

## **IQRA Primary School**

### **Special Educational Needs & Disabilities (SEND) Information Report**

#### **Important information for Parents and Carers**

##### **Introduction:**

All Slough Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

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

##### **What is the LA Local Offer?**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally. The Local Offer can be accessed via the Local Authority website.

##### **What is the Special Education Needs Information Report?**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

The 13 questions and answers below provide for more information about SEND at IQRA Primary School.

##### **Question 1:**

##### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

There are several staff you can talk to at IQRA Primary School, regarding your child's learning or SEND. If you are unsure who to approach, please have an initial chat with your child's teacher.

**You can talk to your child's Class teacher. S/he is responsible for:**

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g., targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know as necessary.
- Writing Learning Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's intervention sheets.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**You can also talk to our SENDCo / Inclusion Manager, P Dhillon. The SENDCo is responsible for:**

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with SEND
- Ensuring that you are:
  - Involved in supporting your child's learning
  - kept informed about the support your child is getting
  - Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing support for teachers and support staff in the school so that they can help children with SEND in the school
- Monitoring the success of planned interventions.

The Head Teacher (Mrs Maher) will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.

**We also have a SEND Governor**

He is the SEND Governor, which means that he takes a special interest in SEND, and he meets with our SENDCo. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, and that appropriate support is provided for all SEND pupils.

**Question 2:**

**What are the different types of support available for children with SEND in our school?**

**(i) Class teacher input via classroom teaching (Quality First Teaching). For your child this would mean:**

- That the teacher has the highest expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do, and can understand.
- Teaching is adapted so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have checked on your child's progress and will have decided if they need some extra support to help them make progress.

## **(ii) External Agency Interventions**

This means that pupils have been identified by the SENDCo /Inclusion Manager/ class teacher as needing some extra support

This may be from:

- Local Authority central services, such as the Integrated Disability Service (including services such as, the Physiotherapy and Occupational therapy teams, Hearing Impairment Service, and the Complex needs team).
- The Specialist Teaching Service - (STS) is designed to help maximise the achievement and wellbeing of pupils with social, emotional, and mental health (SEMH), cognition and learning and communication and interaction needs.
- Outside agencies such as the Education Psychology Service (EPS) or SEND Supported -a team of education consultants dedicated to supporting learners with special educational needs and disabilities (SEND) based in Slough.

### **What could happen?**

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

## **(iii) Specified Individual support**

For children whose learning needs are severe and complex, support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need specialist support in school from a professional outside the school.

This may be from:

- The Educational Psychology service, SEND supported or the traded service support from the Specialist Teaching Service.
- Outside agencies such as the Speech and Language therapy (SALT) Service or the Integrated Disability Service.

**For your child this would mean:**

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and long-term. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- An additional adult may be used to support your child with their learning.

**Question 3:**

**How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, please speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The Head Teacher can also be contacted if concerns remain.

**Question 4:**

**How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, or if staff have a particular concern, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have

- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

**Question 5:**

**How is extra support allocated to children and how do they progress in their learning?**

- The school budget, received from Slough LA, includes money for supporting children with SEND.
- The Head Teacher, the SENDCo/ Inclusion manager and the SEND team discuss all the information they have about SEND in the school, including:
  - the children who currently receive additional support
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
  - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development
  - the impact and success of funding and support
  - the deployment of teaching assistants and their training needs
- Class teachers identify the needs of their pupils. It is reviewed half termly - changes are made as needed.
- The SEND team meet regularly to review the provision for the children with SEND and decide what resources/training and support is needed.

**Question 6:**

**Who are the other people providing services to children with SEND at IQRA Primary School?**

**School provision:**

- Class Teachers
- Teaching Assistants
- SEND Team Support

**Local Authority Provision delivered in school:**

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Specific Language Disorder Service
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS Child and Adolescent Mental Health Service

**Question 7:**

**How are the teachers in school helped to work with children identified as having SEND and what training do they have?**

The SENDCO'S job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to adapt the teaching and learning of children, including those with SEND.
- Staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g., from the Specialist Teaching Service, Autism Education Trust, SEND Supported, Educational Psychology Service.

**Question 8:**

**How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.
- Her / his progress is reviewed formally every term in reading, writing and mathematics by the Class Teacher and Head Teachers in Pupil Progress Review meetings.
- All year 1 pupils complete a statutory Phonic Skills Check. Some children will complete this check for a second time in year 2.
- At the end of Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and the results are published nationally

- Children may have a Learning Plan which will be reviewed every half term
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

**Question 9:**

**What support do we have for you as a parent of a child with a SEND?**

- The class teacher/SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Learning Plans will be reviewed with your involvement.
- Early Help – working with families in difficulty and agreeing a multi-agency support package to help them. It is a way of making sure you get the right support as soon as possible.

**Question 10:**

**How is IQRA Primary School accessible to children with SEND?**

- The building is a double leveled throughout. Access into all classrooms for pupils with a wheelchair is through the use of the lift and walking aids.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

**Question 11:**

**How will we support your child when they are starting or leaving this school? Or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

**If your child is moving child to another school:**

- We will contact the school SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on within five working days.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Learning Plans will be shared with the new teacher.
- Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.

**When leaving in Year 6:**

- The SENDCo and Y6 teacher will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases supported by staff from IQRA school
- Usually, a member of staff from the new school will visit your child in this school.

**When starting in Reception:**

- The Class Teacher and sometimes the SENDCo will visit your child at their nursery to discuss their specific needs.
- The SENDCo and Class Teacher will discuss the specific needs of your child with her / his nursery key worker, and any external professionals who have been working with your child.
- You will have an opportunity to raise any concerns regarding your child with her / his Class Teacher during the New Reception induction visits.

**Question 12:****What Emotional & Social Development support do we have for a child with a SEND?**

- We recognise that pupils with SEND may well have an emotional and social development need that will require support in school.
- We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.
- We have robust Behaviour and Anti-Bullying Policies.
- We have a Wellbeing curriculum that supports children across the year groups by revisiting key themes at age-appropriate levels around wellbeing.
- We have a member of staff trained as a Mental Health First Aid lead



