording and reporting, so all pupils feel valued;
- Appropriate and regular consultation with parents to gain their support and commitment;

- Informing parents of individualised targets for pupils, recorded on Individual Education Plan (IEP);
- Regular liaison with the Head teacher and support staff.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.