

# Islamia Primary School: SEND Information Report

## Intent

Incorporating Islamic teachings on equality and inclusion further strengthens our commitment to supporting all children and young people, particularly those with Special Educational Needs and Disabilities (SEND). Here are some references that highlight these principles:

### Islamic Teachings on Equality and Inclusion

**Equality in Creation:** Islam teaches that all human beings are equal in the eyes of Allah. The Quran states, *“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you.”* (Quran 49:13). This verse emphasizes the intrinsic value of every individual, regardless of their abilities or challenges.

**Compassion and Support for the Vulnerable:** The Prophet Muhammad (peace be upon him) demonstrated compassion towards those with disabilities and marginalized individuals. He is reported to have said, *“The one who looks after a widow or a poor person is like a warrior who fights for the cause of Allah, or like the one who fasts during the day and prays at night.”* (Bukhari). This highlights the importance of supporting those in need, fostering an environment of inclusion and care.

**Community Responsibility:** Islam places a strong emphasis on community support and the collective responsibility of individuals to help one another. The Quran encourages believers to *“cooperate in righteousness and piety”* (Quran 5:2). This principle underlines our duty to ensure that every child, including those with SEND, is supported and included in our educational community.

**Emphasis on Kindness and Fairness:** Islamic teachings advocate for kindness and fairness towards all individuals. The Quran instructs, *“And do not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness.”* (Quran 5:8). This principle guides our approach to ensuring that every pupil receives fair treatment and opportunities, regardless of their challenges.

By grounding our practices in these Islamic values, we reaffirm our commitment to equality, inclusion, and the holistic development of all children in our care, ensuring that our school environment is one of respect, support, and dignity for every individual.

Information	Details
<b>What kinds of SEND do we provide for?</b>	<p>At Islamia Primary School (IPS), we support a diverse range of Special Educational Needs and Disabilities (SEND), addressing challenges in the following areas:</p> <p><b>Categories of SEND (CoP 2014)</b></p> <p><b>Communication and Interaction (CI):</b> This includes support for children who experience difficulties with speech, language, and communication skills. We provide interventions and specialized strategies to help these students improve their ability to interact with others and express themselves effectively.</p> <p><b>Cognition and Learning (CL):</b> We support pupils with learning difficulties, including specific learning disabilities such as dyslexia or dyscalculia, as well as more general learning challenges. Our tailored support aims to help these students access the curriculum and make steady progress.</p> <p><b>Social, Emotional, and Mental Health (SEMH):</b> For students with social, emotional, or mental health needs, we offer a range of interventions, such as</p>

# Islamia Primary School: SEND Information Report

	<p>Emotional Literacy Support and mentoring. These support systems help students manage emotions, build resilience, and develop positive social skills.</p> <p><b>Physical and Sensory Needs (PSN):</b> We cater to children with physical disabilities or sensory impairments, such as visual or hearing difficulties. Adaptations and resources are put in place to ensure they can fully engage with school activities and have a positive learning experience.</p> <p>Our approach is inclusive, and we work closely with families and external agencies to provide comprehensive support tailored to each pupil's unique needs.</p>
<p><b>What is our policy for identifying children and young people with send and assessing their needs, and who is the SENCO?</b></p>	<p>Our policy for identifying children and young people with Special Educational Needs and Disabilities (SEND) is designed to ensure a systematic and supportive approach to assessing and addressing their needs.</p> <p><b>Identification and Assessment Process</b></p> <ul style="list-style-type: none"> <li>• <b>Role of Teachers and SENCO:</b> Classroom teachers play a crucial role in assessing the needs of pupils. They regularly monitor and evaluate student progress through ongoing in-class assessments. When a teacher identifies a pupil who may require additional support due to a learning difficulty or disability, they collaborate with the <b>SENCO</b> to address those needs.</li> <li>• <b>Specialised Assessments:</b> In addition to regular classroom assessments, more specialized evaluations may be conducted by the SENCO when necessary. This ensures that we have a comprehensive understanding of each pupil's specific needs and the best ways to support their learning.</li> <li>• <b>Education, Health and Care Plans (EHCPs):</b> For some pupils, an EHCP is in place, which outlines their specific needs and the support required to help them succeed. This document is essential in guiding our interventions and ensuring appropriate resources are allocated.</li> <li>• <b>Parental Involvement:</b> If parents have concerns about their child's potential SEND, they are encouraged to communicate directly with the SENCO. Parents can discuss their concerns and seek guidance, and if necessary, they may also pursue external advice from a GP or paediatrician.</li> </ul> <p><b>Contact Information</b></p> <ul style="list-style-type: none"> <li>• <b>SENCO:</b> Sr Farida Manze is the designated SENCO for our school. She can be reached via email at <a href="mailto:SEND@islamia.brent.sch.uk">SEND@islamia.brent.sch.uk</a> for any inquiries or to discuss concerns regarding SEND provision.</li> </ul> <p>This policy ensures that we maintain a proactive and inclusive approach to identifying and supporting children with SEND, fostering an environment where all pupils can thrive academically and personally.</p>
<p><b>How do we consult with parents of children with send and involve them in their child's education?</b></p>	<p>We prioritise the involvement of parents in the education of their children with Special Educational Needs and Disabilities (SEND), recognising the vital role they play in supporting their child's learning and development.</p> <p><b>Consultation and Involvement with Parents</b></p> <ul style="list-style-type: none"> <li>• <b>Regular Written Reports:</b> All children receive midterm and end-of-year written reports detailing their progress. Parents have the opportunity to engage in follow-up discussions regarding these reports to address any questions or concerns with the teacher who will signpost the parent to the inclusion team, if required.</li> </ul>

# Islamia Primary School: SEND Information Report

	<ul style="list-style-type: none"> <li>• <b>Parent Consultation Meetings:</b> IPS hosts two parent consultation meetings where parents can meet with their child’s class teacher and the SENCO, if required. These meetings provide an excellent opportunity for parents to discuss their child’s progress, share insights, and collaborate on strategies for support.</li> <li>• <b>Scheduled Meetings for SEND Support:</b> For children receiving specific SEND support, we offer meetings with the SENDCo, at request, to address or raise concerns regarding SEN.</li> <li>• <b>Meeting with teachers:</b> Class teacher facilitate regular communication with parents, if required, ensuring that parents are informed and involved in their child’s education, fostering a strong partnership between home and school. Parents are advised to arrange meetings via the admin office for these meetings.</li> <li>• <b>Individual Educational Target Plans (IETPs):</b> We develop IETPs for students with SEND, which are shared with both the student and their parents. These plans are reviewed every six weeks in consultation with all stakeholders, allowing parents to provide input and track their child’s progress.</li> <li>• <b>First Point of Contact:</b> The class teacher is always the first point of contact for parents regarding their child’s education. This provides a consistent and familiar source of support for parents as they navigate their child’s learning journey.</li> </ul> <p>By actively consulting with parents and involving them in their child’s education, we aim to create a collaborative environment that enhances the learning experience for all pupils, particularly those with SEND.</p>
<p><b>How do we consult with young people with send and involve them in their education?</b></p>	<p>At our school, we are committed to being fully inclusive, ensuring that young people with Special Educational Needs and Disabilities (SEND) are actively involved in their own education. Here’s how we consult with these students and integrate their perspectives into their learning experience:</p> <p><b>Consulting with Young People with SEND</b></p> <ul style="list-style-type: none"> <li>• <b>Initial Meetings for Support:</b> Before implementing any specific support, we intend to meet with the young person to explain the proposed interventions. We discuss what support will be provided and the rationale behind it, ensuring they understand and feel comfortable with the process.</li> </ul> <p>Meeting with the parent will be arranged by the SENDCo to discuss the interventions and to provide an individualised Support Plan which will capture the provision provided. These will only be revised if changes occur.</p> <ul style="list-style-type: none"> <li>• <b>Gathering Input at Transition Points:</b> At key transition moments, such as moving to a new year group or preparing for secondary school, we seek input from students on how we can best support them. This information is then integrated into their <b>Individual Educational Target Plans (IETPs)</b>, tailoring support to their expressed needs and preferences.</li> <li>• <b>Recording Student Views:</b> We regularly ask students to share their views on their needs and aspirations. This feedback is recorded during their intervention sessions as well as their IETP each term, allowing us to track their thoughts and feelings regarding their education and any support they may require. This process empowers students to take an active role in shaping their educational journey.</li> </ul>

# Islamia Primary School: SEND Information Report

	<p>By fostering an environment where young people with SEND feel heard and valued, we promote their agency and encourage them to engage more fully in their learning. This collaborative approach helps us create tailored support that meets their individual needs and enhances their overall educational experience.</p>
<p><b>How do we assess and review children and young people's progress towards outcomes?</b></p>	<p>Our approach to assessing and reviewing the progress of children and young people with SEND focuses on consistent monitoring, clear communication with parents, and providing tailored support when needed. Here's how we ensure that each pupil's progress towards their outcomes is effectively tracked and addressed:</p> <p><b>Regular Assessment and Reporting</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom-Based Assessments:</b> Class teachers assess student progress regularly as part of their everyday teaching. This continuous assessment allows us to identify and address learning gaps promptly, using methods that are integrated into the typical school routine.</li> <li>• <b>Progress Reports to Parents:</b> We complete reports at regular intervals throughout the school year for all pupils. These reports, which are sent home to parents, provide clear information on each child's achievements, areas of growth, and any areas needing additional support.</li> </ul> <p><b>SENCO Monitoring and Data Analysis</b></p> <ul style="list-style-type: none"> <li>• <b>SENCO Review of Reporting Data:</b> After each reporting cycle, the SENCO carefully reviews data to identify any pupils making less-than-expected progress. When needed, the SENCO collaborates with teachers to put additional support in place, ensuring that each pupil has the resources they need to succeed.</li> <li>• <b>Tracking of SEND Support Interventions:</b> For students receiving specific support from LSAs, progress is closely monitored. This tracking provides valuable insights that are shared with the student and their parents, creating a clear picture of progress and next steps.</li> </ul> <p><b>Balanced Assessment Approach</b></p> <ul style="list-style-type: none"> <li>• <b>Minimising Assessment Burden:</b> Whenever possible, we use our standard school assessment processes to avoid overwhelming pupils with too many evaluations. By keeping assessments consistent with general school practices, we ensure that students experience a seamless and supportive learning environment.</li> <li>• <b>Specialised Assessments When Needed:</b> If further evaluation is required to gain a deeper understanding of a pupil's needs, we conduct more specialized assessments to obtain standardised scores. We always inform pupils about these assessments in advance and ensure that parents are fully updated on the outcomes.</li> </ul> <p><b>These include:</b></p> <ul style="list-style-type: none"> <li>• <b>FFT Reading assessment</b></li> <li>• <b>RWI Assessment for pupils in KS2</b></li> </ul> <p>Through this balanced approach, we strive to support each pupil's progress towards their individual outcomes, providing a robust system of assessment, monitoring, and feedback to ensure that they achieve their full potential.</p>
	<p>Our school places strong emphasis on supporting children and young people with SEND during transitions, both between primary and secondary school and in preparation for adulthood. We aim to ensure that each pupil feels supported, informed, and ready for these important steps.</p> <p><b>Transition to Secondary School</b></p>

# Islamia Primary School: SEND Information Report

<p><b>How do we support children and young people in moving between Primary and Secondary school and in preparing them for adulthood?</b></p>	<ul style="list-style-type: none"> <li>• <b>Coordinated Planning and Communication:</b> When a child with SEND is moving to a new school, our <b>SENCO and Safeguarding Lead</b> work closely with parents and the receiving school. This includes sharing important information and creating a tailored transition plan to address the pupil's specific needs, ensuring a smooth and successful transition.</li> <li>• <b>Meetings for Key Information Sharing:</b> We (who?) arrange transition meetings to discuss the child's educational, social, and emotional needs. These meetings allow us to share vital details about strategies, accommodations, and any adjustments needed in the new setting, so that the new school can prepare to provide continuity in support.</li> <li>• <b>Early Planning for EHCP Pupils:</b> For children with <b>Education and Health Care Plans (EHCP)</b>, the transition to secondary school starts in <b>Year 5</b>. The annual review meeting includes a discussion of high school options, and parents and pupils are encouraged to arrange visits to potential schools. This early planning helps families make informed decisions and reduces anxiety about the upcoming transition.</li> </ul> <p><b>Annual Review dates are according to those set by Las which range from Oct, May and June.</b> Dates will be shared with individual parent/ carer.</p> <ul style="list-style-type: none"> <li>• <b>Supported Transition Visits:</b> For Year 6 students with SEND, we arrange a series of supported visits to their future secondary school. These visits introduce them gradually to the new environment, helping them become familiar with key people, routines, and the layout, making the transition more comfortable and less overwhelming.</li> </ul> <p><b>Transition Within the School</b></p> <ul style="list-style-type: none"> <li>• <b>Year Group Transitions:</b> For key pupils with SEND moving to a new year group, we provide <b>extra transition sessions</b> where they meet their new teacher and visit the upcoming classroom. This gradual introduction to new settings within the school reduces anxiety and supports a positive start in the next phase of their learning journey.</li> </ul>
<p><b>What is our approach to teaching children and young people with SEND?</b></p>	<p>The first step in support children and young people with SEND is high quality teaching in the classroom, which will ensure high quality outcomes for all students.</p> <ul style="list-style-type: none"> <li>• Class teachers are responsible for day to day provision and support for their SEND pupils.</li> <li>• As an inclusive school where we want all pupils to make excellent progress in all aspects of their education and personal development, achieving the very best that they can, regardless of any special educational needs or disabilities.</li> <li>• We have high aspirations for all our children. We provide a broad and exciting curriculum. This means that there is complete equality of opportunity in the curriculum that is offered to children.</li> <li>• We work hard with our pupils with SEND to put into place extra provisions to ensure the best possible outcomes for them and to remove any barriers to learning that they face.</li> </ul>
	<p>All teachers plan carefully differentiated teaching and learning activities that meet the needs of all the children in their class.</p>

# Islamia Primary School: SEND Information Report

<p><b>How have we adapted the curriculum and the learning environment of children and young people with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Work is differentiated by task or by support to ensure the learning is accessible and to support children to ensure progress.</li> <li>• Independent learning is encouraged; all children are provided with the support materials that meet their needs and encourage independence.</li> <li>• Children with identified SEND have an Individual Education Plan (IETP).</li> <li>• We work with external agencies such as speech and language therapists, occupational therapists, educational psychologists and behaviour advisors to provide support, guidance, therapy and planning to implement in school.</li> <li>• The site is fully accessible and meets all the requirements of the Equalities Act 2010.</li> <li>• The school site is fully wheelchair accessible including disabled toilets, ramps.</li> <li>• Our curriculum information can be found on our school website.</li> </ul>
<p><b>What is the expertise of staff to support children and young people with SEND and how do we continue to train them. How do we secure specialist expertise?</b></p>	<p>Our school is committed to providing exceptional support for children and young people with SEND, drawing on a wealth of staff expertise and a comprehensive approach to professional development.</p> <p><b>Expertise of Staff</b></p> <ul style="list-style-type: none"> <li>• <b>Sr Farida Manze, Assistant Head and SENCO:</b> Sr Farida brings over 20 years of teaching experience including 12 years in leadership, including Headship in both primary and secondary Islamic schools. As a qualified SENCO with the <b>National Award for SEN Coordination (NASCo)</b>, she leads our SEND provision with a deep understanding of individual and community needs. Her qualifications in <b>Counselling Skills (Level 2)</b> and the <b>National Professional Qualification for Senior Leaders (NPQSL)</b> with a focus on SEND and Pupil Welfare, enable her to support pupils and staff with SEMH (Social, Emotional, and Mental Health) needs.</li> <li>• <b>Sr Nazha, SaLT Assistant:</b> As an experienced Speech and Language Therapy (SaLT) specialist, Sr Nazha plays a key role in supporting our LSAs to deliver Speech, Language, and Communication Needs (SLCN) interventions. She collaborates with therapists from Camden and Brent to ensure students have access to expert-led SALT support, creating a consistent and effective provision for communication skills.</li> <li>• <b>Emotional Literacy Support Assistants (ELSAs):</b> We currently have two trained ELSAs who provide 1:1 emotional support for students with SEMH needs, and two more LSAs are set to undergo ELSA training this year. This expanding team enhances our ability to support students in building emotional resilience and coping skills.</li> <li>• <b>Pastoral Support Team:</b> Our Pastoral Lead and Sports Coach offer targeted mentoring sessions for students with distressed behaviours. Using a <b>Pastoral Menu</b>, they focus on emotional regulation strategies, aiming to reduce risks of exclusion and promote a positive, inclusive school environment.</li> </ul> <p><b>Training and Continued Professional Development</b></p> <ul style="list-style-type: none"> <li>• <b>Regular In-House and External Training:</b> We encourage all staff to pursue professional development as part of their performance management. Training is provided in-house on specific SEND topics,</li> </ul>

# Islamia Primary School: SEND Information Report

	<p>and we partner with <b>Best Brent, National College</b>, and other stakeholders to address areas like Autism Awareness, Emotionally based School Avoidance (EBSA), and Behaviour Management.</p> <ul style="list-style-type: none"> <li>• <b>TEACH Behaviour Courses:</b> Both Sr Farida (SENDCo) and our Pastoral Lead have attended TEACH Behaviour courses to help address behavioural challenges. They share insights from these courses with all staff, reinforcing our pastoral program within the school's curriculum and embedding consistent support for emotional and behavioural development, this year academic year, all teaching assistants have acquired the same training by the external agencies.</li> </ul> <p><b>Securing Specialist Expertise</b></p> <ul style="list-style-type: none"> <li>• <b>Local Authority Outreach Services:</b> We collaborate with services like the <b>Brent Outreach Autism Team (BOAT)</b> and <b>Brent Wellbeing Emotional Support Team (WEST)</b> as needed. These external teams bring additional expertise in autism and emotional well-being, ensuring comprehensive support for our students with complex needs.</li> <li>• <b>Training for LSAs:</b> Our Learning Support Assistants receive targeted training, including <b>Autism Awareness, Speech and Language Awareness, and Behaviour Management.</b> This specialized training equips LSAs to provide high-quality, consistent support aligned with best practices.</li> </ul> <p>Through this multifaceted approach, we maintain a high standard of SEND provision, ensuring that our staff are both knowledgeable and well-supported in their roles. This blend of in-house expertise, ongoing training, and external resources allows us to meet the diverse and evolving needs of our SEND pupils effectively.</p>
<p><b>How do we know how effective our provision for children and young people with SEND is?</b></p>	<p>To evaluate the effectiveness of provision for children and young people with SEND, your school has established a multi-faceted approach that incorporates data analysis, collaborative planning, direct feedback, and structured observations. Here's a breakdown of how each method contributes to a thorough assessment of SEND provision:</p> <p><b>1. Assessment Data from Class Teachers: SENDCo currently working on this</b></p> <ul style="list-style-type: none"> <li>• <b>Tracking and Analysis:</b> By examining data from class teachers during each assessment cycle, the school can identify trends, monitor progress, and address any areas where SEND students are not meeting targets. This data provides a clear, evidence-based picture of academic progress, enabling staff to tailor interventions and support accordingly.</li> <li>• <b>Informed Decision-Making:</b> Data analysis helps in determining whether current interventions are effectively bridging gaps or if adjustments are needed. This regular monitoring ensures that pupils' needs are met promptly, reducing the risk of prolonged underachievement.</li> </ul> <p><b>2. Pupil Progress Meetings with the Assessment Manager:</b></p> <ul style="list-style-type: none"> <li>• <b>Targeted Review of Key Learners:</b> These meetings focus specifically on students, particularly those who may be underachieving. The collaborative discussions between teachers and the Assessment Manager help identify learning gaps and pinpoint areas requiring additional support or alternative strategies.</li> <li>• <b>Setting Next Steps:</b> Establishing next steps for SEND pupils, based on data-driven insights, ensures that interventions are personalized and proactive. This process promotes accountability and continuity in supporting individual learning needs.</li> </ul> <p><b>3. Student Voice and Feedback via Surveys and the Student Council:</b></p>

# Islamia Primary School: SEND Information Report

	<ul style="list-style-type: none"> <li>• <b>Capturing Student Experience:</b> Regular surveys and feedback from the student council allow SEND pupils to share their thoughts on the support they receive, their comfort level in the learning environment, and any challenges they may face.</li> <li>• <b>Student Empowerment and Inclusivity:</b> By involving SEND pupils in decision-making through the student council, the school ensures that their voices are valued, fostering a sense of agency and belonging. This feedback is essential for adapting provision to be more responsive to pupils' needs.</li> </ul> <p><b>4. Half-Termly Teacher Observations by the Senior Leadership Team:</b></p> <ul style="list-style-type: none"> <li>• <b>Evaluating Practical Implementation:</b> Observations provide insights into how well teachers implement SEND strategies in real-time. Senior leaders can assess if the support is applied effectively, if pupils are engaged, and if adjustments are made as needed.</li> <li>• <b>Feedback and Continuous Improvement:</b> Through observation feedback, teachers receive guidance on enhancing their practice and aligning it with best practices in SEND provision. This ensures that support is both high-quality and consistently applied across classrooms.</li> </ul> <p><b>5. School Development and Self-Review Cycle:</b></p> <ul style="list-style-type: none"> <li>• <b>Regular Reflection and Adjustment:</b> This structured review process allows the school to assess the effectiveness of its SEND provisions on a broader level. By periodically revisiting policies, interventions, and outcomes, the school can make strategic adjustments to align with evolving needs and goals.</li> <li>• <b>Evidence of Impact and Progress:</b> The cycle also supports the documentation of success stories, progress rates, and other indicators of positive impact, helping the school gauge the long-term effectiveness of its SEND framework.</li> </ul> <p>Together, these strategies create a comprehensive feedback loop where data analysis, staff collaboration, pupil input, and leadership oversight contribute to a well-rounded assessment of SEND provision. This holistic approach allows for continuous refinement, ensuring the school's support for SEND pupils remains both impactful and adaptable to individual needs.</p>
<p style="text-align: center;"><b>What do we do to make sure children and young people with send are enabled to engage in activities available with children and young people in the school who do not have send?</b></p>	<p>There are no barriers for any children with SEND for our activities in school.</p> <p>We actively encourage children with SEND to take part fully in the life of the school. Our pupils have experienced the opportunities of residential trip, visits to places of worship and key London attraction and sites.</p> <p>The school has successfully secured founding to host an international trip to Thailand in the new academic year (2024-25).</p>
<p style="text-align: center;"><b>What support have we got in place for improving emotional and social development of our Children?</b></p>	<ul style="list-style-type: none"> <li>• <b>Social Skills Intervention:</b> This targeted support helps students build skills in communication, cooperation, and empathy. Through guided activities, they learn to manage conflicts, express themselves positively, and work well in groups—critical skills for healthy peer relationships.</li> <li>• <b>Zones of Regulation Intervention:</b> This program is an excellent tool for helping children recognize and manage their emotions. By teaching them to categorize their feelings into different "zones," they gain insight into their emotional states and strategies to move to a more positive or productive place. This enhances self-awareness and self-regulation.</li> <li>• <b>Mentoring Through Sports-Based Intervention:</b> Sports mentoring combines physical activity with mentorship, offering a safe space for</li> </ul>



# Islamia Primary School: SEND Information Report

	<p>students to build self-confidence, teamwork, and resilience. Physical activity also boosts mood and reduces stress, benefiting emotional health.</p> <ul style="list-style-type: none"> <li>• <b>Emotional Literacy Support Intervention (ELSA):</b> The ELSA program is effective in helping students understand and express their emotions in a constructive way. Working with trained ELSA staff helps pupils develop coping strategies for challenges they face, promoting better mental well-being.</li> <li>• <b>Opportunity for Brain Breaks:</b> Brain breaks give students time to reset during the school day. Especially for those who struggle with focus or emotional regulation, a few minutes of relaxation or quiet can reduce stress and improve concentration and behaviour.</li> <li>• <b>Access to Sensory and Fidget Toys:</b> For students needing sensory input to stay calm or focus, fidget toys and sensory tools can be invaluable. These help them self-regulate without disrupting the class, creating a more inclusive learning environment.</li> <li>• <b>Breakout Room / Safe Place:</b> A designated quiet area provides a retreat for students feeling overwhelmed or stressed. Having this safe place gives them a sense of security and control, encouraging self-care and emotional stability.</li> </ul> <p><b>Key Person/Safe Person:</b> Assigning a trusted adult as a key contact for students helps them feel supported and understood. Having someone they can approach when needed boosts their confidence, reduces anxiety, and promotes a strong sense of belonging in the school community.</p> <p><b>Policies Promoting Positive Conduct and Well-being</b></p> <ul style="list-style-type: none"> <li>• <b>Anti-Bullying Policy:</b> A clear anti-bullying policy, along with proactive strategies to prevent bullying, fosters a safe, respectful environment. Knowing they are protected from bullying encourages pupils to express themselves freely and participate actively.</li> <li>• <b>Behaviour Policy Rooted in Islamic Values:</b> A behaviour policy aligned with Islamic teachings on conduct and manners provides students with a clear moral framework. By embedding these values, the school nurtures respect, kindness, and responsibility, guiding students toward personal excellence and reinforcing the school’s cultural values.</li> </ul> <p>Altogether, this comprehensive approach ensures students feel valued, respected, and well-equipped to navigate social and emotional challenges. The balance of structured interventions, individual support, and policy-driven guidance reflects a strong commitment to each child’s holistic well-being and personal growth.</p>
<p><b>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s send and how do we support families?</b></p>	<p>We draw on a range of support from:</p> <ul style="list-style-type: none"> <li>• NHS, local GPs.</li> <li>• Children and Adolescent Mental Health Service (CAMHs)</li> <li>• Children’s Social Care</li> <li>• Early Help Intervention</li> <li>• Education Psychology Service (EPS)</li> <li>• Outreach service from Special Schools</li> <li>• Hearing Impairment Team</li> <li>• Visual Impairment Team</li> <li>• Speech and Language Therapy (SALT)</li> <li>• School Nursing Team</li> <li>• Occupational Therapy (OT)</li> <li>• Wellbeing and Emotional Support Team (WEST)</li> </ul>

# Islamia Primary School: SEND Information Report

	<ul style="list-style-type: none"> <li>• Brent Outreach Autism Team (<b>BOAT</b>)</li> </ul> <p>Welfare Service There are many others that we can access from time to time to help us secure the best possible support for our young people.</p>
<p><b>What arrangements for supporting children and young people who are looked after by the local authority and have SEN.</b></p>	<p>Looked After Children who also have SEND will be supported through this process with the support of the Designated Teacher for Looked After Children (Sr Yasmin Hussain- Deputy Head), the SENCO and the Virtual School.</p>
<p><b>The arrangements for the admission of pupils with disabilities.</b></p>	<p>The admission arrangements for pupils with disabilities are designed to ensure that they have equal access to education and can thrive in an inclusive environment. Schools follow specific guidelines and policies to ensure the admissions process is fair, transparent, and compliant with legal requirements.</p> <p><b>1. Equal Opportunity and Non-Discrimination:</b> Schools are legally required to avoid discrimination in admissions for pupils with disabilities, ensuring all students are treated fairly regardless of their physical or learning needs.</p> <p>The Equality Act 2010 in the UK mandates that schools make reasonable adjustments to accommodate pupils with disabilities throughout the admissions process.</p> <p><b>2. Open Communication and Support During Application:</b> <b>Meetings and Discussions with Parents/Guardians:</b> Many schools arrange meetings with parents or guardians to discuss the pupil’s needs and how the school can accommodate them. <b>Tour of Facilities:</b> Schools may offer tours specifically for families of pupils with disabilities to view facilities and resources that support accessibility and inclusion. <b>Consultation with SEND Coordinator (SENCO):</b> Parents may meet with the SENCO to discuss specific needs and support available, including adjustments that may need to be made to ensure a smooth transition into the school environment.</p> <p><b>3. Assessment of Needs:</b> During the admissions process, schools often gather information about the pupil’s specific needs. This may involve collecting reports from healthcare providers, therapists, or previous educational settings.</p> <p>This assessment ensures that the school can prepare adequately to meet the needs of the student from the start, rather than adapting only after the student has enrolled.</p> <p><b>4. Reasonable Adjustments to Facilities and Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Physical Accessibility:</b> Schools may provide ramps, accessible restrooms, and, where possible, ensure classrooms are wheelchair-accessible.</li> <li>• <b>Specialist Equipment:</b> If a student needs specific equipment (such as hearing aids, large print materials, or sensory aids), the school may make arrangements to have these available.</li> </ul>

# Islamia Primary School: SEND Information Report

	<ul style="list-style-type: none"> <li>• <b>Personalised Classroom and Learning Support:</b> Schools may ensure that support staff, such as teaching assistants, are available to help the student integrate fully into the classroom.</li> </ul> <p><b>5. Support Plans and Personalised Admissions Process:</b> For pupils with disabilities, schools may develop an Individual Education Target Plan (IETP) or Education, Health, and Care Plan (EHCP) during or shortly after admission. These plans outline specific goals, accommodations, and support services.</p> <p><b>Flexible Admissions Process:</b> If necessary, schools may adjust the admissions timeline or process, such as by scheduling assessments or interviews in a way that best supports the child’s needs.</p> <p><b>6. Collaborations with Local Authorities and Specialists:</b> Schools often collaborate with local authorities and health and social services to access additional resources or funding to support pupils with disabilities. Specialists (such as educational psychologists, occupational therapists, and physical therapists) may be consulted to ensure the school can provide the appropriate support.</p> <p><b>7. Transition Support and Orientation: To work on</b> Schools may provide a structured transition plan, including gradual integration for the pupil if needed.</p> <ul style="list-style-type: none"> <li>• <b>Buddy Programs:</b> Many schools assign a “buddy” to new pupils, helping them navigate the school and build connections with their peers.</li> </ul> <p>These arrangements reflect schools’ commitment to inclusivity and ensure that students with disabilities have an equal opportunity to succeed in a supportive learning environment. Parents can typically discuss any specific needs or accommodations during the admissions process, ensuring a smooth start for their child.</p>
<p><b>How are pupils with SEND supported during SATs?</b></p>	<p>Pupils with Special Educational Needs and Disabilities (SEND) receive several types of support during SATs (Standard Assessment Tests) to ensure they can fairly demonstrate their abilities. The support available aims to reduce barriers without altering the difficulty of the assessments. Here’s how SEND pupils are typically supported during SATs:</p> <p><b>1. Access Arrangements:</b></p> <ul style="list-style-type: none"> <li>• <b>Extra Time:</b> Pupils with certain needs, such as processing difficulties or specific learning disabilities, may be granted additional time. This is usually 25% extra but can vary based on the pupil’s specific needs.</li> <li>• <b>Rest Breaks:</b> Pupils can take supervised breaks if they struggle with concentration or fatigue.</li> </ul> <p><b>2. Adapted Test Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Modified Papers:</b> Large print, braille, and simplified visual formats are available for pupils with visual impairments.</li> <li>• <b>Coloured Overlays and Visual Aids:</b> Some students with specific visual or processing needs use coloured overlays or other aids to help with reading and comprehension.</li> </ul> <p><b>3. Scribes and Readers:</b></p>

# Islamia Primary School: SEND Information Report

	<ul style="list-style-type: none"> <li>• <b>Scribes:</b> For students who struggle with writing, a scribe can write down their answers as dictated by the pupil. This is common for those with physical impairments or severe dyslexia.</li> <li>• <b>Readers:</b> If a pupil has difficulties with reading comprehension, a reader can help by reading questions aloud, where allowed. However, this typically does not apply to the reading test, where comprehension is being assessed.</li> </ul> <p><b>4. Prompting and Supervision:</b></p> <ul style="list-style-type: none"> <li>• <b>Prompting:</b> Some pupils may have an adult prompt to help them stay focused or move on to the next question.</li> <li>• <b>Separate Room or Smaller Group Setting:</b> Pupils who may be easily distracted, anxious, or overwhelmed by a large group setting may take the test in a smaller group or separate room.</li> </ul> <p><b>5. Alternative Formats:</b></p> <ul style="list-style-type: none"> <li>• <b>Mental Mathematics Support:</b> In mathematics, pupils can use counting aids or manipulatives if they are part of their usual classroom support.</li> <li>• <b>Modified Time Frames:</b> Schools may provide adjustments for students who need multiple sessions to complete the test, allowing them to take different sections on different days if needed.</li> </ul> <p><b>6. Practice and Familiarisation:</b>  <b>Practice Tests with Adjustments:</b> Pupils with SEND often practice with modified tests in advance so they are familiar with the format and access arrangements.  <b>Mock SATs in Small Groups:</b> Some schools offer mock exams in small groups to help SEND pupils acclimate to the testing environment.</p> <p><b>7. Social and Emotional Support:</b></p> <ul style="list-style-type: none"> <li>• <b>Preparation for Anxiety Management:</b> Teachers and support staff may work with pupils to manage test-related stress through relaxation techniques and positive reinforcement.</li> <li>• <b>Parental and Peer Support:</b> Schools may engage parents and peer groups to encourage pupils, providing a supportive network before and during SATs.</li> </ul> <p>The goal of these adjustments is to create a level playing field for pupils with SEND, allowing them to show their understanding without their needs acting as a barrier to performance. Schools apply for access arrangements in advance and are careful to select accommodations based on each pupil's usual way of working.</p>
<p><b>The facilities you provide to help pupils with disabilities to access the school.</b></p>	<p>For supporting pupils with disabilities, schools generally offer a range of facilities and adjustments to ensure equal access and an inclusive learning environment. Here are some common facilities and approaches:</p> <p><b>Physical Accessibility:</b></p> <ul style="list-style-type: none"> <li>• Ramp in the canteen for wheelchair users or students with limited mobility to ensure they can move around freely.</li> <li>• Accessible Restrooms: These are designed with wider doors, support rails</li> <li>• Classroom Layout Adjustments: Desks and other furniture are arranged to allow easy access for students with mobility devices especially those situated on the main site opposite the accessible restroom.</li> </ul>

# Islamia Primary School: SEND Information Report

## Assistive Technology:

- **Visual Aids:** Screen magnifiers, or text-to-speech software assist students with visual impairments.
- **Specialised Learning Devices:** Tablets or laptops with customized software to support various learning needs, such as dyslexia or ADHD.

## Specialised Support Staff:

**Teaching Assistants:** They often work one-on-one for those requiring to reach their EHCP targets, or in small groups with students who need additional support.

**Special Educational Needs Coordinators (SENCOs):** SENCOs develop and implement personalized learning plans for students with disabilities.

## Therapists and Counsellors:

Brent Occupational therapist

Brent speech therapists- Rend Iqbal (Brent). Sr Nazha (Islamia in-house SaLT assistant)

counsellors are available to address physical, speech, or emotional challenges.

Islamia has:

- two qualified ELSA's who support with 1:1 counselling sessions- Sr Kanwal Manzoor and Sr Ayse O
- two trainee ELSA's: Sr Shakeela Abdeen and Sr Mallale
- Sr Nazha: whose counselling qualification enables her to led nurture groups such as Social Skills and Zones of Regulation intervention

Islamia has been able to host private specialists who have been able provide:

- Play therapy: Anila
- Therapy: Chryssa

## Personalized Learning Plans:

This year, Islamia will be reestablishing

Individual Education Plans (IEPs) Individual Education Target Plans for pupils:

1. with an EHCP
2. Those who require significant support

These IETP outline tailored goals and support for students, focusing on their unique learning needs.

**Please note: not all pupils on the SEND monitoring list require an IETP.**

**Adapted Curriculum:** Adjustments to the curriculum and classroom materials accommodate learning styles and levels.

## Accessible Extracurricular Activities:

Pupils at Islamia offer extra curricular activities for all pupils such as:

Breakfast clubs

After school clubs

Sport tournaments

These extra curricular activities are inclusive for students with varying needs.

## Communication and Training:

**Awareness Programs:** Sensitisation sessions for staff, these include specialised and targeted CPDL opportunities for staff to help create a more inclusive and supportive environment.

# Islamia Primary School: SEND Information Report

	<p><b>Training for Staff:</b> Ongoing professional development helps teachers and staff work effectively with students who have disabilities.</p>
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These facilities are generally part of a school's commitment to ensure that all pupils have the resources and support needed to thrive academically, socially, and emotionally. If you have specific needs or inquiries, reaching out to the school's Special Educational Needs Coordinator (SENCO) can provide more detailed information on their accommodations.