

Jamia Al-Hudaa Nottingham



English as an Additional Language, Special Educational Needs and Disabilities Policy

Date: July 2025

Review Date: July 2026

To be reviewed by:

Senior Leadership Team

Aims:

- We aim to provide for all our pupils the highest level of education.
- To give pupil's the opportunity to attain their best.
- To provide an education for all our pupils regardless of their learning ability.
- To provide pupils support to enhance their learning further.

Objectives

- Liaise with and support subject teachers to incorporate differentiated Programmes of Studies which reflect the needs of the individual
- Provide appropriate and needs-led interventions as part of a continuum of provision using expertise from external agencies
- Use data on attainment and achievement to inform support, intervention and target setting procedures for individual pupils with additional learning support
- Provide insets and training to support professional development

Pupil's with special educational needs:

The Jamia does not currently have facilities (that would be considered to be on par with state schools) to fully support students with complex special educational needs. However, we still welcome applications from students who have such needs and where a student is found to have met all entry criteria but with an EHC plan, the Jamia would not discriminate against the student on SEND grounds.

When an applicant with a SEND is identified we will discuss (with the parent or guardian) the needs of the student against the provision available at the Jamia. If the parents and the student are happy to proceed with the application the Jamia will begin steps to accommodate the needs of that student including the steps outlined below.

Assessment Prior to Enrolment:

Latest previous school reports of applicants are obtained and assessed for any support provided in Literacy and Numeracy. Schools and Parents are consulted for further clarification if required. This is to ensure the best interest of the student. The admission process also includes face to face / over the phone assessment to assess and check about progress in current school.

Identification of Students' Additional Learning Needs (EAL etc):

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The Jamia assesses each pupil's current skills and levels of attainment on entry through baseline tests, building on information from previous settings and key stages where appropriate. At the same time, the Jamia considers

evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Parents, the class teacher or other professionals, within or outside the Jamia, may also express concerns which trigger an assessment. These may refer to a student's difficulties in coping with the normal demands of the Jamia with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse.

Class and subject teachers, supported by the Senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. All pupils have a termly formal assessment to ensure that all pupils are 'on track' to achieve their learning targets.

The Jamia is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Where there are long lasting difficulties, the Jamia will consider whether the pupil has SEND.

When identifying SEND, the Jamia is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the student has SEND
- Attainment in line with chronological age does not mean there is no learning difficulty or disability
- Pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties on addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND.

It's the responsibility of the SENCO to place pupils on the additional support register, and to monitor and manage the support needs. If the principal language of the student is not English, the institute will take steps to identify the extent to which the student would need additional support so as to partake in the curriculum. Where English is not the principal language of student, the student and parents would need to demonstrate or provide evidence that the student is proficient in at least the other language of instruction at the institute (Arabic) or commonly spoken languages in the Jamia (Urdu).

Provision Jamia follows the statutory "Assess-Plan-Do-Review" cycle in line with the SEND Code of Practice (2015). The SENCO ensures this cycle is consistently applied across all levels of provision.

It is the aim of the Jamia to provide each and every individual the best education possible. Each and every individual should have the chance to fulfil her potential. With this in mind the Jamia provides a range of support.

Jamia Action Pupil voice is central to the review process, and students are encouraged to contribute to their own targets, reviews, and support planning.

The SENCO liaises closely with the student's teachers and parents/carers. Targets are set and reviewed termly. Parents' and students' views are invited and highly valued as a contribution to the target setting and review process. Teachers and support staff monitor pupils' progress and refer any concerns to the SENCO. The SENCO provides termly updates to the Governing Body/Trustees on the implementation of this policy and the progress of pupils with SEND/EAL.

During lessons, teachers will either provide differentiated material or spend extra time with the students who require in-class support. The Institute also facilitates mentor-mentee relationships between students; both would share a common language; with the mentor already being proficient in English thereby helping to advance the skills of the mentee.

Jamia Additional Action

When the Jamia requires more specialised support in monitoring and delivering provision for a student, outside agencies and other specialists are consulted. Subject teachers and parents are made aware of the agencies and outside specialists who are involved. Pupil Support Plans are written with targets agreed and reviewed termly. The PSP is sent home and also circulated to staff to ensure they can be consistently reinforced.

Assessment Stage

In a few cases, the correct provision depends upon resources that can only be accessed via an EHC Plan. In such a case, the Institute will make a referral to the Local Educational Authority. After referral, the Institute will work collaboratively with all agencies to support interdisciplinary assessment.

EHC Plans The Jamia will ensure effective transition planning for pupils with SEND/EAL when joining, moving through year groups, or preparing for post-16 destinations. The Jamia will ensure that the needs of students with EHC plans are fully met through appropriate provision and mentoring. Support is allocated according to the recommendations of EHC plans. Pupil Support Plans are written with targets agreed and reviewed by the student termly.

Provision Model: Jamia follows the statutory "Assess–Plan–Do–Review" cycle in line with the SEND Code of Practice (2015). The SENCO ensures this cycle is consistently applied across all levels of provision.

The SENCO will be central to any information and will provide supportive networks for students and staff. The SENCO at Jamia is usually a member of the DSL team. In line with KCSIE 2025, Jamia recognises that pupils with SEND and EAL may be particularly vulnerable to safeguarding risks. The SENCO, as part of the DSL team, ensures that

support plans take account of safeguarding concerns and that relevant information is shared appropriately.

- The SENCO will work with subject teachers to support pupils with specific learning needs.
- Subject teachers will modify curriculum materials for individual students and differentiate/develop whole modules of the curriculum
- Subject teachers and support staff will monitor progress over the year with SENCO

External Agencies

The Jamia recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the Jamia will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Student and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Support at home:

It is imperative parents work closely with the Jamia to support the student. When possible they must allow time to go through the work with the student and provide the Jamia with feedback on related tasks. They must praise, encourage the student at home and use appropriate rewards to celebrate their achievements. The student must feel her hard work is being valued.