



MANCHESTER  
ISLAMIC  
GRAMMAR SCHOOL  
FOR GIRLS

FAITH • LEARNING • LIFE

# SEND POLICY



## Document control

This document has been approved for operation within:	Manchester Islamic Grammar School for Girls		
Status	Statutory		
Owner	Manchester Islamic Grammar School for Girls		
Date effective from	January 2026	Date of next review	January 2027
Review period	1 year		



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## Manchester Islamic Grammar School for Girls SEND Policy

### Introduction

Manchester Islamic Grammar School for Girls (MIGSG) is committed to providing a high-quality, inclusive education in which the well-being of every student is central to all SEND provision and decision-making. We recognise that students learn best when they feel safe, supported, valued and understood, and that emotional, social and mental wellbeing are fundamental to academic success.

This policy outlines how MIGSG identifies, assesses and supports students with Special Educational Needs and Disabilities (SEND), ensuring that barriers to learning are addressed early and effectively. The SEND provision at MIGSG is underpinned by a whole-school approach, shared responsibility and high expectations for all students.

The policy is aligned with the **SEND Code of Practice: 0–25 years (2015)**, the **Equality Act 2010** and the **Children and Families Act 2014**.

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### Aims and Objectives

This policy aims to:

- Place student wellbeing at the heart of the SEND provision
  - Ensure that all students with SEND have access to a broad, balanced and ambitious curriculum
  - Identify SEND at the earliest possible stage and respond effectively
  - Provide high-quality teaching that is adapted to meet individual needs
  - Use a graduated approach to SEND provision that focuses on impact and outcomes
  - Promote positive partnerships with parents, students and external professionals
  - Enable students with SEND to participate fully in the academic, pastoral and wider life of the school
  - Ensure compliance with statutory and regulatory requirements
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## Definition of Special Educational Needs and Disabilities

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability is defined as:

- A significantly greater difficulty in learning than the majority of students of the same age; or
- A disability which prevents or hinders the student from making use of facilities generally provided for others of the same age in a mainstream school or mainstream post-16 institutions

This definition is taken from the **SEND Code of Practice (2015)**.

SEND is categorised into four broad areas:

### 1. **Communication and Interaction**

- Speech, language and communication needs (SLCN)
- ASD including Asperger's syndrome and autism

### 2. **Cognition and Learning**

- Specific learning difficulties (SpLD) – e.g. dyslexia, dyspraxia, dyscalculia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

### 3. **Social, Emotional and Mental Health (SEMH)**

- Anxiety
- Depression
- Attention deficit disorder (ADD)
- Attention deficit hyperactivity disorder (ADHD)
- Attachment disorder
- Other emotional or mental health needs that impact learning (e.g. self-harm, substance abuse)



#### 4. Sensory and/or Physical Needs

- Vision impairment
- Hearing difficulties
- Physical disabilities

English as an Additional Language (EAL) is not considered a SEND, although some students may have both EAL and SEND.

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### Legal Framework

This policy has due regard to:

- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Children and Families Act 2014
- Independent School Standards Regulations
- ISI Inspection Framework

The school recognises its duty to make reasonable adjustments for students with disabilities and to avoid discrimination.

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### Roles and Responsibilities

#### Board of Trustees and Head

The Board of Trustees and Head have overall responsibility for:

- Ensuring compliance with SEND legislation
- Supporting the strategic development of SEND provision
- Allocating appropriate resources
- Monitoring the effectiveness of the SEND provision

Name	Role	Contact
Zaheer Faroukh	Trust member overseeing SEND	<a href="mailto:f.zaheer@miet.uk">f.zaheer@miet.uk</a>
Jamila Kossar	Acting Head Teacher	<a href="mailto:j.kossar@migsg.miet.uk">j.kossar@migsg.miet.uk</a>



## SENDCo

The SENDCo is responsible for the strategic and day-to-day coordination of SEND provision. The SENDCo:

- Identifies and assesses students with SEND
- Oversees the graduated approach and SEND register
- Advises parents regarding assessment pathways and support
- Supports staff in adapting teaching and learning
- Liaises with external professionals where appropriate
- Maintains accurate, confidential SEND records
- Analyses SEND students' progress and attainment data
- Contributes to staff training and professional development

### Inclusion Team

Name	Role	Contact
Shirley Campbell	SENDCo	<a href="mailto:s.campbell@migsg.miet.uk">s.campbell@migsg.miet.uk</a>
Rihanna Abdul	SENDCo	<a href="mailto:r.abdul@migsg.miet.uk">r.abdul@migsg.miet.uk</a>
Neelam Imtiaz	SLT overseeing SEND	<a href="mailto:n.imtiaz@migsg.miet.uk">n.imtiaz@migsg.miet.uk</a>

## Teaching Staff

All teachers are teachers of SEND and are responsible for:

- Delivering high-quality, inclusive teaching
- Adapting lessons appropriately to meet diverse needs
- Monitoring student progress and well-being
- Implementing agreed support strategies
- Working collaboratively with the SENDCo

## Parents and Students

The views, wishes and feelings of students and their parents are central to SEND provision. Parents and students are active partners in assessment, planning, implementation, review and their contributions are valued at every stage.

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## Identification and Assessment of SEND

MIGSG uses a range of information to identify SEND, including:

- Teacher observations and assessments
- Progress and attainment data



- Behaviour, engagement and wellbeing indicators
- Student and parent concerns
- Information from previous schools
- Specialist assessments or professional reports where available

Concerns are discussed with the SENDCo and monitored over time before SEND provision is formally identified.

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### Graduated Approach: Assess, Plan, Do, Review

The school adopts a graduated approach to SEND, structured around the **Assess, Plan, Do, Review** cycle.

Assess	<p>Information is gathered from:</p> <ul style="list-style-type: none"><li>➤ Subject teachers regarding progress, attainment, engagement and behaviour</li><li>➤ Discussion with the student to understand their perspective, strengths and perceived barriers to learning</li><li>➤ Communication with parents to gather insights and contextual information</li><li>➤ Review of evidence from previous schools, including transition information</li><li>➤ Consideration of any specialist assessments or professional reports</li></ul> <p>This information is collated by the SENDCo to determine whether additional or different provision is required.</p>
Plan	<p>Following assessment, the SENDCo coordinates planning in collaboration with students, parents and staff. This stage includes:</p> <ul style="list-style-type: none"><li>➤ Discussion with parents to explain identified needs and the strategies that will be implemented</li><li>➤ Discussion with the student so they understand and are involved in their support</li><li>➤ Identification of appropriate classroom strategies and, where relevant, targeted interventions</li></ul>



	<ul style="list-style-type: none"><li>➤ Communication of agreed strategies to teaching staff</li><li>➤ Updating the SEND register as appropriate</li><li>➤ Distribution of a <b>Student Spotlight</b> outlining key strategies to support the student across subjects</li><li>➤ Setting SMART, outcome-focused targets with students</li></ul>
Do	<p>During the implementation stage:</p> <ul style="list-style-type: none"><li>➤ Subject teachers are responsible for delivering high-quality teaching and applying agreed strategies within lessons</li><li>➤ Support may be delivered through whole-class strategies, targeted interventions or one-to-one support</li><li>➤ The SENDCo monitors the implementation of support through lesson observations and guides staff as required</li><li>➤ Student progress and attainment are tracked, including analysis of Winter and Summer examination data</li></ul>
Review	<p>The effectiveness of SEND provision is reviewed regularly to evaluate impact and inform next steps. Review includes:</p> <ul style="list-style-type: none"><li>➤ Analysis of progress and attainment data</li><li>➤ Feedback from subject teachers</li><li>➤ Discussion with the student and parents</li><li>➤ Consideration of whether outcomes have been met and whether provision remains appropriate</li><li>➤ Review targets following Winter and Summer Assessment</li></ul> <p>Following review, support may be continued, adapted, escalated, or reduced, ensuring that provision remains responsive to the student's needs.</p>



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## Pupils on the SEND Register

The SEND register is reviewed regularly and reflects current needs within the school. The number of students on the register may change in response to assessment, progress and student intake.

Needs	Number	% of school
Pupils with an EHCP	0	0
Pupils on SEND Support	30	11.4%

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## Education, Health and Care Plans (EHCPs)

There are currently no students on our SEND register who have Education, Health and Care Plans at MIGSG. Where an EHCP is in place, the school will ensure that provision is delivered as specified and reviewed annually in partnership with parents and the Local Authority.

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## Monitoring and Evaluation of Effectiveness

The effectiveness of SEND provision is evaluated through:

- Academic progress and attainment
- Student voice
- Parent feedback
- Review of outcomes against targets

SEND provision is adapted where progress or well-being outcomes are limited.

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## Access Arrangements and Reasonable Adjustments

MIGSG ensures that reasonable adjustments and access arrangements are in place where appropriate, including for internal and external assessments, to enable students with SEND to demonstrate their learning fairly.

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## Transition and Inclusion

The school supports students with SEND at key transition points, including entry to MIGSG, movement between key stages and preparation for post-16 pathways.

Students with SEND are encouraged and supported to participate fully in extracurricular activities, trips and the wider life of the school.

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## Complaints

Concerns regarding SEND provision should be raised initially with the SENDCo. If concerns remain unresolved, the school's Complaints Policy should be followed.

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## Related Policies

- Curriculum Policy
- Assessment Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan