

## **SEND Information Report**

### **What Is Special Educational Needs?**

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2014, 1.8)

### **What are the areas of SEND?**

Communication and Interaction: Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder, including Asperger's.

Cognition and Learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum.

Specific Learning difficulties (SpLD): affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties: Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or Physical needs: These include vision impairment, hearing impairment or multi-sensory impairment that will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

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### **What Is a Disability?**

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

### **1. The kinds of special educational needs for which provision is made at our school**

Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.

#### **Cognition and Learning**

Iqra Primary School offers quality first teaching, including a key skills Maths and Phonics group to support children who are working significantly below the demands of the curriculum for their chronological age. We work closely with external professionals to support children with specific learning difficulties such as dyslexia, dyspraxia or dyscalculia. Provision for pupils includes interventions and strategies such as; scaffolds, models, checklists, keep up same day intervention, catch up interventions, bespoke curriculum for personalised learning.

#### **Sensory, Medical and Physical**

Iqra Primary School offers interventions to support sensory processing difficulties and fine and gross motor skills. We work closely with Slough Learning Support team (SLSS) to offer advice where needed. A specialist hearing impaired teacher regularly supports pupils with hearing loss. When necessary, staff are trained by medical professionals to support specific needs. Currently we have staff trained to support a child with complex medical needs, a pupil with epilepsy and pupils with asthma. Support includes interventions and strategies such as; gross and fine motor program, sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke specialist equipment for hearing impairments, evacuation chairs, writing tools and supports. There is a lift for access to the upstairs classrooms in KS2.

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### **Communication and interaction**

Iqra Primary School is an ELKAN Communication Friendly school. All support staff have completed training in speech and language. 1 LSA is ELKAN accredited. We have a buy in speech and language therapist who works with EYFS and specific children in KS1. We work closely with SLSS and local speech and language teams where children need further support. Support includes interventions and strategies such as; lego therapy, WellComm, scaffolds, barrier games, special time, bespoke speech and language programs, talking and drawing and checklists.

### **Social, Emotional, Mental Health Needs**

Children with social, emotional or mental health needs have access to additional support from Slough SEBDOS services (Social Emotional Behavioural Difficulties Outreach Services). Small nurture groups are offered in the afternoons. Children are identified by class teacher and weekly meetings take place with the SENCO to decide on the intervention needed. School work closely with the social emotional support team through Slough's Primary inclusion team. Children who are on the SEND register and require further support can be referred to CAMHS via the school nurse or family G.P. The SENCO has completed the mental health lead training. Our nurture staff have also completed training with the Nurture Network UK. Further support offered includes: interventions and strategies such as; bespoke physical interventions, Nurture provision/sessions, daily check-ins, lunch time club, Resilience interventions, lego therapy, circle times, circle of friends.

## **2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND**

**Identification:** This is usually highlighted by parents - parents are a child's first educator. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out.

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When a child is making less than expected progress, discussions take place with the SENCO and parents. (Less than expected progress is when a child makes significantly slower progress than their peers from the same starting point or when they fail to match or better previous rate of progress.) At this point, more detailed screening resources can be used – for example GL dyslexia or dyscalculia screener, working memory assessments, YARC reading assessment. A referral in to learning support may also be considered at this point. Regular health checks such as hearing and vision can be carried out and where necessary and with parental permission, school may involve the school nurse/physiotherapist/occupational therapist. Where a child is experiencing speech and language difficulties SALT assessments are completed.

Where a child is experiencing social emotional difficulties that may be affecting progress, a referral to SEBDOS for interventions is sought. Meetings with parents will take place and family support/Early health assessment may be completed.

If a child's behaviour is causing concern and all of the above assessments have been completed, a further meeting will take place with parents and support from the Primary Inclusion Team (PIT) will be offered. School may also seek advice from Slough Learning Support Services referrals.

**3. These policies have been written to further support children with SEND in school. These can be found on the school website and copies are available on request from the school office.**

SEN Policy  
Communication Policy  
Equality information Policy

**4. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including**  
**a. How the school evaluates the effectiveness of its provision for such pupils**

We believe in fully including all of the children in the life of the school and offer quality first teaching to all children as part of our inclusive ethos. We make reasonable adjustments as appropriate to support children with SEND. Early intervention is a clear priority and children access interventions where necessary. The impact of interventions is tracked and progress monitored on an electronic tracker. All SEND interventions are included on the National College.  
We follow a graduated response.

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The following policies have been written to provide further information about the provision for SEND pupils at Iqra Primary School:

Safeguarding Policy  
Accessibility Plan  
Anti-Bullying Policy  
Exclusions Policy  
Behaviour Policy  
Health and safety

### **b. The school's arrangements for assessing and reviewing the progress of pupils with SEND**

Regular assessment of all children takes place every term as part of our pupil progress cycle. This includes reading, writing and maths teacher assessments and written tests. Children completing the Read Write Inc programme are assessed every half term and new groups created. Meetings take place with the assessment co-ordinator and class teachers.

Where a child continues to make less than expected progress despite all of the above support being offered, with parental agreement, school may seek advice from an educational psychologist and a series of Plan, Do Review meetings will be held with the SENCO, class teachers and parents to support the child.

Pupils' progress is tracked on the electronic school tracker (SONAR) every term and data is analysed by the SENCO and school leaders (please refer to assessment policy for more information). Pupils with SEND will have an individual learning plan which is reviewed 3 times a year. Parent/teacher/SENCO drop-in meetings take place 3 times a year or more frequently if required. Pupil voice, parent questionnaires and person-centered annual reviews are completed.

Progress of children with speech and language concerns is tracked using WELCOMM screening 3 times a year.

For children with EHC plans, an annual review takes place once a year. Interim meetings may also be held.

Meetings between nurture staff and parents take place every 6 weeks for children who are accessing nurture provision to review targets set and consider next steps.

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The SENCO is available to meet with parents and meetings can be arranged at parents' convenience. A separate parent meeting for pupils with SEND is held each term.

The SEND policy is reviewed annually.

- When assessing pupils with SEND, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
- SEND progress meetings are held termly between class teachers and the SENCO.
- Initial concerns are discussed with SENCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes.
- We instigate EP assessments and other assessments through health, social care and other agencies as appropriate.

Further information on the implementation of our SEND Policy can be found on the school website.

### **c. The school's approach to teaching pupils with SEND**

When planning and teaching the Curriculum (which has the National curriculum as its minimum entitlement), all teachers follow the Rosenshine's Principles of instruction. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. Teachers set learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels and provide scaffolds to help them succeed. Subject specific scaffolds have been developed by subject leaders to ensure pupils with SEND can access key substantive and disciplinary knowledge, as well as vertical concepts in all subjects.

All teachers:

- set high expectations and provide scaffolds for all to achieve
- take account of legislation requiring equal opportunities

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- take specific action to create effective learning environments, model work, secure pupils' motivation, concentration and resilience, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

### Children with SEND

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely and help individuals to manage their emotions in a nurturing environment.

### Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals
- place children in groups where needs are best met and seek advice from outside agencies if needed.
- Train staff to work with children with specific disabilities

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### **d. How the school adapts the curriculum and learning environment**

Our school has adopted a standard approach to classroom organisation and display. This is for the benefit of children who may be easily distracted by a busy environment. It also helps to ensure that children become familiar with the layout and resources of the room. Classroom organisation encourages children to support one another, to work collaboratively and to encourage all pupils to take part. Conscious discipline encourages pupils to make physical connections with each other through daily activities and to develop a sense of belonging and improve self-esteem.

#### **Reasonable adjustments by:**

Smaller ability groups for phonics (Read Write Inc)

Small group interventions for catch up/keep up. Specific needs listed on the school provision map. Modelling work and support placed on working walls.

Visual resources in every classroom

Alternative ways of recording – scribe, mind maps, visual.

Classrooms with visual timetables, clear school rules and values displayed. Reading areas, key vocabulary, models and learning resources displayed.

There is a disabled toilet on the ground floor of the school. 1 evac chairs are available on the upper level of KS2.

### **e. Additional support for learning that is available for pupils with SEND**

Nurture groups for self-esteem, friendships and behaviour, pre-teaching of vocabulary, buy in speech and language therapy, funky fingers motor skills.

Specialist adults from external services, e.g. teacher for the deaf, speech and language therapist.

Use of ICT

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Additional adults running interventions, supporting small groups in class.  
ELKLAN groups for children with speech and language needs.  
Additional reading sessions.  
Booster groups after school.

**f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum**

All children are welcome to attend the clubs and any special provision needed to make them accessible will be discussed with you.

**g. Support that is available for improving the emotional and social development of pupils with SEND**

Nurture groups in the afternoons. The SENCO is the school Emotional wellbeing lead. School have resources in place to support different emotional needs through the PSHE and RSE curriculum. Pupils have access to books and stories that deal with a range of emotional needs and reflect reality as part of the inclusion agenda. Specialist assemblies promote emotional wellbeing, including childline, NSPCC, staying safe online.  
Trips and visits promote social development and resilience. Eg, year 6 residential, sports festivals and themed weeks such as anti-bullying week, equip children with the skills needed to deal with things when they go wrong and provide a sense of identity.

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### **h. Arrangements for the admission of pupils with disabilities**

Most children with Special Educational Needs or Disabilities will not be disabled within the meaning of the Equality Act 2010. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. School may seek advice from external services such as Hearing/Vision impaired teams, Occupational Therapy or the Local Authority where reasonable adjustments need to be made to accommodate the needs of an individual. Where additional training may be needed for staff, school will endeavour to source this.

### **5. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

The school SENCO is Mrs S Ikram 01753 520018

### **6. Information about the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured**

Experienced SENCO, (Completed the National award for special educational needs co-ordination 2018) and attends regular SENCO cluster meetings  
SENCO has completed emotional wellbeing lead

All staff attend regular update training hosted both in house and delivered by specialists.

1 Teaching assistants is ELKLAN WELCOMM trained (a speech and Language training programme) and all staff in the school have complete the Communication friendly school's status training.

Teaching Assistants are also trained in, fine and gross motor skills, working with children with ADHD, Autism, Dyslexia, lego therapy and behaviour management.

1 members of staff have complete Nurture Network UK training.

Medical training in dealing with epilepsy, asthma, diabetes, and other complex medical needs where appropriate.

Decisions regarding SEN CPD for whole school/groups of staff/individuals are based on the needs of the children. Where appropriate, training will be offered to staff who have expressed a desire to develop their skills in a specific area of SEN.

We also work with occupational therapist, hearing impaired team, physiotherapists, play therapists, health colleagues to design packages of support for individuals.

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### **7. Information about how equipment and facilities to support CYP with SEND will be secured**

There is a designated budget for SEND. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources. Where additional resources or aids are recommended by professionals, school will provide these.

### **8. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child**

Regular meetings with parents – 3 times a year for class teachers.

Annual reviews for children with an EHCP.

SENCO meets regularly with parents – meetings arranged by telephone, drop in.

Meetings with parents, SENCO and other professionals involved in child's education.

Parent SEND information leaflet and individual children information sent home annually as part of the school report.

### **9. The arrangements for consulting young people with SEND about, and involving them in, their education**

Blob tree and visual emotion cards – This is an image that helps children to express how they are feeling when they may not be able to explain verbally.

Reflective conversations – an informal chat so that children feel safe and secure to discuss whatever difficulties they are experiencing.

Pupil voice.

Targets on Learning plans discussed with pupils. Pre-post intervention discussions. Annual reviews. Person centered reviews.

### **10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved,

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Stage 2: The complaint is dealt with by the SENCO. If there is still no resolution,

Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State

### **11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children**

SENCO liaises with professionals including pediatricians, school nurse, CAMHS, Speech and language and G. P's with parental permission. Multi agency meetings are held for children with complex needs. If the child and parent have English as an additional language a translator will be brought in for any meetings or assessments.

It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always to be sought. (in the case of a LAC, permission may be given by the carer or the social worker) Parents are responsible for taking their child to all speech and language clinic appointments.

We also have the facility to seek advice from SEND learning Support Services, social and emotional mental health team. With parental permission referrals may be made to this service and support will be offered to child, class teachers and parents.

We have a safeguarding officer and the SENCO is part of the safeguarding team. When a family needs to be supported in order to help the child, Early Help advice is sought and an assessment may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance. Parents are encouraged to request this service themselves or staff may approach parents to discuss any help required.

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School also work closely with SENDIASS (formally parent partnership) Parents needing support will be directed to this service by staff in school. –  
<tel:01753787693>; <https://www.sloughsendiass.org.uk/>

### **12. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32**

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

Tel: 01753 787693 Email: [sendiass@slough.gov.uk](mailto:sendiass@slough.gov.uk) Website: [sloughsendiass.org.uk](http://sloughsendiass.org.uk) CYPIT Children & Young People's Integrated Therapies (

SEND team – Slough borough council

Tel :- 01753 787676 SEND Team Email: [sendteam@slough.gov.uk](mailto:sendteam@slough.gov.uk)

Autism referrals new procedures <https://thelink.slough.gov.uk/file-download/download/public/410>

### **13. Information on where the local Authority's local offer is published**

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?localofferchannel=0>



## **SEND Information Report**

### **Document Management**

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|-----------------------|-----------------------------------|
| Approval Body         | Governing Body/Chair of Governors |
| Date Approved: Review | June 2026                         |
| Colleague Responsible | SEND0                             |
| Next Review           | June 2027                         |
| Period/Frequency      | Every year                        |



**Iqra Slough Islamic Primary School**

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*We Learn, We Lead, We Inspire*