

Tarbiyyah Primary School

SEND Policy

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Prepared by: Headteacher & Assistant Headteacher/SENCo

Agreed with: Chair of Trustees

To be reviewed and updated: August 2027

Tarbiyyah Primary School is committed to the safety and well-being of
all our children and staff.

At Tarbiyyah Primary School, every child matters. We are a community built on our core values of Patience, Excellence, Resilience, Kindness and Sharing (PERKS) where we celebrate differences and believe that all children should be supported to flourish.

This policy explains how we identify and support children with special educational needs and disabilities (SEND). It outlines our shared commitment to inclusion and the practical steps we take to make sure every child feels valued, understood, and able to achieve their very best. Our approach to SEND is guided by the principles of equality, early identification, and partnership. We work closely with parents, carers, and external professionals to remove barriers to learning and ensure that all children experience success.

Inclusion is not an additional policy at Tarbiyyah Primary School - it is at the heart of everything we do.

Our Vision

Our school's core values of **Patience, Excellence, Resilience, Kindness, and Sharing** shape the way we learn, work, and build relationships with one another. They encourage us to be curious about the world around us, celebrate diversity, act with empathy and fairness, and persevere in the face of challenge.

These values are at the heart of our approach to SEND. We recognise that every child is unique, bringing their own strengths, talents, experiences, and aspirations. We are committed to creating an inclusive environment where all our children feel valued, supported, and can thrive. We celebrate differences as a strength and ensure that individual needs are understood and met, so that no child is limited by barriers to learning or participation.

We believe that:

- All children are entitled to an ambitious and inclusive education.
- Every pupil should have access to high-quality teaching that meets their individual needs.
- Effective support begins with understanding each child's strengths as well as their challenges.
- Partnership with families is central to successful outcomes.
- Children have a right to be heard and to contribute to decisions about their learning.

Our aims are to:

- Identify and respond to SEND needs as early as possible.
- Work collaboratively with parents and carers to plan support that makes a difference.
- Ensure all pupils have equal access to the full curriculum and enrichment opportunities.
- Build independence and self-belief in every child.
- Maintain high expectations for achievement and personal growth for all.

Definition of Special Educational Needs and Disability (SEND)

A child has a special educational need or disability if they have a learning difficulty or disability which requires additional or different support from that provided for other pupils of the same age.

This includes children who:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or limits their access to education in a mainstream setting.

Children learning English as an additional language are not automatically considered to have SEND. Their progress is monitored carefully to ensure that any additional needs are identified appropriately.

Identifying and Assessing Needs:

We identify children who may have SEND through ongoing observation, assessment, and discussion. Teachers and support staff know their children well and use assessment information, learning conversations and parent feedback to highlight any concerns early.

The first response to any concern is always high-quality teaching, differentiated, and adapted to the child's needs. If progress continues to be slower than expected, the class teacher works with the SENCO, parents, and the child to decide whether additional or different provision is needed.

We follow the four broad areas of need described in the SEND Code of Practice (2015):

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

Our focus is always on understanding the whole child - their interests, strengths and aspirations - not just their area of need.

The Graduated Approach:

Support for our children with SEND follows a clear cycle of assess, plan, do, review.

1. **Assess:** Teachers, parents, and the SENCO share information to understand our children's strengths and difficulties.
2. **Plan:** Together, we agree on outcomes and strategies for support. These are recorded on the Tarbiyyah Inclusion Plan (TIP).
3. **Do:** The class teacher remains responsible for the child's progress, supported by the SENCO and teaching assistants.

4. Review: Provision is reviewed at least termly with the child and parents and adjusted based on progress and feedback. Where additional support from external specialists is needed, we work collaboratively with agencies such as speech and language therapists, educational psychologists, and outreach services.

Education, Health and Care Plans (EHCPs)

For a small number of children with more complex needs, additional support may be provided through an Education, Health and Care Plan (EHCP). This plan sets out long-term outcomes and the provision required to meet them.

We work closely with families throughout this process. The SENCO leads the application, ensuring that children's views are included and that the 20-week statutory timescale is met. Reviews of EHCPs take place at least annually, and any necessary amendments are made promptly to ensure the provision remains effective and relevant. Parents may also apply independently for an EHCP.

Adapting the Curriculum and Learning Environment:

Every teacher at Tarbiyyah Primary teaches children with SEND. We design lessons so that all children can access learning and experience success. Adaptations may include visual support, pre-teaching of key vocabulary, use of assistive technology, small-group work, or targeted scaffolding.

Classrooms are calm, structured, and inclusive spaces where differences are normalised and celebrated. Children learn best when they feel safe, happy, and understood.

Our provision for SEND includes:

- Targeted interventions for literacy, numeracy and language development.
- Emotional and social support through our dedicated Well-being officers.

We are committed to helping children build resilience and independence. Support is always designed to enable participation, not dependency.

Working with Parents and Carers

We see parents and carers as experts on their children. Their insights and hopes are essential to shaping effective support. We meet with parents regularly to review progress, agree targets and discuss next steps. Communication is open and respectful, and families are encouraged to contact the class teacher or SENCO whenever they have concerns or new information to share.

Parents can also access independent advice and support from SENDIASS Hounslow:

<https://hounslowsendiass.org.uk/>

Pupil Voice

Children are central to our planning and review processes. They are encouraged to talk about what helps them to learn, what they find difficult and what they are proud of. Their views are recorded in TIP's and Annual Reviews, and staff help them to express their opinions in ways that feel comfortable and positive.

Staff Training and Development:

We are a learning community, and that includes our staff. Training on SEND is provided throughout the year and forms part of our professional development programs. All staff receive annual safeguarding updates in line with Keeping Children Safe in Education, as well as specific CPD on adaptive teaching and inclusive practice.

Monitoring Impact and Evaluating Provision:

We regularly evaluate the effectiveness of our provision for pupils with SEND.

This includes:

- Reviewing children's progress data and TIP targets.
- Gathering children's and parent feedback.
- Monitoring classroom practice through learning walks and book looks.
- Analysing attendance, behaviour and exclusion data to ensure fairness and inclusion.

Governors receive regular reports on SEND provision and outcomes to ensure accountability and continuous improvement.

Transitions:

Transitions can be exciting but also challenging for children with SEND. We plan carefully for changes between classes and key stages, and for transition to secondary school. The SENCO meets with receiving staff and parents to share information and ensure consistency of support. Records are transferred promptly in line with statutory guidance.

External Support:

We work closely with a range of professionals who provide advice and specialist support, including:

- Speech and Language Therapy
- Educational Psychology
- SpLD and Dyslexia Service (Laidlaw Education Services)
- Behaviour Support Service & Mentoring (TYPO The Youth Puzzle Organisation & MWH Education & Wellbeing)
- Specialist Education and Training Support (Pure Minds Collective- ABA therapists)
- Occupational Therapy and Physiotherapy (Hafsa Dar- Specialist Pediatric Physiotherapist)
- CAMHS
- Social Care
- Changing Behaviour (Claire Edmundson)

Together, we build a holistic picture of each child's needs and ensure that strategies are coordinated and consistent.

Complaints and Concerns:

We are committed to working collaboratively and resolving concerns quickly. Most issues can be addressed through discussion with the class teacher or SENCO. However, if parents wish to make a formal complaint, they should follow the school's Complaints Policy available on our website. Parents and young people also have the right to access disagreement resolution, mediation, or to appeal to the First-tier Tribunal (SEND) if disagreements remain unresolved.

The Local Offer:

Further information about SEND provision in Hounslow can be found via the Hounslow Local Offer:

<https://www.hounslow.gov.uk/send-local-offer>

Our school's Local Offer and SEND Information Report are available on our website. They explain how our provision meets the needs of children across the four areas of SEND and how families can access support.

Legal Framework:

This policy reflects the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015, updated 2024)
- SEND Regulations 2014
- Equality Act 2010 (including Schedule 10: Accessibility)
- Education Act 2011
- Health and Social Care Act 2012
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (DfE, from 1 September 2025)
- Working Together to Safeguard Children
- School Admissions Code Related Policies
- Equality Policy
- Accessibility Plan (2025-2029)
- Health and Safety Policy
- Medicines in School Policy
- Wellbeing Policy

Tarbiyyah's SEND Commitment: Inclusion Rooted in Islamic Ethos and PERKS Values:

The leadership team and governing body ensure that **inclusion is a visible, lived principle** embedded across all aspects of school life. Provision is continually reviewed so that every child, including those with SEND, experiences equity, ambition, and belonging.

Curriculum Ambition

Every child is entitled to a broad, rich, and coherently sequenced curriculum. Adaptations are made thoughtfully and proportionately, ensuring that children with SEND have access to the same ambition, challenge, and depth as their peers. Leaders monitor curriculum implementation to ensure high expectations remain consistent across subjects.

Teaching and Learning

Staff are trained in adaptive, evidence-based strategies that promote access, independence, and cognitive challenges. Classroom practice is reviewed regularly through learning walks, work scrutiny, and professional dialogue to maintain high-quality teaching for all. Professional development is responsive to need and aligned with whole-school priorities.

Behaviour and Belonging

High expectations for behaviour are coupled with compassion, consistency, and fairness. Reasonable adjustments ensure pupils with SEND can meet expectations without disadvantage. Children report feeling safe, respected, and included, and leaders track behaviour patterns to ensure equity across groups.

Attendance and Engagement

Attendance for pupils with SEND is monitored weekly, with emerging barriers addressed swiftly in partnership with families. Leaders ensure that interventions are timely, personalised, and reviewed for impact. Engagement in wider school life is tracked to ensure children with SEND participate fully in enrichment and leadership opportunities.

Voice and Partnership

Children and parents are active partners in shaping provision. Their feedback is gathered regularly through surveys, forums, and structured conversations and used to inform strategic improvements. Leaders ensure communication is transparent, accessible, and responsive.

Leadership Oversight

The Trustees review SEND provision termly, including funding, training, and children's outcomes, to ensure accountability, equity, and value for money. Leadership reports provide clear analysis of strengths, areas for development, and the impact of actions taken. Inclusion remains a standing item within strategic planning and evaluation.

Through this work, Tarbiyyah Primary School meets the Strong descriptors within the Ofsted 2025 framework for inclusion and aspires to exceed them.