



Al-Burhan Grammar School

*Dedicated to learning as the
foundation of life*

SEND (Special Educational Needs and Disabilities) Information Report

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1. Introduction

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can ask a member of staff to send you the policy.



2. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan (EHCP) – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN



SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

3. SEND provision at Al-Burhan

3.1 What types of SEN does the school provide for?

We do not currently have any pupils with SEN. We may be able to provide for pupils with mild needs, but this would need to be discussed on a case-by-case basis, as each child is different and two children with the same named condition can be affected differently and have different educational needs.

3.2 Which staff will support my child?

Our SENCO is Naeema Kausar. She can be contacted via the main office on 0121-440-5454.

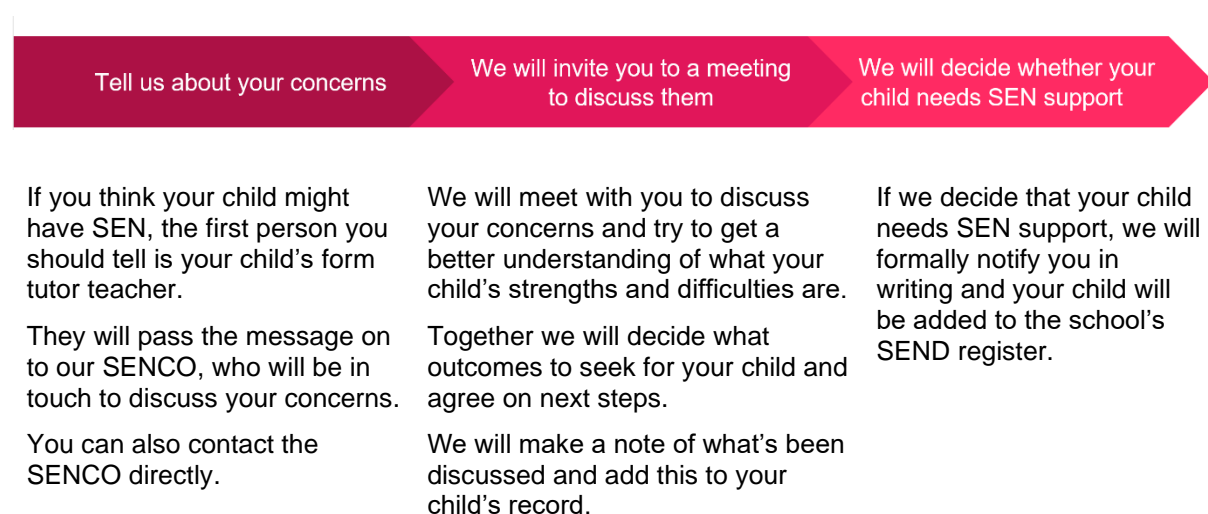
Our Pastoral support officer is Humayra Majid, who has had training in mental health.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3.3 What should I do if I think my child has SEN?





3.4 How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra help to try to fill it through differentiated work and/or intervention classes. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

3.5 How will the school measure my child's progress?

We will follow the 'graduated approach' of 4 steps to meeting your child's SEN needs =

1. Assess:
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.
2. Plan:
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
3. Do:
We will put our plan into practice. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
4. Review:
We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. We will assess how well the support we



put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

3.6 How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher and/or the SENCO will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

3.7 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

3.8 How will the school adapt its teaching for my child?

All teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Teachers are expected to differentiate (or adapt) how they teach and the work they set to ensure that all pupils are doing which helps to reinforce knowledge, build understanding, and stretches and



challenges them. This is the same approach we use for any SEND pupils too. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

3.9 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review

3.10 How will the school resources be secured for my child?

If your child has an EHCP and has needs which require additional costs, we may be able to access funding. Otherwise, we would be limited to resources we can provide in-house.

3.11 How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Activities are planned with inclusivity in mind. Teachers are aware of any pupils who have particular needs and ensure that mechanisms are in place so that such pupils can enjoy activities alongside pupils who don't have SEN. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

3.12 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We ask on the admissions form if the pupil has an EHCP or any SEN. If the parents circle yes, we contact them to gain further information to help us determine what changes we need to make to the admissions process to ensure that they are not disadvantaged. Some of these changes could include:

- Having more time to complete the entrance test.
- Printing the entrance with a larger / more colourful font.
- Using more visual cues to indicate the start and end-time.
- Seating the pupil closer to the front to enable them to see the clock, or placing a clock closer to them.

3.13 How does the school support pupils with disabilities?

Staff are trained to share our vision and ethos, part of which is that all pupils are equal and to be treated fairly, regardless of any specific characteristics including disability.

We have an accessibility plan which ensures that pupils with disabilities are able to access the physical environment, the curriculum, and other information. Where a pupil develops a new disability, this plan will be adjusted to see how we can accommodate.

3.14 How will the school support my child's mental health, and emotional and social development?

We are dedicated to ensuring good mental wellbeing and good emotional and social development of all our pupils. Pupils with SEN may require more support. This may include:

- Regular sessions with our pastoral support office, who is trained in provided mental health support.



- Encouraged to be part of the school council or clubs, to promote teambuilding and building friendships.
- We have a 'zero tolerance' approach to bullying

3.15 What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Because we are a small school, our teachers teach multiple years and so most teachers are known to the pupils. Should this not be expected to be the case, we would ensure that both the current teacher and the next years teacher attend the final meeting of the year where the pupil's SEN are discussed.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

3.16 What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO is also our Pastoral & Inclusion Lead. As such, she would co-ordinate with our pastoral support officer and discuss with such children and their parents/carers what their needs are. Support would be provided accordingly.

Looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

3.17 What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision should be made via the complaints procedure. In the first instance, this would involve an informal complaint to the SENCO. If this does not resolve the issue satisfactorily, then you can fill in a formal complaint form. The complaints procedure will be followed.

3.18 What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Birmingham SEND Information, Advice and Support Service

Tel: 0121 303 5004

Email: SENDIASS@birmingham.gov.uk

Website: <https://www.birminghamsendiass.co.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)