

# SEND Information Report 2025–26

Islamia Primary School



This report complies with the Children and Families Act 2014, SEND Regulations 2014 and the SEND Code of Practice (2015). It should be read alongside the school's SEND Policy, available on the school website.

## **1. The kinds of SEND that are provided for**

We support pupils across the four broad areas of need:

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

Our intent is that pupils with SEND access the same ambitious curriculum as their peers and are supported to achieve well and develop independence.

## **2. Policies for identifying children with SEND and assessing their needs**

We identify SEND through:

- Teacher assessment and classroom observation
- Termly pupil progress meetings
- Screening assessments where appropriate
- Discussions with parents
- Advice from external professionals

A pupil is identified as having SEND where they require provision that is additional to or different from high-quality adaptive teaching.

We follow the Graduated Approach:

**Assess → Plan → Do → Review**

Provision is implemented by class teachers and reviewed regularly. Where progress is not sufficient, support is adjusted promptly.

## **3. Arrangements for consulting parents of children with SEND and involving them in their education**

Parents are key partners in supporting their child.

We ensure:

- Early discussions when concerns arise
- Termly review meetings
- Copies of Individual Education Target Plans (IETPs)
- Annual Reviews for pupils with EHCPs
- Ongoing communication with class teachers and the SENDCo

Parents' views inform planning and evaluation of provision.

#### **4. Arrangements for consulting young people with SEND and involving them in their education**

Pupils are supported to:

- Share their views about learning
- Contribute to target setting
- Participate in review meetings where appropriate
- Be involved in transition planning

Communication methods are adapted to ensure accessibility and meaningful participation.

#### **5. Arrangements for assessing and reviewing progress towards outcomes**

Progress is reviewed through:

- Daily formative assessment
- Termly data analysis
- Intervention tracking
- IETP evaluations
- Annual Reviews for EHCP pupils

Impact is measured through academic progress, curriculum access, engagement and independence.

Where progress is not as expected, provision is revised.

#### **6. Arrangements for supporting children moving between phases of education**

We support transitions through:

- Early communication with receiving schools
- Sharing of documentation and strategies
- Additional visits where appropriate
- Planning meetings with parents
- Enhanced arrangements for pupils with EHCPs

Transition planning ensures continuity and stability.

#### **7. The approach to teaching children with SEND**

High-quality adaptive teaching is the first response to emerging need.

Our intent is to remove barriers without lowering expectations.

Implementation includes:

- Scaffolded learning
- Differentiated tasks and resources
- Targeted interventions
- Teacher-led planning and accountability

Teachers remain responsible for the progress of all pupils, including those receiving additional support.

## **8. How adaptations are made to the curriculum and learning environment**

We make reasonable adjustments such as:

- Visual supports
- Assistive technology
- Structured routines
- Sensory regulation strategies
- Adapted classroom layouts

These adjustments ensure full access to the curriculum and school environment.

## **9. The expertise and training of staff**

The SENDCo is a qualified teacher who holds:

- The National Award for SEND Coordination (NASENCO)
- The National Professional Qualification for Senior Leadership (NPQSL)
- Membership of the Senior Leadership Team

This ensures SEND provision is strategically led and aligned with whole-school priorities.

Staff receive ongoing professional development in:

- Inclusive and adaptive classroom practice
- Specific areas of SEND
- Emotional regulation strategies
- Safeguarding vulnerabilities linked to SEND
- Effective deployment of teaching assistants

We also work with external specialists to strengthen staff expertise.

## 10. Evaluating the effectiveness of provision

Provision is evaluated through:

- Pupil progress data
- Intervention impact reviews
- Monitoring by the SENDCo and senior leaders
- Parent and pupil feedback
- Governor oversight

Impact is reviewed termly and provision adapted where necessary.

## 11. How children with SEND are enabled to engage in activities available to children who do not have SEND

Pupils with SEND participate fully in:

- School trips and residential visits
- After-school clubs
- School events and performances
- Leadership opportunities

Reasonable adjustments are made to ensure inclusion.

## 12. Support for improving emotional and social development

We provide:

- Emotional literacy support
- Social skills groups
- Zones of Regulation strategies
- Access to trusted adults
- Pastoral mentoring

Safeguarding systems recognise that pupils with SEND may be more vulnerable and ensure appropriate support and oversight.

## 13. How the school involves other bodies, including health and social care bodies, and supports families

We work with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Social Care
- Brent specialist services

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We also work closely with the Virtual School and social care professionals to support Looked After Children with SEND. Provision is coordinated between the SENDCo, the Designated Teacher for Looked After Children and relevant professionals to ensure educational progress, emotional wellbeing and safeguarding needs are effectively supported.

Parents and carers can access information about services across the borough via Brent's Local Offer, which provides details of education, health and social care provision:

<https://www.brent.gov.uk/localoffer>

## **14. Arrangements for handling complaints from parents of children with SEND**

If parents have concerns about SEND provision, they should:

1. Speak to the class teacher
2. Meet with the SENDCo
3. Contact the Deputy Headteacher
4. Contact the Headteacher

If concerns remain unresolved, parents may follow the school's formal Complaints Policy, available on the school website.