

# Iqra Primary School, Slough: SEN Information Report for Parents Part of the Local Authority Offer



## Equal Opportunities and Inclusion

At Iqra Slough Islamic Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.



Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

# SEND Information Report

The school SEND Information Report will be updated annually and shall detail those SEND needs that can be provided for at school, how pupils are assessed, reviewed and supported, and how to make a complaint if the provision for a pupil is deemed to be unacceptable. For further information about Local SEND Offer please view the following web link:

[http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.pdf?id=kuJlss7l\\_7U](http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.pdf?id=kuJlss7l_7U)

For your convenience we have separated this report into several sections:

- School Information
- Special Educational Needs
- Role of Teacher, SENDCO and Governor
- Pastoral, Medical and Social
- Contacts



# School Information

## Our Vision- when supporting children with Special Educational Needs

### **“We Learn, We Lead, We Inspire”**

We aim to promote Islamic spiritual and moral values based on the Quran and the Sunnah of the Prophet Muhammad (Peace be Upon Him) to give every child the opportunity to achieve their personal best and to develop lively enquiring minds by providing individually tailored teaching, which allows spontaneity and encourages purposeful learning.

We aspire to instil within all pupils, staff and parents the love of life-long learning, leadership skills and the ability to become an inspirational individual with skills fit for the 21st Century. We are committed to enabling pupils to become confident in their identity as British citizens and British Muslims with an enduring desire to perform their religious duties, live in harmony with fellow citizens and contribute positively to their community and country of residence.

At IQRA we are committed to ensuring equality of education and opportunity for everyone including visitors, disabled pupils and staff regardless of beliefs. We fully promote tolerance and respect for people of all faiths (and those with none), cultures and lifestyles. We aim to develop a culture of inclusion and diversity in which all stakeholders participate fully in school life. The school is accessible to all and includes a disabled toilet, ramps and handrails, disabled parking and a hearing loop.

## Primary school details

IQRA Slough Islamic Primary School is a 3 form entry all through primary school from Reception to Year 6 with 625 pupils on roll. We provide a safe environment for your children to develop their skills and knowledge. Our facilities are excellent, and include: large playing fields, large playground with an enclosed ball area and excellent links with other schools.

# OFSTED

The Ofsted report from 2016 states:

This is a good school.

Pupils enjoy school and are proud to be pupils of Iqra school. They say that they feel safe and parents rightly believe adults keep them safe

Pupils' personal development and welfare are outstanding, reflecting the very effective teaching and high priority leaders give this aspect of school life. Pupils are very articulate and self-aware; they demonstrate tolerance and respect towards others.

Pupils talk with conviction about how all at the school respect each other. They explain in detail what tolerance is and how it is an essential part of their everyday life in school. This reflects the high priority the school places on equality and British values

The behaviour of pupils is good. Pupils demonstrate good manners and respect towards each other and to adults. In the lunch hall, the atmosphere is calm and harmonious. Pupils wait patiently for their turn and are unfailingly polite to the staff.

Senior leaders are ambitious for the school. Their drive to raise standards of teaching and learning has brought about improved results and ensured that teaching is good.

Governors know the school well and carry out regular checks to gather evidence to hold leaders to account.

Disadvantaged pupils are taught well. There is very little difference between the progress and attainment these pupils make, when compared to other pupils, from the time they join the school to when they leave. Leaders and teachers know which pupils need additional support and ensure that it is provided.

Pupils who have special needs and/or disabilities are taught very well. The high-quality support planned by teachers and provided by teaching assistants means that these pupils make rapid progress. Teaching assistants provide sensitive and timely interventions to encourage pupils to stay on task or to develop their understanding.

Teachers plan activities to meet the needs of the most able pupils but these are not always quite as well matched as they could be. In some classes, teachers use a 'learning detective' approach to enable pupils to take ownership of their learning and push themselves on further.

Teachers check work during and after lessons, providing useful feedback to enable pupils to improve their work. In some classes, pupils take responsibility for their learning and reflect on how well they have developed during the lesson or sequence of lessons.

Other subjects, such as science, history and art, are taught well. Pupils learn the skills which relate to the different subjects and apply them in a range of situations. The work in topic books shows that pupils do well in these subjects.

# Special Education Needs

## How does our school ensure that children who need extra help are identified early?

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.

- Identify and focus attention on action to support the child within the class.

- Use the assessment processes to identify any learning difficulties.

- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.



# There are four broad categories of SEND:

## **Communication and Interaction**

- This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

## **Cognition and Learning**

- This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

## **Social, mental and Emotional Health.**

- This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

## **Sensory and/or Physical Needs**

- This includes children with sensory, multi-sensory and physical difficulties.



## Support your child?

'Teaching': this means that teachers are expected to assess, which allows them to make progress with their learning.

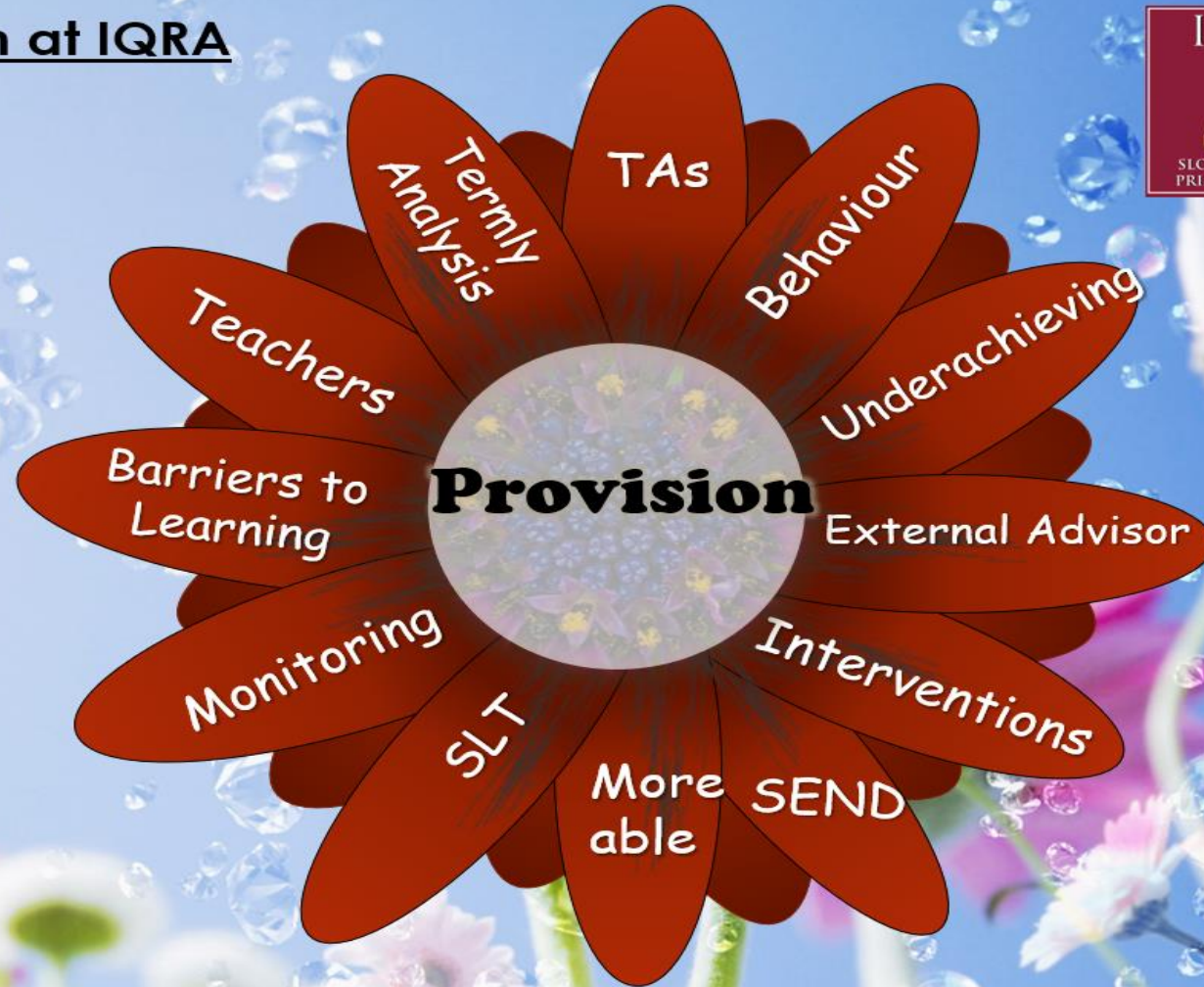
We measure and assess the impact of teaching regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects. Some of our TAs have ELKLAN training which helps them to support children with communication difficulties. Other TAs and HLTA (higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
  - require different strategies for learning
  - acquire, assimilate and communicate information at different rates • need a range of different teaching approaches and experiences
- Teachers respond to children's needs by:**
- providing support for children who need help with communication, language and literacy
  - planning to develop children's understanding through the use of all available senses and experiences
  - planning for children's full participation in learning, and in physical and practical activities
  - helping children to manage and own their behaviour and to take part in learning effectively and safely
  - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning



## Inclusion at IQRA



## Who will communicate to me and explain and discuss my child's needs, support and progress with me?

The knowledge, views and first hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the named SENDCo Miss Pav Dhillon if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. When a child is placed on the Special Needs Register this is discussed with the parents and support strategies are identified.

All parents are kept up to date regarding their child's progress through discussion with the class teacher. This is achieved through parents' evenings, progress reviews, target setting meetings and informal and formal discussions.

Childrens' progress is monitored and evaluated on a regular basis. Pupil progress meetings are held with class teachers, SENDCO and SLT to discuss individual children's progress. Any issues or concerns regarding a child's progress are communicated fully to Parents / Guardians. Meetings are held to discuss and explain a child's needs and the provision, support and assessment that will be completed.



# How is the decision made as to what support my child should receive? How is this support evaluated? and How will you help me support my child's education?

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Iqra will adopt a graduated response. This may see us using specialist expertise (Local Authority Education Consultants) if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through assessments, provision mapping and target setting and the SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person.

# What specialist services and expertise are available at or accessed by the school ?

We have links with other agencies to support the family and pupil, this includes the School Nurse, Educational Psychologist, Speech and Language, and CAHMS. Inclusion Team Specialist teachers from these services monitor the progress of children and work with staff in developing teaching strategies. Through our work with external agencies we can also access support and advice from specialist organisations from NSPCC, Daisy's Dreams, Learning Mentors and Sure Start. We endeavour to access a wide range of specialist support and advice that will help provide for your individual child and family needs.



## How will my child be included in activities outside the classroom including day and residential trips?

Iqra School recognises that pupils at our school, who have additional needs or medical conditions, should be properly supported so that they have full access to education, including school trips and physical education.

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.



# Role of Teacher, SENDCO and Governor

## How do school staff support my child at school?

- Individual Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Quality First Teaching is delivered in each class; this is monitored and assessed on a termly basis. The high Quality First Teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have SEND/LAC (Looked After Children).
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The school regularly meets to discuss and evaluate assessment results and progress that individual children have made. The team in consultation with SENDCO and SLT decide whether to make special educational provision for any individual child. This involves the teacher and SENDCO considering all of the information gathered from within the school about the individual pupil's progress, alongside national data and expectations of progress.  
This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- Additional intervention and support cannot compensate for a lack of good quality teaching. Additional intervention is planned and completed in class/ on a one to one basis outside class. Progress is monitored and evaluated.



# What training have the staff supporting children with special educational needs had?

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff shall be encouraged to undertake appropriate training and development.
- The SENDCo shall be given a regular opportunity on INSET to deliver training to the teaching staff. All teaching and support staff shall undertake induction on taking up a post. It will include a meeting with the SENDCo who will explain the systems and structures in place for the School's SEND provision, its practice, and discuss the needs of individual pupils.
- The school's SENDCo regularly attends the LA SENDCo network meetings in order to keep up to date with local and national updates in SEND.



## What is the role of the governor in supporting SEND at school?

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. The named Governor responsible for SEND is Mr Z Ali (Chair of Governors).

Governors ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.



# What is the role of the parents in supporting their children with SEND at Iqra?

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. The school Home School Links Officer, Mrs S Malik, plays a vital role in this partnership. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCo through a school email address.



# Pastoral, Medical and Social Support

## What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We believe that pastoral care is of crucial importance in creating an atmosphere in which children feel secure. Children should know that they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.

Some children with medical needs also have SEND. If a child with SEND also has a medical need, and he or she has an Education, Health and Care (EHC) Plan, their individual healthcare plan **is part of** that EHC Plan. For children who have SEND and a medical need but no Statement or EHC Plan, their individual healthcare plan includes reference to their Special Educational Need or Disability.

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.



Please see the schools Medical Needs Policy for further information

# What support is there for behaviour, avoiding exclusion and increasing attendance?

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher in liaison with the SENDCo, Home School Links Officer and the Learning Mentor will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will put in place an intervention to support the child e.g. 50/50 Sync Mentors; complete an Early Help Assessment (EHA) form with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (or to specialists within the Air Force medical services).

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by the Learning Mentor in liaison with external agencies who develops good, trusting relationships with the children.



## How accessible is the school environment?

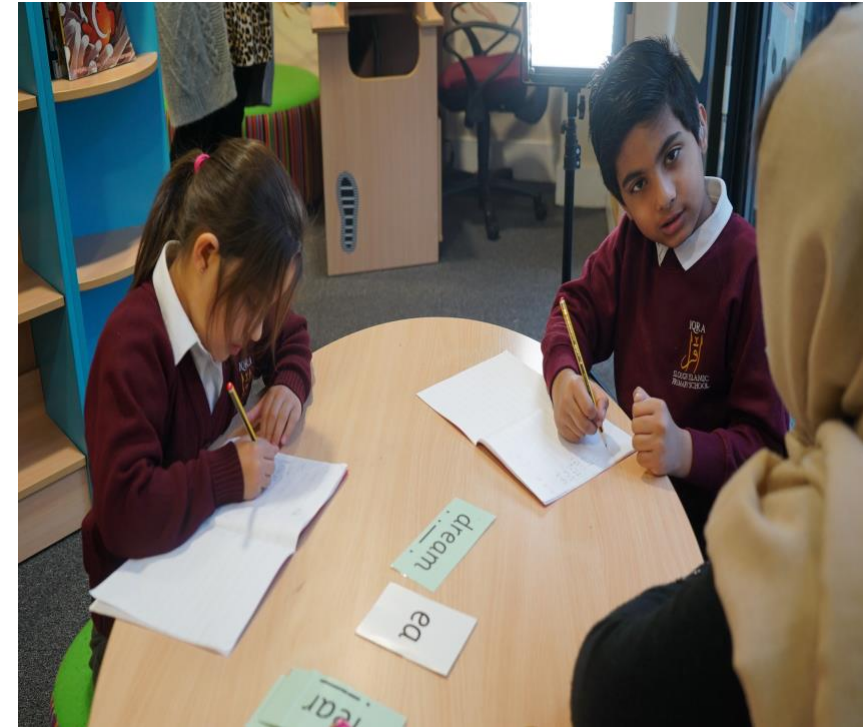
The school has produced, in writing, accessibility plans for the school. These are reviewed every term and new targets are set. The accessibility plans clearly highlight the targets, strategies to achieve these, the outcomes and the timeframe in which this should be achieved. The overall goals to achieve are clearly listed.

Our School environment is accessible to all through accessible parking spaces outside the school, wheelchair access and accessible toilet facilities. We have a range of specialised equipment and resources available to ensure that all children are able to fully access the curriculum. Within teaching and learning we have a range of screening assessments and tests available in school to help with the identification and assessment of children with special educational needs.



# How will the school prepare and support my child when joining the school or transferring to a new school?

- Transition includes from class to class, across key stages and to another schools e.g. Secondary School
- Transition from class to class and across key stages are planned for. Children complete a number of transition days in the Summer Term to enable children to get to meet their new teacher/ new class and enable them to ask and have questions answered. Key teachers then work collaboratively during the Autumn term to share pupil information.
- A transition plan is completed for Year 6 children moving to Secondary School. Transition teachers from secondary schools do a number of assemblies (an opportunity to ask / answer questions) and in turn the children complete a visit to their new school.
- Additional support is sought from external agencies for pupils who require further support during this transition period.



## Who can I contact for further information or to discuss a concern?

Should a parent or carer have a concern about the special educational needs provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo, Miss Pav Dhillon and class teacher will meet with the parent to discuss their concerns.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after all other avenues to resolve the situation have been exhausted. The complaints procedure is clearly outlined in the school prospectus.