



Inclusion & SEND Policy

O you who believe, uphold justice and bear witness to Allah, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, Allah can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, Allah is fully aware of what you do.

Quran 4:135

Approved by:	Governing Board	Last reviewed: Summer 2025
Next review due by:	Summer 2026	

Introduction

Noor Ul Islam Primary School is committed to providing every child with equal opportunities to achieve and succeed. Our inclusive approach ensures that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access the curriculum, feel safe, and fully participate in school life.

Aims and objectives

The aim of this policy is to provide our approach to Inclusion and SEND and explain the roles and responsibilities of everyone involved in removing barriers to learning for all pupils, meeting the needs of all learners, involving pupils and parents in the learning process and promoting high expectations for all.

Noor Ul Islam Primary School aims to be an inclusive school.

We ensure all pupils can:

- Access a broad, balanced curriculum
- Make progress and feel successful
- Feel a sense of belonging and safety
- Take part in all school activities

We make this a reality through the attention we pay to the different groups of children within our school:

- Boys and girls
- Ethnic minorities
- EAL learners
- Pupils with SEND, medical needs, or emotional difficulties
- Gifted pupils

This means that equality of opportunity must be a reality for our children and their families.

Children are not penalised for having a medical condition or Special Educational Needs and Disability (SEND). Parents with children who have SEND will however be told about the limitations of resources in the school.

Key definitions from the SEND code of practice 2014

A pupil has SEND if they have:

- A significantly greater difficulty in learning than peers
- A disability that affects access to regular school activities

Special educational provision refers to support that is **additional to or different from** what is normally available.

We use a **Graduated Approach**:

Assess → Plan → Do → Review, to understand and meet each child's needs.

The Graduated approach to SEND support consists of successive cycles of "assess, plan, do, review" to gain a greater understanding of a child's needs and what supports them to

make progress and secure positive outcomes. This is a fundamental component of our learner-centered approach to supporting all pupils.

We advocate child and parent voice through the active participation of children and parents in all stages of the graduated approach as outlined on the '**Record of Concerns' (ROC)** form (Appendix 2).

Following the completion of the graduated approach cycle, the Inclusion Lead and class teacher will determine whether a child should be added to the **SEND Register** and provided with an **Individual Inclusion Plan (IIP)** (Appendix 3). Parents will be kept fully informed throughout the process.

Categories of SEND (Code of Practice)

We know that all pupils are unique and will face individual barriers to achieving the outcomes above. For pupils with SEND, these barriers are linked to the four categories of need identified by the SEND code of practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

We recognise that barriers may also exist for pupils who:

- speak English as an additional language
- have medical needs
- require additional challenge in some or all subject areas in order to be engaged and continue making progress
- are classified as children in need or children who require protection
- are facing difficulties in their personal lives e.g. a bereavement

Roles and Responsibilities

The Inclusion Lead will:

- Positively promote and oversee the school's policy for Inclusion and SEND.
- Work collaboratively with pupils, parents, staff and governors to ensure the most appropriate interventions and outcomes for those pupils identified as having SEND.
- Liaise with external agencies.
- Contribute to the professional development of staff.
- Oversee the records and monitor the progress of all pupils with SEND.
- Organise and monitor SEND resources.
- Coordinate specific provision made to support individual pupils with SEND.
- Advise staff, parents and governors on the graduated approach to providing SEND support.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable

adjustments and access arrangements.

- Ensure that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Ensure that both the Senior Leadership Team and the governing body are kept up-to date with information relevant to Noor Ul Islam Primary School and Inclusion.

The Inclusion Team will:

- Meet at least once every term to discuss how to support and improve the provision in school so that it is as inclusive as possible and the support, teaching and learning of these children continually improve.
- Be responsible for driving new initiatives e.g. parental engagement and structured conversations.

Governors will:

- Monitor Inclusion and SEND.
- Ensure this policy is implemented fairly and consistently across the school.
- Ensure the school meets its duties in relation to Inclusion.

The Headteacher will:

- Work with the Inclusion Lead and SEND governor to determine the strategic development of the Inclusion and SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Make sure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Make sure the school fulfils its statutory duties with regard to the SEND code of practice.

Each class teacher is responsible for delivering quality first teaching to ensure:

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the Inclusion Lead.
- The progress and development of every pupil in their class.
- Working closely with any staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Planning and reviewing support for pupils with SEND in using a graduated basis, in collaboration with parents, the Inclusion Lead and, where appropriate, the pupils themselves.
- Working with the Inclusion Lead to review each pupil's progress and development and decide on any changes to provision.
- High expectations for every pupil and aiming to teach every child the full curriculum, whatever their prior attainment.
- They follow this Inclusion and SEND policy.

All staff ensure that children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Are encouraged to participate fully, regardless of disabilities, medical or emotional needs.

By considering the individual needs of learners, we aim to provide an environment which enables them to access the National Curriculum.

Assessment, Monitoring and Support

At Noor Ul Islam Primary School, early identification is vital either from the school assessment process or parental concerns.

The class teacher will discuss any concerns with the parents/carers at the earliest opportunity and seek their opinions and enlist their help whilst filling out a '**Record of Concern**' form. We deeply value the knowledge, insight, and experience that parents and carers bring to their child's education. We view them as essential partners in the learning process and encourage regular communication regarding their child's progress.

The class teacher will also liaise with the Inclusion Lead and team. Assessment data, observations and discussions in Pupil Progress Meetings will be considered. Termly targets, shared with parents, carers and the individual pupils, will be set and their progress monitored.

This concerns list is reviewed each term when a detailed analysis of the list takes place.

Where concerns continue and parents/carers agree, we offer guidance and signpost to external services to ensure parents/carers are aware of the support available. Parents may be advised to seek support from external specialist advisory services, such as: GP, Educational Psychologist (EP); Speech & Language Therapists (SALT); Child & Adolescent

Mental Health Services (CAMHs), Child Development Clinic (CDC), Occupational Therapists (OT).

Where specialist advice has been given, ***Individual Inclusion Plans*** will be drawn up accordingly and reviewed at the end of each term.

On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to refer parents to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

If the child does have Special Educational Needs or Disability or we suspect this may be the Case, then the class teacher with the Inclusion Lead will meet with the parent/carer to discuss this and plan next steps keeping the limitations in resources of the school in mind.

Education Health and Care Plan Request for Assessment

A Statutory Assessment may be requested by a parent or an external agency. An Education, Health and Care Plan (EHCP) is issued by the Local Authority if, following the assessment, it is determined that the pupil requires support beyond what the school can provide.

It is important to note that a request for Statutory Assessment does not automatically result in an EHCP.

Pupils with an EHCP will have their plan reviewed annually (or biannually if under the age of 5). Parents are invited to all review meetings, and we make every effort to involve the child by engaging them in discussions prior to the meeting.

Targets and Support Plans

Pupils on the Special Needs Register who require targeted support will have an Individual Inclusion Plan (IIP). This outlines specific outcomes and any provision that is additional to or different from typical classroom teaching. For pupils with an EHCP, provision will align with the recommendations in their plan.

Each IIP includes:

- Short-term targets
- Teaching strategies
- Support provided
- Review date
- Scaled scores (where appropriate)
- Outcomes at review

The IIP focuses on two or three key targets tailored to the pupil's needs and records only support that goes beyond the standard curriculum. Plans are developed in consultation with the pupil and their parent or carer and are reviewed termly, incorporating their feedback and views.

Access to the Curriculum

All pupils are entitled to a broad and balanced curriculum, differentiated to allow access to learning activities that promote understanding, progress, and a sense of achievement.

Teachers plan lessons that set appropriate challenges and respond to pupils' diverse learning needs. Pupils with SEND are included in all school activities alongside their peers wherever possible. In rare cases where aspects of the curriculum are unsuitable, the Headteacher may authorise modifications or exemptions for up to six months, as per Section 19 of the 1988 Education Reform Act.

To support learning, pupils may use specific learning aids, receive additional adult support, or work in small groups or one-to-one settings outside the classroom when necessary.

Types of support may include:

- In-class support for small groups by teachers or Learning Support Assistants (LSAs)
- Small group or individual withdrawal sessions
- Adapted resources and specialised learning materials
- Targeted interventions
- Additional time for staff to design and review interventions
- Access to special equipment
- Staff training to enhance support strategies
- Ongoing progress monitoring

Progress is key in determining support needs. Measures of progress at Noor Ul Islam Primary School include:

- Closing or narrowing the attainment gap with peers
- Preventing further widening of the gap
- Demonstrating progress within lessons
- Improved self-help, social, or personal skills
- Positive changes in behaviour
- Increased independence

Safeguarding

Noor Ul Islam recognises that pupils with SEND are at greater risk of abuse and maltreatment. Staff are made aware that these pupils:

- May be disproportionately affected by behaviours such as bullying.
- Can face increased online risks, including bullying, grooming, and radicalisation.
- Are more vulnerable to various forms of abuse, including peer-on-peer abuse, neglect, and sexual violence or harassment.

The school acknowledges that there are additional barriers to recognising signs of abuse in pupils with SEND, such as:

- Assumptions that changes in behaviour, mood, or physical signs are related to their condition, rather than potential indicators of abuse.

- Increased likelihood of social isolation or being targeted by bullying, including prejudice-based bullying.
- Difficulties in communication, which may prevent them from reporting concerns.
- A lack of visible signs despite experiencing harm.

The Headteacher and Governing Body ensure that the school's Child Protection and Safeguarding Policy reflects these considerations.

When physical intervention or reasonable force is necessary, staff will follow the school's **Positive Handling Policy**, with sensitivity to the needs and vulnerabilities of pupils with SEND.

All staff—especially those working closely with SEND pupils—must remain vigilant for signs such as behavioural changes, mood shifts, or unexplained injuries. Any concerns will be promptly investigated by the Designated Safeguarding Lead (DSL) in collaboration with the Inclusion Lead.

Specialist Provision

The main building has wheelchair access; however, there are currently no accessible toilet facilities for disabled pupils. Additionally, there is no wheelchair access to the upper floors currently.

Noor Ul Islam Primary School's Inclusion Policy is written in line with the following laws and guidelines:

1. Equality Act 2010
2. The SEN and Disability Code Of Practice: 0-25 years 2014
3. Mental Health and Behaviour in Schools 2014
4. Supporting Pupils at School With Medical Conditions 2015

Please also see Safeguarding & Child Protection Policy, Attendance Policy and other safeguarding policies.

Appendix 1

Five principles for Inclusion (Rees and Newmark, 2023)

Dignity Not deficit

Difference and disability are normal aspects of humanity – the education of children with SEND should be characterised by dignity and high expectation, not deficit and medicalisation.

Greater complexity merits greater expertise

All children deserve a high-quality education – where extra support is needed, it should be expert in nature.

Different, but not apart

Encountering difference builds an inclusive society – children with different learning needs should be able to grow up together.

Success in all its forms

Success takes many forms – we should value and celebrate a wide range of achievements, including different ways of participating in society.

Action at all levels

Change happens from the bottom-up as well as top-down - everyone has the agency and a responsibility to act.

References Rees, T. and Newmark, B. (2023). Five principles of Inclusion. [online] Confederation of School Trusts. Ambition Institute. Available at: <https://cstuk.org.uk/home> [Accessed 9 May 2024].

Appendix 2**Record of Concern (ROC)****Name of referrer:****Date of referral:**

Full Name of Pupil:	Girl/Boy:	D.O.B:	Actual age:	Year:
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EAL : Y / N Languages spoken at home:	Any other agencies involved:
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Assess:

Current Progress: (Developing, Good, Excellent)	Writing:	Reading level /score: Phonics screening:	Maths:
Attainment: (Working Towards, Expected, Greater Depth)	Writing Working at:	Reading: Working at:	Maths: Working at:
Early Learning Goals	Communication and Language: Actual working age:	Physical Development: Actual working age:	Personal, Social and Emotional Development: Actual working age:
	English: Actual working age:	Mathematics: Actual working age:	

Reason for referral (Please write down all your concerns in detail where appropriate):			
<u>Cognition and Learning Needs</u> (e.g. reading & number skills, attention & focus, independent working skills, understanding/writing creative stories, strengths/difficulties, organisation skills, confidence)	<u>Behavioural, Emotional and Social Development Needs</u> (e.g. friendship & interaction skills, behaviour, following instructions, how do they deal with routine change? repetitive or restrictive movements/play, imaginative play, how does he/she function in group situations compared to 1:1, eye contact, socials gestures, how do they function in play times/assembly)	<u>Communication and Interaction Needs</u> (e.g. conversation, social skills, understanding of jokes, processing of language, how child uses words to express himself/herself (expressive), understanding language (receptive), difficulties making their needs known, non-verbal communication, repetitive topics)/behaviours/ Echolalia)	<u>Sensory and/or Physical Needs</u> (e.g. self-help & independence, fine & gross motor skills, coordination, unusual sensory responses- (sensitive to noise, touch, smell))

Plan and Do:

What have you tried so far, and what were the outcomes? Which have been successful? (include evidence, use strategies from Inclusion Folder)

Provision/Intervention/Strategy/Resource	Outcome/Impact

Have the parents been informed of your concern? What are the parent's views? Have they informed a GP or other agencies?

Hearing Testing :		Eye Sight Testing:				
Which actions would you like the Inclusion Lead to take (✓)						
Observe child in class		Parents make a referral to external agencies (SaLT, OT, Paed, EP, BSS, CAMHS)				
Meet with Parents		Help with classroom strategies				
Recommend an intervention		Other:				
Pupil Voice: How do the pupils feel about their difficulties? What would they like support with? Are they aware of these difficulties?						
<p>Review:</p> <table border="1"> <tr> <td>Review 1: (initial review / planning / meeting with Inclusion Lead)</td> <td>Date:</td> </tr> <tr> <td colspan="2">Advice / Recommendation given for next Plan and Do Cycle:</td> </tr> </table>			Review 1: (initial review / planning / meeting with Inclusion Lead)	Date:	Advice / Recommendation given for next Plan and Do Cycle:	
Review 1: (initial review / planning / meeting with Inclusion Lead)	Date:					
Advice / Recommendation given for next Plan and Do Cycle:						

What assessments have been carried out? Evidence:

Actions and by whom and when:

Date for next meeting:

Review 2: (six-week review with Inclusion Officer)

Date:

Advice / Recommendation given for next Plan and Do Cycle:

What assessments have been carried out? Take copies

Actions and by whom and when:

Pupil needs no further monitoring	Added to ROC List	Move to SEND Register (Evidence needed)	Discussion about referrals to outside agencies/alternate provision
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Final Decision:

Appendix 3

Individual Inclusion Plan (IIP) for:

Term: _____ Year group: _____ Teacher's Name: _____ Date of IIP: _____ Reviewed on: _____

Assess:

Formal Assessments (e.g. engagement scales, early years framework, pre key stage standards, and national curriculum level.)

<u>Actual age:</u>	<u>Working at:</u>	<u>Assessment type:</u>
<u>What can I do well?</u>		<p>Social, emotional and mental health Strengths: Needs:</p> <p>Physical and sensory Strengths: Needs:</p> <p>Healthcare Strengths Needs</p> <p>Social care Strengths: Needs:</p>
<u>Parents Views:</u>		
<u>STRENGTHS / NEEDS AND HOW THESE SUPPORT MY LEARNING:</u>		
<p>Cognition and learning Strengths: Needs:</p> <p>Communication and interaction Strengths: Needs:</p>		

What do I need help with? How best to support, communicate and work well with me? (parents/school views)

School Views:

Parents' Views:

Plan and Do:

Plan: <i>I am learning:</i>	Do: <i>What actions, strategies and support need to happen? Who is responsible for delivering and overseeing targeted actions? Hrs/No. Wks/Staff: Pupil Ratio? How will these be actioned tray activities/1:1/group interventions? Which professionals' advice have you taken?</i>	Review: <i>How did I do?</i>			
		1 Not Achieved	2 Partly Achieved	3 Mostly Achieved	4 Fully Achieved
1.					
2.					
3.					

Review:

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Targets (from plan):	Progress made: (How were the targets administered 1:1, tray activities/ interventions, How long for, Where is the evidence coming from observations/books/ assessment data/tests)	Feedback/Next Steps:
1.		
2.		
3.		

<u>Attendance for the term:</u>	<u>Present:</u>	<u>Authorised absences:</u>	<u>Unauthorised absences:</u>
<u>Any fixed term exclusions:</u>			
<u>People who attended the review:</u>			

Professionals working with me:

Services Name:	Professionals Name:	Email Address:	Date of Report:

Child's View:

Parental / Carer Views: *What can I do at home? What do I need help with?*

Parents Name:

Appendix 4

