



Islamia Primary School Special Educational Needs and Disability Information Report

2022

<p>What kind of special educational needs do you have provision to support?</p>	<p>As an inclusive school, special educational needs and provision is provided under the four broad areas:</p> <ol style="list-style-type: none"> 1) Communication and interaction 2) Cognition and learning 3) Social, mental and emotional health 4) Sensory and/or physical <p>More information on the provision available is detailed in the table below</p>	
<p>Area of Need</p>	<p>Definition from the Code of Practice</p>	<p>Provision available</p>
<p>Communication and Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p>	<p>The teacher may change what they are teaching or the way they are teaching to help the child learn</p> <ul style="list-style-type: none"> • Use of visual support, task boards, social stories • Staff may adapt their language to meet the child's needs • Support programmes especially made to help the child to build communication and interaction skills • Advice from professionals such as the school speech and language therapist who is employed by school for 1 day a week • Delivery of language programmes by our specialist speech and language teaching assistant • Referral to the educational psychologist • Referral to the NHS speech and language therapy service

	<p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<ul style="list-style-type: none"> • Support and advice from specialist services such as BOAT • Social skills group
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia</p>	<p>The teacher may change what they are teaching or the way they are teaching to help the child learn</p> <ul style="list-style-type: none"> • Extra support may be given in a small group by an adult to help the child learn the things they are finding difficult • Extra support may be given to the child by an adult for a short time during the day to support them • Specific programmes/interventions to support learning • Referral to the educational psychologist • Advice from occupational therapy and psychotherapy • Additional resources and scaffolding within class
Social, mental and emotional health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest</p>	<ul style="list-style-type: none"> • Extra support may be given in a small group • Extra support may be given to the child for short time during the day

	<p>themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<ul style="list-style-type: none"> • Use of different strategies eg. reward charts, breaking down tasks/instructions • Resources to help concentration such as a wobble cushion or fidget toy • Referral to the school nurse • Referral to the psychotherapist who is employed by the school for 1 day a week • Advice from professionals such as the educational psychologist, the speech therapist, or the occupational therapist
Sensory and/or physical	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to</p>	<p>Professional advice from specialist staff</p> <ul style="list-style-type: none"> • Referral to NHS Physiotherapy • Occupational therapy, commissioned by the school for 1 day a week • Referral to the school nurse • Support from Brent outreach services such as BVIT (Brent Visual Impairment Team) and BDHIS (Brent Deaf and Hearing Impaired Service) • Specialist equipment • Motor skills groups • Adaptations to the school environment where possible • Use of an Individual Health Care Plan • Support from Welfare Officer

	access all the opportunities available to their peers.	
How do you identify and assess pupils with special educational needs including progress towards their outcomes?		<p>The school tracks the progress of all children very closely. It is our job to identify need, assess need and meet need. This is referred to as the "graduated approach".</p> <p>The importance of early identification, assessment and provision for any child who may have special educational needs cannot be overemphasised. Every term the SENDCO meets with class teacher and support staff to review children's targets and set new ones following the graduated approach with a "assess, plan, do, review" cycle.</p> <p>This is done in collaboration with parents and pupils.</p> <p>In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. We always communicate your child's attainment through parents' evenings and end of term reports or your child's teacher may call an additional meeting if they have an area to discuss.</p> <p>If more detailed assessments of SEND area required, some of the methods are:</p> <ul style="list-style-type: none"> Speech Therapy Assessments Occupational Therapy Assessments Education Psychology Assessments Cognition and Learning Assessments Psychotherapy Assessments On-going school assessment Social and Emotional Assessments

	<p>Additional assessments relevant to your child's needs including those provided by BOAT, BVIT and BDHIS. Your child's school achievements may be assessed against age related expectations (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work at this level.</p>
<p>How do you consult with parents of children with SEND and involve them in their education video conferencing?</p>	<p>Islamia Primary School value the contribution that parents can make to their child's education. At the start of every academic year, year group teams, meet with parents to share information and to give parents an opportunity to ask questions. There are a further two Parents' Evenings each year where the parents of children with SEND can discuss their child's learning and review and set outcomes Meetings for child with SEND take place with the class teacher and/or the SENDCO. Given the current COVID restrictions meetings are likely to take place via video conferencing. Individual targets will be reviewed and discussed at these meetings. Annual review meetings for pupils with an EHC plan are held at school with parents/carers, SENDCO and other agencies involved in meeting your child's needs. Children are often invited to the review to give their views. Help and support is available for parents filling out review forms. Parents are always welcome to call in to see how their child is getting on and are encouraged to make an appointment via our school office</p>
<p>How are young people with SEN involved in their education?</p>	<p>Your child's voice is important and at the centre of everything we do. At child centred annual reviews (for children with Education Health Care Plans, EHCPs) your child is invited to the review and is able</p>

	<p>to join in the discussion about how their learning is going. They are also encouraged to write their views prior to the meeting. All children with a EHCP have a one-page profile and are encouraged to add their views to this document. We pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what support they may need</p>
<p>What support does the school offer around transition? (e.g. visits to the high school, buddying)</p>	<p>Secondary transition staff visit school from local high schools. The SENDCO has close links with local high school SENDCOs and will meet in the summer term to discuss individual children. Transition plans will be drawn up for children with additional needs and multi-agency meetings will be held in the summer term to support the child in transition. Additional visits to high school are arranged for pupils needing them. The school has worked hard to ensure that there is a smooth transition between each year group. This is carefully managed and children with SEN will access additional visits to their new classrooms, take photographs and have a comprehensive transition package to aid a smooth transition.</p>
<p>What is the school's ethos/approach to teaching pupils with SEN and Disability?</p>	<p>We are a highly inclusive school and have high expectations for all our pupils, including those with additional needs. Pupils with Special Educational Needs and Disabilities (SEND) are included in every aspect of school life and where necessary reasonable adjustments are made to make this possible. Pupil's needs will be carefully assessed so that lessons are planned to meet their individual needs. Subject specific policies ensure consistency</p>

	<p>of approach. Teachers use a range of strategies for whole class, small group and individual teaching. Your child may access additional teaching assistant support in class either in a small group or one to one. Additional resources may be provided to meet your child's needs in the classroom. Your child may benefit from additional resources such as coloured overlays, dictionaries, pencil grips or other materials as recommended by professionals involved in your child's care.</p> <p>Professionals involved with your child regularly visit school to offer advice to class teachers about meeting their needs. These professionals may include physiotherapists, occupational therapists, speech and language therapists, educational psychologists, specialist nurses and/or teachers of the hearing impaired or visually impaired.</p> <p>Teaching assistants are trained to deliver various interventions including;</p> <ul style="list-style-type: none"> Social skills Social & emotional skills (ELSA) Speech & language intervention Phonics Maths catch up
<p>What adaptations are made to the curriculum and the learning environment for pupils with SEND?</p>	<p>Your child may benefit from additional resources such as coloured overlays, move and sit cushions, pencil grips or other materials as recommended by professionals involved in your child's care.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs. Specialist</p>

	<p>equipment is bought or loaned as and when needed in conjunction with specialist services.</p> <p>Learning environments are designed to cater for all visual, auditory and kinaesthetic learning styles, with classroom displays always encouraged to be interactive and child led. For children at any age still in need of continuous provision, Professionals involved with your child regularly visit school to offer advice to class teachers about meeting their needs. These professionals may include physiotherapists, occupational therapists, speech and language therapists, educational psychologists, specialist nurses and/or teachers of the hearing impaired or visually impaired.</p> <p>We have two rooms (off the canteen) that are used for small group and 1:1 work. These are on the main site. There is a small room in the Winkworth Hall building that is also available.</p>
<p>What support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>All staff have access to support and advice from external agencies Staff access regular training and also specialist training for pupils with specific needs. There is a rolling programme of training for staff, linked to the identified needs of the school.</p>
<p>How does the school know if its SEN provision is effective?</p>	<p>Reviewing children's academic outcomes, as well as targets set on EHC and SEND Support plans allows us to see how well our children achieve academically and socially.</p> <p>We invite the SEND governor and other key individuals with specialism and experience to review our provision and to consult with children regularly with regard to their experiences of SEND provision.</p>

	<p>The leadership team regularly reviews the provision and achievements for all our children to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are monitored regularly to ensure that children are having their needs met.</p>
<p>How are children with SEN enabled to engage in activities within school with their peers who do not have SEN?</p>	<p>Islamia Primary School is an inclusive school and children are actively encouraged to access all activities. We have a wide range of after school clubs. Risk assessments are carried out for all activities. Individual needs are discussed with after school club staff members and activities will be adapted to meet any individual needs. Breakfast club and after school provision is available for all pupils.</p>
<p>What support do you offer for improving social and emotional development?</p>	<p>The behaviour policy is applicable to all children but we understand that a child with certain types of special educational needs may find it harder to understand and follow the rules than a child who is typically developing and support is put in place and adaptations may be made. Children with SEN have a one page profile that is shared amongst staff so that they are aware of these children and are able to approach and communicate with them in a way that best supports their needs.</p> <p>The school ethos is very nurturing and developing children's social and emotional skills is important to all staff. The adoption of a Restorative Practice approach supports this. We have a wide range of</p>

	<p>teaching assistants, ELSAs (Emotional literacy support assistants) to support children. Islamia Primary School also employ a speech therapist for one day a week and an occupational therapist for one day a week. School have excellent links with the school nurse, community paediatrician and BOAT. Restorative Practice and Zones of Regulation help children learn to understand and regulate their emotions.</p>
<p>How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child?</p>	<p>When children start at Islamia Primary School, parents/carers are invited to a meeting. During the meeting relevant information is given out and parents/carers are shown around the school and introduced to the class teacher. The school web site lists staff members. If parents/carers do have a concern they can contact the school office who will signpost them to the relevant member of staff. The SENDCO is Makayla Carty. She available to arrange meetings with parents/carers regarding their child's needs</p>
<p>How can parents give feedback to the school?</p>	<p>Feedback is always welcome at school. This can be done via email, via the school office or face to face via video conferencing. The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously. A copy of the school Complaints Policy is available on the school website and is also available in the office. The SEND Code of Practice outlines procedures for resolving disagreements.</p>