

CCS Policy

Date	Review Date	Coordinator	Nominated Governor
Aug 15	Aug 16	Ataullah Parkar	Amina Patel

Collaborative Care and Support Policy

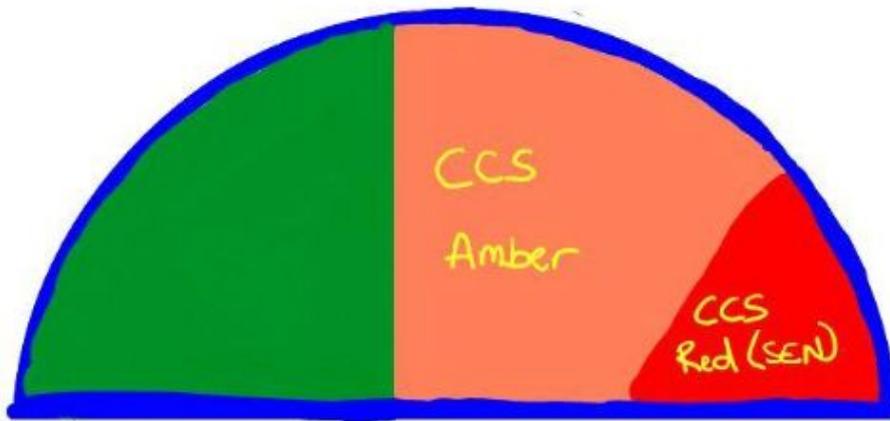
Education has an important role to play in the development of the human personality; it can also influence positively the attitudes, expectations and aspirations of pupils. The effect on parents' attitudes, and expectations and those of the wider community cannot be ignored. The introduction of CCS (التعاون و الاناية) means that we can address the complex barriers to the achievement of children's' outcomes. This policy replaces the school's special needs policy.

It is the school's intention to address such a role consciously and systematically, insha'Allah. The CCS policy is an innovative move away from the term "Special Educational Needs", to something which meets the needs of all of our children who are not achieving the outcomes expected of them. The policy helps the school and parents appreciate that the aim is to work together to help children achieve the best outcomes that they can,

A pupil is defined as needing to engage with the CCS policy if:

- for any reason, they are not learning and progressing at the same level as other children of their age at Al-Aqsa Schools
- Has a physical disability which hinders their access to the facilities available to children of their age at Al-Aqsa Schools.
- Are expressing complex behaviours which have not been resolved through the implementation of the behaviour policy.

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Traditional policies related to special needs will only focus on the red area above, the CCS policy looks to identify and meet the needs of children who have barriers to achievement, but may not necessarily fit the specific criteria of special needs.

The policy has within its' scope **any** social, psychological and biological issues which persist beyond a two week period for our children which adversely affects achievement of their expected outcomes. Where the concern is behaviour related, the behaviour policy should have been exhausted prior to initiating CCS. When children are confirmed to have an additional need, they should continue to engage in the regular school timetable so far as possible.

Collaborative Care and Support Lead (CCS Lead)

Al-Aqsa Schools have designated CCS leads; for the Early Years, Raisa Adam is the lead, whilst for Primary and Secondary, Fatima Qaddoura is the CCS lead. They are responsible for the effective roll-out of this policy, and the strategic management of the schools' cases. They will also be responsible for engaging with external agencies and parents.

In drafting its CCS Policy, Al-Aqsa Schools:-

- Affirms that every child is of equal worth, and that each has his or her own needs and potential;
- Confirms that care and concern for the individual learner are consistent with sound educational and equal opportunities practices; and
- Recognises that, in order to combat disadvantage and equality, whether in the material or intellectual sense, it may be necessary to take positive action for the benefit of pupils.

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CCS Protocol for Children in Amber Zone



Children in the amber zone are defined as those who are:

- In the lower quartile (bottom 25%) in attainment in the last set of termly assessments
- Have been identified by teachers as having non SEN barriers which is impacting on their attainment and/or long-term behaviour in school.

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CCS Protocol for Children in Red Zone (SEN)



Children in the red zone, are children who would traditionally fall within the school's SEN policy. For more details, please read the school's SEN policy.

It is our aim to identify a child's additional need as early as possible to allow intervention.

At pre-entry stage, information may be provided by the parents and or other agencies, such as speech therapist, educational psychologist, special needs teaching service, play-group leaders, previous school or social services.

Teachers will also use their own professional judgement to make informed decisions about children they consider to be performing at a level significantly different to that of their peers. Evidence should be collected to verify decisions such as examples of children's work, logs of behaviour, school assessments. Having carefully considered all their judgements, teachers should note their concerns in the appropriate section of the referral form. Please note that referrals will not be considered until

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teachers are able to evidence actions they have already taken to meet the needs of the learner.

If the child does not make sufficient progress, the teacher and the CCS lead will talk to parents about asking for further advice from outside professionals, such as speech therapists, educational psychologist, special needs teaching service or health professionals. Professionals concerned with the education of the child will work together to develop further IEPs. The IEP will be discussed with parent and child. All IEPs should be reviewed at least termly.

Managing an Individual Education Plan

- The IEP is a planning, teaching and reviewing tool.
- The IEP should underpin the process of planning intervention for the individual pupil under the CCS policy
- IEP targets will be SMART, specific, measurable, achievable, realistic and time related.
- The IEP is the structured planning documentation of the differentiated steps and teaching requirements needed to help the pupil achieve identified targets.
- The IEP is a working document for all teaching staff.
- The IEP must be accessible and understandable to all concerned.
- The CCS lead monitors IEP's every half term to ensure progress

Parents

Parents are an integral part of the child's education. As such the parents are informed of strategies employed by the school to enhance the learning of their children. Parents are invited to discuss their child's progress at parents evenings and in special review meetings usually held with the CCS lead and the class teacher.

Parents are actively encouraged to support their child with their learning through special homework tasks and are encouraged to ask for advice from either the class teacher or the CCS lead.

Parents are always asked for permission when an outside agency is involved with their child and given feedback on the advice provided.

Storage and Communication of Information

Information collected about a child's IEP will be kept in different places according to its nature but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents, the Head Teacher or CCS lead. Confidential information of a sensitive nature (usually involving social service information) is kept in the Head Teacher's office and

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cannot be accessed without his permission.

Headteacher:		Date:	
Chair of Governing Body:		Date:	
Chair of Trustees		Date:	