

SEND PROVISION – information for parents

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Complaints:

Headteacher: Someera Butt

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SEND Ethos

It is the aim of the school to have an inclusive approach, and to enable those pupils who have special educational needs to access a broad, balanced and creative curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, and progress towards a well rounded and successful adult life, contributing to the society at large.

Education Framework

The SEND code of practice covers the following four areas of need: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory and/or Physical need. All areas are addressed within the school's curriculum and teaching.

The school's curriculum consists of most subjects of the National Curriculum (2013), PSICHE (a programme of Personal, Social, Health, Citizenship, RE, Economic and SEAL education) Islamic Studies, Qur'an Studies, Arabic and NAVIGATE (a character curriculum).

The School has the following policies in place, all available from the school website:

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Behaviour Policy
- Equality Policy and Accessibility Plan

Identification of SEND

The school uses discussions, information and reports from: parents, previous educational settings, external agencies, current class teachers and the SENCO, to identify SEND. We expect parents to be fully involved in this process. In addition a screening form is filled in by parents for every new enrolment detailing SEND, medical needs or other issues that might require support at school. Classroom observations, pupil work and assessment data are also

used as well as testing by the SENCO, if appropriate. In addition support and advice from outside agencies is sought and implemented.

Evaluation of the effectiveness of provision for pupils with SEND

The school monitors its provision and interventions through regular review. Pupil assessment data is tracked on a half termly basis and teachers consult with the SENCO fortnightly when provision and progress are discussed and the SENCO provides advice, support and strategies to help hone provision further.

Assessment and review progress of pupils with SEND

SEND reviews take place bi-annually at the school. Class teachers use assessment data and their SEND daily tracking records to compile review reports for the SENCO. Parents are invited by appointment, to share their observations with the SENCO too. They are given the review report for their child and the SENCO discusses progress with them. Individual Education Plans are reviewed thereafter and are modified if some targets have been successfully achieved. If all parties recommend exit from the SEND register this will also be discussed and approved for immediate action.

Types of support available for children with SEND

Teachers differentiate work, use the support of additional adults and use a variety of props, practical materials and resources to ensure SEND pupils access the curriculum and make good progress. In addition, SEND pupils work in small groups or one to one with the class teacher or a Learning Support Assistant or teaching assistant. SEND pupils are also invited to take part in intervention programmes and booster classes. Support is allocated on a needs basis.

People or organisations that additionally provide services to SEND pupils

Local authority and NHS services (based on pupil home address) are utilised either through direct referrals or via CAF. We have close working contacts with the CAF team, Child Development Centres, Speech and Language Teams and with CAMHS. If your child has an Educational Health Care Plan (EHCP) or Educational Statement, the school will liaise with the SEND department of the relevant local authority and the process adhered to will adhere to the SEND Code of Practice.

Staff training to support pupils with SEND

The school SENCO is highly qualified and has extensive experience of working in the field of SEN. She also regularly attends conferences and seminars for SEN professionals. Staff members receive regular training on supporting pupils with SEND.

Support available to parents/carers of pupils with SEND

The Headteacher and SENCO provide information and also refer parents to other agencies, as well as useful websites. After meeting and understanding the needs of families, the school uses MARCO to find appropriate services to support those needs. They will also pursue any relevant parties in order to support families and ensure the best provision and opportunities for pupils.

Accessibility of the school's physical environment

The school building is divided into three floors: ground, first and second floor. The width of corridors are wheel chair friendly, regrettably though the school does not have a lift.

Pupils with sensory impairments are assisted whenever possible when negotiating staircases. Within classrooms we have specialist equipment like keyboards, writing slopes, pencil grips and a specially designed Tracking Mouse for pupils to gain good control over the mouse during writing activities or ICT lessons. All classrooms are also fitted with a single PC and interactive whiteboard.

Facilities available for pupils with SEND

We offer number of clubs after school, which all pupils are welcome to join, including those with SEND.

Support of SEND pupils during transition

The EYFS team visits families of all new EYFS pupils in their homes. Parents also fill in a screening form prior to their children starting the school to support transition. The school advises and supports parents if they need any information and all parents are provided with a school Handbook. The school also holds a transition day at the end of each academic year for the new EYFS intake on which every class is moved to its new year group to support transition. Simultaneously new EYFS parents receive a workshop from school staff and receive the opportunity to talk to EYFS teachers, the headteacher, senior leaders and the SENCO.

For pupils who are leaving year 6, and have SEND, a transition pack is designed to accompany them. This contains the history of support that has been provided for the pupil and information about his/her needs. It is sent off to the child's new school, so that appropriate support continues to be provided for him/her, should the pupil still need it.

What should you do if you feel that the school's SEND provision is not being delivered or not meeting your child's needs?

You should contact your child's teacher in the first instance and/or talk to the SENCO and Deputy Headteacher. Thereafter if you are still unsatisfied you should speak to the headteacher or make a formal complaint.