



Darul Madinah will nurture our learners into model citizens that exemplify the Inherent values of Islam make a positive contribution to the community and are champions of their faith.

Special Educational Needs and Disability (SEND) Policy

This policy is in line with the Mission Statement of the School

Document Control

This policy has been approved for operation within Darul Madinah Primary School

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Owner: Directors

Darul Madinah Primary School and Nursery

Mission Statement

Darul Madinah will nurture our learners into model citizens who exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith. Our approach to SEND sits firmly within this mission, recognising that every child is an amanah (trust) and therefore has the right to dignity, support, compassion and opportunity. Our school believes that caring for, supporting and uplifting children with diverse needs is not only an educational obligation but also a moral and spiritual one.

1. Introduction and Ethos

Darul Madinah Primary School and Nursery is grounded in a strong Islamic ethos that emphasises compassion, empathy, fairness and kindness. This ethos shapes the way we understand and support children with Special Educational Needs and Disabilities (SEND). We believe that each child has inherent worth and a unique set of strengths. Our responsibility is to recognise individual needs early, respond appropriately and ensure that all children, regardless of their level of need, feel valued, respected and included.

The teachings of Islam inspire us to show patience, gentleness and understanding, especially towards those who require additional support. We strive to ensure that our school is a place where every child feels safe, emotionally secure and academically supported. Our SEND provision reflects this commitment by promoting a nurturing environment where barriers to learning are removed and children are given every opportunity to thrive.

2. Statutory and Regulatory Compliance

This policy has been developed in line with all relevant statutory frameworks and guidance, including the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice (2015). These documents set out the legal obligations that schools must follow regarding identification, assessment and support for pupils with SEND. In addition, our policy complies with the Equality Act 2010, which requires schools to make reasonable adjustments to prevent children with disabilities from being placed at a substantial disadvantage.

As an institution that includes both a Nursery and Primary School, we also comply with the Early Years Foundation Stage (EYFS) Statutory Framework (2024), the Independent School Standards (2023), the Data Protection Act 2018 and Keeping Children Safe in Education (2024). The policy should be read alongside the school's SEN Information Report, which is published annually on our website in accordance with statutory requirements.

3. Purpose and Aims of This Policy

The purpose of this policy is to outline how Darul Madinah Primary School and Nursery identifies, supports and monitors children with SEND across all age groups. Our overarching aim is to ensure that every child, regardless of need, has full access to high-quality teaching,

a broad and balanced curriculum, and a learning environment that removes barriers to progress.

We aim to promote inclusive practice throughout the school by ensuring that all staff understand their responsibilities towards pupils with SEND and feel confident in recognising and addressing diverse needs. We also aim to develop a culture of respect and acceptance, where differences are celebrated and all pupils are encouraged to support one another. Meeting our legal obligations is an essential part of this policy. This includes fulfilling responsibilities under the SEND Code of Practice and ensuring that provision is in line with statutory expectations across EYFS and Primary. We aim to ensure that children receive tailored support through individualised plans, carefully adapted learning activities and flexible arrangements that support social, emotional and communication development. Our policy also seeks to ensure that parents are treated as equal partners in the SEND process, and that the school maintains strong, proactive relationships with external agencies so that children can benefit from specialist expertise when required.

4. Islamic Values in SEND Support

At Darul Madinah, our approach to SEND is deeply rooted in Islamic values. The Prophet Muhammad (peace be upon him) demonstrated exceptional care for those who were vulnerable, emphasising gentleness, patience, fairness and mercy. We strive to embody these values in our daily work and in the systems we put in place to support children with SEND. Our SEND provision is designed to foster an environment where every child feels included, valued and recognised. We encourage children to treat one another with kindness and respect, and we actively teach values such as cooperation, empathy and responsibility. Staff model these values in their interactions with children, ensuring that children with additional needs experience dignity, understanding and genuine care.

5. Identification of SEND

Identification begins with careful observation and assessment. In the Nursery and EYFS, staff observe developmental milestones, communication abilities, play skills and social interactions, while working closely with parents to understand the child's early development. The two-year progress check, baseline assessments and speech and language screening tools provide essential insights into a child's emerging strengths and needs. In accordance with Section 20 of the Children and Families Act 2014, a child is identified as having Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. The school recognises the four broad areas of need identified within the SEND Code of Practice:

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

In the Primary School, teachers monitor academic performance through termly assessments, classroom work, reading and phonics tests, and ongoing teacher observations. Where children show signs of difficulty—whether academically, socially or emotionally—teachers record these concerns and bring them to the attention of the SENCO. Parents are encouraged to share information about concerns they may have, and the school always takes such concerns seriously. High-quality teaching, differentiated for individual pupils, is the first step in responding to children who may have SEND.

SEND is identified when a child requires support that goes beyond what high-quality teaching and classroom differentiation alone can provide. Identification is never delayed, as early intervention is crucial to improving long-term outcomes.

Where a child is identified as requiring provision additional to or different from that normally available through high-quality teaching, they may be placed on the school's SEND Register under SEND Support following consultation with parents.

6. Roles and Responsibilities

The **Directors** ensure that the school meets all statutory responsibilities relating to SEND and that provision is adequately resourced. They review this policy annually, monitor SEND outcomes and hold the school leadership accountable for high-quality provision.

The **Headteacher** oversees the implementation of this policy across the whole school and ensures that staff have the training, guidance and resources they need to support children effectively. The Headteacher ensures that SEND is central to school improvement and quality assurance processes. The school is committed to ongoing professional development and training so that staff remain informed about current SEND practice and specific areas of need.

The **SENCO** has a central role in coordinating SEND provision. They ensure early identification, lead assessments, develop and review IEPs and My Support Plans, liaise with parents and external professionals and monitor the quality of provision through observations, data reviews and staff coaching. The SENCO ensures compliance with statutory frameworks across EYFS and Primary and provides ongoing training to staff.

Teachers and key workers are responsible for delivering high-quality teaching that is inclusive and adapted to meet the needs of all learners. They implement the strategies set out in support plans, provide differentiated learning opportunities and monitor the progress of children with SEND on a daily basis. They maintain communication with parents and contribute to reviews.

7. The Graduated Approach: Assess – Plan – Do – Review

Our school follows the graduated approach recommended by the SEND Code of Practice.

Assessment begins with gathering information about the child's needs. This includes teacher observations, parent input, previous assessments, and reports from external professionals. Assessments are reviewed regularly to ensure emerging needs are identified promptly.

Planning involves setting clear and achievable outcomes for the child. These outcomes are defined with parents and, where appropriate, the child. A tailored support plan—such as an IEP or My Support Plan—is created, outlining the strategies and interventions that will be used, as well as the resources required. Review dates are set at this stage.

Doing refers to the implementation of the plan. Interventions are delivered by teachers, key workers or support staff, depending on the nature of the support required. The SENCO oversees implementation and ensures that staff understand how to adapt activities, modify resources or adjust teaching methods to support the child effectively.

Reviewing takes place regularly and involves evaluating the effectiveness of the strategies and interventions. Parents are involved in all review meetings. Plans are updated based on progress, new information or changes in the child's needs.

8. Children with EHCPs and Medical Needs

Some children require a higher level of support that is formalised through an Education, Health and Care Plan (EHCP). When a child has an EHCP, the school has a legal duty to ensure that every provision specified in the plan is delivered. At Darul Madinah Primary School and Nursery, we take this responsibility seriously and ensure that these children receive tailored, high-quality support that meets their individual needs.

For children with EHCPs entering our Nursery or Primary School, careful and sensitive transition arrangements are put in place. Home visits may be arranged in the Early Years to provide families with an opportunity to share important information in a comfortable environment and to enable staff to observe the child in a familiar context. Settling sessions are adapted to ensure that the child feels safe and secure, and staff gain insight into how best to support them from the outset.

We work proactively with external professionals involved in the child's care, such as educational psychologists, occupational therapists, physiotherapists, paediatricians and speech and language therapists. Their input is integrated into daily practice and provision. Staff members are supported to deliver specialist programmes and receive additional training when required.

Children with medical needs are supported through carefully developed Care Plans that detail the steps required to ensure the child's safety and wellbeing. These plans set out how medication is stored and administered, what procedures must be followed in emergencies, and how the child's day-to-day needs should be managed. Staff receive appropriate medical training, including for the use of epi-pens, epilepsy management, asthma control or feeding support. Dietary needs and allergies are communicated clearly and sensitively, ensuring confidentiality while keeping children safe.

For all pupils with EHCPs or medical needs, the SENCO monitors provision closely and ensures that reviews—such as Annual Reviews for EHCPs—are completed thoroughly, with the full involvement of parents, teachers and external professionals.

9. Partnership with Parents

At Darul Madinah, we believe that parents are the primary educators of their children. Our relationship with families is therefore central to effective SEND provision. We recognise that parents hold vital knowledge about their child's development, strengths, challenges and preferences. This insight guides our decision-making and contributes significantly to the success of interventions.

We strive to maintain open, warm and respectful communication with parents at all stages of the SEND process. Staff take great care to involve parents in initial conversations about emerging concerns, offering reassurance and clarity while acknowledging the emotions that

such discussions may evoke. We value parents' views and ensure that they feel listened to, respected and included in decision-making.

Parents are invited to attend regular review meetings to discuss their child's progress, update support plans and agree on next steps. These meetings provide opportunities to share assessments, reflect on interventions and consider whether additional support is required. We ensure that parents understand the graduated approach and provide explanations in clear, accessible language. For families who require additional support—such as translation, advocacy or further explanation—staff make every effort to accommodate these needs.

We also support parents by signposting them to relevant external services, such as speech and language therapy referrals, paediatric assessments, SENDIASS, or other specialist support networks. Parents are encouraged to contribute actively by sharing relevant information, applying consistent strategies at home and participating fully in the development and review of support plans.

Partnership with parents is not simply a procedural requirement; it is a cornerstone of effective SEND provision in our school.

10. Working with External Agencies

We recognise that effective SEND provision is strengthened through collaboration with skilled professionals from other disciplines. Darul Madinah works closely with external agencies whose expertise supports both the assessment of needs and the delivery of targeted interventions.

These agencies may include speech and language therapists, educational psychologists, occupational therapists, physiotherapists, health visitors, community paediatricians, CAMHS practitioners and SEND advisory teachers. When external specialists are involved, the SENCO coordinates communication between them and the school staff, ensuring that recommendations are understood and implemented consistently.

Reports and advice from external professionals are integrated into school practice through adapted teaching, personalised intervention programmes and adjustments to the environment. Staff receive guidance from the SENCO to ensure that recommendations are applied effectively and that progress is monitored carefully. We maintain full records of all professional involvement and ensure that parents receive copies of reports and are kept informed of next steps.

Collaboration with external agencies is always conducted with parental consent and in accordance with data protection and confidentiality requirements.

11. Record Keeping and Confidentiality

Accurate, organised and secure record keeping is essential to effective SEND provision. All records relating to children with SEND—including My Support Plans, Individual Education

Plans, professional reports, assessment data, meeting notes and parental consent forms—are stored confidentially in accordance with statutory data protection requirements.

Staff access information on a need-to-know basis to ensure that they can support the child effectively without compromising confidentiality. Information is shared sensitively with staff working directly with the child and is communicated in a manner that respects privacy while ensuring safety and coordinated support.

The SENCO oversees the management of SEND files and ensures that records are updated promptly after reviews, meetings or receipt of new professional information. Records play a crucial role in supporting transitions between year groups or to new settings, as they provide continuity and prevent loss of important historical information.

12. Transition Procedures

Transitions can be challenging for children with SEND, and we recognise the need for careful planning and preparation to support their confidence and wellbeing. Whether a child is moving into our Nursery, progressing through the school or transferring to another setting, we put measures in place to ensure consistency and minimise anxiety.

In the Early Years, we prepare transition booklets containing photographs of key staff, learning areas and routines. These visual supports help children to begin forming familiarity before they join us. Where possible, home visits allow staff to build rapport with the child and family in a relaxed setting. When children move between classes within the school, teachers and key workers meet to share information about progress, needs, strategies and preferences. Children are gradually introduced to their new classroom environment and teacher to help them feel safe and prepared.

For transitions to other schools—including secondary transfer—the SENCO liaises closely with receiving settings to share detailed transition documents, support plans and professional reports. Meetings may be arranged with new teachers or SENCOs to ensure that information is passed on thoroughly and accurately. Additional visits are arranged for children who may benefit from extra support in preparing for change.

Transition planning is highly personalised, recognising that some children require more structure, time or reassurance than others.

13. Accessibility and Reasonable Adjustments

Darul Madinah is committed to ensuring that no child with SEND or a disability is placed at a disadvantage. In line with the Equality Act 2010, we make reasonable adjustments to the environment, curriculum and resources to support children's full participation in school life.

Adjustments are tailored to individual needs and may involve adapting teaching materials, modifying tasks, adjusting seating arrangements, providing sensory equipment or using visual supports and structured timetables. Staff may adapt their communication style, offer additional processing time or employ strategies that help children regulate their emotions or manage sensory sensitivities.

Our physical environment is continually reviewed to ensure it is accessible and supportive. The school maintains an Accessibility Plan, updated every three years, which outlines how barriers to the curriculum, information and the physical environment are addressed. The Accessibility Plan is reviewed regularly and is available upon request.

14. Monitoring and Review of SEND Provision

Monitoring and evaluation are essential to maintaining high standards of SEND support. The SENCO regularly observes lessons, reviews pupil work, analyses assessment data and meets with staff to evaluate the impact of interventions. Outcomes from IEPs and My Support Plans are reviewed termly, and adjustments are made whenever necessary.

The SENCO provides reports to the Headteacher and Directors on progress, emerging trends, resource needs and the overall effectiveness of provision. This ensures that SEND remains a central part of school improvement planning and that resources are allocated appropriately.

The SEND Policy itself is reviewed annually or sooner if new legislation, statutory guidance or significant changes in practice arise. Feedback from staff, parents and external agencies contributes to this review to ensure that the policy remains current, meaningful and reflective of our ethos.

15. Complaints Procedure

Any concerns about SEND provision should be raised initially with the child's class teacher or the SENCO, who will respond promptly and work collaboratively with parents to resolve issues. If concerns remain unresolved, parents may follow the school's formal Complaints Procedure. We encourage early, open communication to prevent misunderstandings and ensure a positive partnership. Parents may also seek guidance from the local authority SEND services if they require independent advice or support. This may include escalation to the Headteacher and Directors where appropriate. Parents may also access independent advice through SENDIASS or seek support from the local authority where necessary.

16. Integration with Islamic Ethos

All aspects of SEND support at Darul Madinah are deeply aligned with our Islamic ethos. We believe that supporting children with additional needs is a form of worship and an expression of ihsaan (excellence) and rahmah (mercy). Staff are encouraged to embody patience and kindness in their interactions with children, modelling the prophetic example. Differences are approached with sensitivity and respect, and inclusion is prioritised as part of our religious and educational duty.

We take seriously the responsibility to nurture every child, regardless of their abilities or challenges. By supporting children with SEND to flourish, we uphold both our educational mission and our faith-based values.