

Rawdah Montessori Primary School

Additional Learning Needs and SEND Policy

Version: 2.0

Reviewed: October 2025

Next Review Due: October 2026

1. Background and Legal Framework

This policy for supporting pupils with special educational needs and disabilities at Rawdah Montessori School has been devised with regard to:

- The **Children and Families Act 2014** (Part 3)
- The **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)**
- The **Equality Act 2010**
- The **Education (Independent School Standards) Regulations 2014**

While the duty to publish an SEN Information Report applies formally to maintained schools, independent schools are **strongly encouraged** to provide clear details of the support available to pupils with SEND . This policy, together with our separate **SEN Information Report** (published on our website), sets out the school's approach to identifying and supporting pupils with Additional Learning Needs (ALN) or Special Educational Needs and Disabilities (SEND).

The SEND Code of Practice (2015) ensures that pupils, parents, and carers are fully involved in the planning and decision-making process regarding support for learning needs. Rawdah Montessori School embraces the principles of **inclusion**, **person-centred planning**, and **equality of access** for all learners.

2. Policy Statement and Vision

Rawdah Montessori School is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside one another through positive experiences, enabling them to share, learn, and grow together.

As a faith-based school, our Islamic values of justice, compassion, and respect for all underpin our commitment to ensuring that every child, regardless of need or disability, is welcomed, valued, and supported to flourish.

We are dedicated to:

- Providing a positive and welcoming environment where children are supported according to their individual needs.
- Working closely with parents in the provision for their child's individual needs.
- Making **reasonable adjustments** to ensure every child can make full use of our facilities and participate fully in school life .
- Ensuring all children have access to a broad, balanced, and ambitious curriculum.

3. Aims and Objectives

We aim to:

- Recognise each child's individual needs and ensure staff are aware of and responsive to them in line with the SEND Code of Practice (2015) .
- Include all children and their families in our provision.
- Provide well-informed and suitably trained practitioners to support children with special educational needs or disabilities.
- Designate an **Additional Learning Needs Coordinator (ALNCo)** responsible for overseeing SEND provision.
- Identify the specific needs of children with additional learning needs and seek to meet them through a range of strategies using the **graduated approach** (Assess, Plan, Do, Review) .
- Work in partnership with parents, carers, and relevant agencies to ensure effective communication and coordinated support.
- Monitor and review our practice regularly to ensure provision remains effective and inclusive.
- Ensure all children are treated equally and encouraged to participate in all aspects of school life.
- Celebrate diversity and promote positive attitudes and role models within the learning environment.

4. Key Principles

Principle

Our Commitment

Inclusion

All children learn and play together. We remove barriers to participation.

Person-Centred

Pupils and parents are at the heart of all decision-making .

Graduated Approach

Support follows the Assess, Plan, Do, Review cycle .

Reasonable Adjustments

We have an anticipatory duty to make adjustments for disabled pupils .

Partnership

We work collaboratively with parents and external professionals.

Best Endeavours

We use our best endeavours to ensure pupils get the support they need .

5. Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for the school's work, including provision for pupils with SEND; ensuring the ALNCo has sufficient time and resources; reporting to governors.
Additional Learning Needs Coordinator (ALNCo)	<i>Currently: Zoe Humphreys</i> – Oversees day-to-day SEND provision; coordinates the graduated approach; liaises with parents and external agencies; maintains the SEND register; supports and advises staff; monitors effectiveness of provision .
SEND Governor	Monitors the implementation of the SEND policy; ensures the school meets its duties under the Equality Act 2010; reviews the SEN Information Report annually.
All Teaching Staff	Responsible for the progress of all pupils, including those with SEND; deliver high-quality teaching differentiated to individual needs; implement the Assess, Plan, Do, Review cycle with support from the ALNCo .
Support Staff	Work under the direction of teachers to implement interventions and support pupils with SEND.
Parents/Carers	Know their child best; share information; participate in reviews; support their child's learning at home .
Pupils	Share their views and participate in decisions about their support (in age-appropriate ways).

6. Identification, Assessment and Provision: The Graduated Approach

The school follows the **graduated approach** to identifying and supporting pupils with SEND, as set out in the SEND Code of Practice 2015 . This is a four-part cycle:

6.1 Assess

- Class teachers, working with the ALNCo, assess a pupil's needs where they are not making expected progress.
- Assessment draws on:
 - Teacher observations and assessments
 - Pupil progress data
 - Views of parents/carers
 - Views of the pupil
 - Input from external professionals (where involved)

6.2 Plan

- Where it is decided that SEN support is required, parents are formally informed .
- A **SEND Support Plan** (or Individual Education Plan) is created, setting out:
 - The desired outcomes (using SMARTA principles: Specific, Measurable, Achievable, Realistic, Time-bound, Agreed)
 - The support to be put in place
 - Any specialist interventions
 - A clear review date

6.3 Do

- The class teacher remains responsible for the pupil's day-to-day teaching and learning, even where interventions are delivered by others .
- The ALNCo supports the teacher in implementing the plan and coordinating additional provision.

6.4 Review

- Progress is reviewed at the agreed date (usually termly).
- The review evaluates the effectiveness of the support and informs the next cycle of planning .
- If progress is insufficient despite targeted support, the school may involve external specialists (with parental consent).

7. SEND Support and Funding

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention cannot compensate for a lack of good quality teaching .
- The school allocates resources to support pupils with SEND from its core budget.
- Where a pupil requires support that is **additional to or different from** that ordinarily available, this is provided as SEN Support .
- The school will use its **best endeavours** to ensure that every pupil receives the support they need .

8. Reasonable Adjustments and the Equality Act 2010

Under the Equality Act 2010, the school has a duty to make **reasonable adjustments** for disabled pupils to ensure they are not placed at a substantial disadvantage compared to non-disabled pupils .

8.1 Key Principles

- The duty is **anticipatory** – we must think in advance about what disabled pupils might require .
- Adjustments may include:
 - Changes to provisions, criteria or practices (PCPs)
 - Provision of auxiliary aids and services
 - Physical adjustments to premises

8.2 What is "Reasonable"?

The reasonableness of an adjustment depends on factors including :

- The effectiveness of the adjustment in avoiding the disadvantage
- The cost of the adjustment
- The school's resources
- The availability of external support
- The need to maintain academic and other standards

8.3 Financial Responsibility

- If something constitutes a reasonable adjustment, the school has an **obligation to provide it and meet the costs**. This cannot be passed to parents .
- Where a pupil has an Education, Health and Care Plan (EHCP), what the local authority commits to providing is simply one factor to consider. It does not relieve the school of its duty to make reasonable adjustments .

8.4 Common Failures to Avoid

Schools must avoid :

- Part-time timetables imposed without justification
- Segregation or isolation
- Exclusions (formal or informal) arising from disability
- Failure to adjust policies (behaviour, uniform, homework)
- Not providing additional adult support where reasonable

9. Education, Health and Care Plans (EHCPs)

- For a small number of pupils, the support required may be beyond what the school can reasonably provide from its own resources.
- In such cases, the school (or parents) may request that the local authority conduct an **Education, Health and Care (EHC) needs assessment** .
- If an EHCP is issued, the school will cooperate fully with the local authority and any named providers.

- Where an independent special school placement is proposed, parents should be aware that **Section 41** of the Children and Families Act 2014 lists approved independent special schools that local authorities have a duty to consider . Rawdah Montessori is a mainstream independent school, not a Section 41 special school.

10. Financial Arrangements and Transparency

As an independent school, Rawdah Montessori may not have access to local authority services available to maintained schools. Therefore:

- Parents of children with identified SEND who require additional classroom support **may be responsible for costs associated with assessments, one-to-one support, or specialist services** (e.g., educational psychologist, occupational therapist, or speech therapist) **where these costs exceed the school's reasonable adjustments duty** .
- **However**, the school will always first consider whether any requested support constitutes a **reasonable adjustment**. If it does, the school will fund it .
- Any agreement regarding privately funded support will be documented in writing and reviewed regularly.
- The school will be transparent with parents about costs and will never seek to profit from SEND provision.

11. Admissions

In line with our **Admissions Policy**:

- We welcome applications from children with SEND, provided we can meet their needs with reasonable adjustments .
- Parents are encouraged to disclose any known or suspected additional needs **at the point of application**.
- This allows the school to discuss needs, consider adjustments, and determine whether we can meet the child's needs within our resources and expertise.
- Failure to disclose relevant information may impact the school's ability to support the child and could, in exceptional circumstances, lead to review of the placement.

12. Supporting Pupils with Medical Conditions

- The school recognises that pupils with medical conditions may also have SEND.
- Where a pupil has both SEND and a medical condition, their support will be planned and delivered in a co-ordinated way, with an **Individual Healthcare Plan** where appropriate .
- Please refer to the **Supporting Pupils with Medical Conditions Policy**.

13. Transition

- The school supports pupils with SEND during transitions:
 - **Between classes** within the school
 - **To new settings** (e.g., secondary school, other schools)
- Transition planning includes:
 - Early liaison with receiving settings
 - Additional visits where needed
 - Social stories and visual supports
 - Close communication with parents

14. Working with Parents and Carers

We are committed to genuine partnership with parents and carers :

- Parents are involved at every stage of the graduated approach.
- We listen to and address parents' concerns.
- We provide clear information about support and progress.
- We signpost parents to support services, including the **Local Offer** published by the local authority .

15. Complaints

If a parent has a concern about SEND provision, they should:

1. Discuss the matter with the class teacher in the first instance.
2. If unresolved, contact the **ALNCo**.
3. If still unresolved, follow the school's formal **Complaints Procedure**.

Parents may also seek independent advice from:

- **Information, Advice and Support Service (IASS)** (formerly Parent Partnership)
- **SEND Tribunal** (for appeals related to EHCPs or disability discrimination)

16. Staff Training and Development

- All staff receive training on SEND as part of their induction and through ongoing CPD .
- The ALNCo ensures that staff understand:
 - The graduated approach
 - Common types of SEND
 - Strategies to support pupils effectively
- Specialist training is provided where needed to meet specific pupil needs.
- The school may commission external expertise (e.g., educational psychologists, speech and language therapists) where required.

17. Monitoring and Review of the Policy

The effectiveness of this policy will be evaluated through :

- Monitoring of classroom practice by the ALNCo and teachers
- Analysis of pupil progress and assessment data
- Feedback from staff, parents, and pupils
- Regular review of SEND Support Plans
- External assessments or reports from specialists as appropriate

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following changes to legislation or statutory guidance.

18. SEN Information Report

In accordance with guidance, the school publishes a separate **SEN Information Report** on its website . This report provides practical information for parents, including:

- The kinds of SEND for which provision is made
- How the school identifies and assesses needs
- How provision is evaluated
- How parents are involved
- Contact details for the ALNCo
- Links to the Local Offer

The SEN Information Report is reviewed annually and updated as needed.

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
Oct 2025	Governing Body	Chair: Sohaib Tanvir
Next Review Due:		
Oct 2026	Governing Body	Chair:
	Headteacher	Headteacher: