



Iqra Academy

**Special Education Need & Disability
Information Report
September 2020-21**

Iqra Academy

SEND School Information

Written:	January 2017
Updated:	September 2020
Written by:	Mrs F Jabeen (SEND LEAD)
Next Review Date:	September 2021

Iqra Academy’s SEND Information has been written in line with the following areas of legislation and guidance:

- SEND Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010

It is a requirement of all educational establishment to publish key information about the Special Educational Needs processes and their provision for SEND.

“Schools should ensure that the information is easily accessible by parents and is set in clear, straightforward language” SEND Code of Practice 2015.

If you require support accessing this document, including having this document translated, please contact the SEND coordinators on 01733 331433 or email: admin@iqraacademy.org.uk

Key Contacts	
Mrs Farhat Jabeen and	Responsibility for SEND provision/Teachers- Fjabeen@iqraacademy.org.uk
Mrs Alex West	TDET SENDCo Email: alex.west@qka.education

1. What is meant by Special Educational Needs (SEN)?

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children with Special Educational Needs:

- has a **significantly** greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school.
- Special educational provision is educational or training provision that is additional to, or different from, than made generally for other children and young people for the same age by mainstream schools.

2. Are Disabled children also SEN?

Some children and young people with SEN may have a disability under the Equality Act 2010.

‘... a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with those conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

3. Who can I contact in school to discuss my child’s difficulties with learning, special educational needs or disability?

- Talk to your child’s class teacher/form tutor about your concerns in a particular subject area. The teacher may seek advice from the Learning Support Department.
- If you have concerns about your child’s wellbeing or you are concerned about your child’s progress across a range of subject areas, please contact your child’s tutor and/or SEND Coordinators.
- The SEND coordinators are Mrs Farhat Jabeen & Mrs Rebecca Covington
- The SENDCo for TDET Trust is Mrs Alex West.

4. What kinds of SEND does Iqra Academy provide for?

All staff at Iqra Academy are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point. Lessons are carefully differentiated to meet the needs of all children. The school places great importance on the fact that children learn in different ways.

We provide high quality teaching for young people who may have the following special educational needs:

- Physical Disabilities
- Hearing Impairment
- Visual Impairment
- Specific Learning Difficulties (SpLD) e.g Dyslexia, Dyspraxia, Dyscalculia
- Autism Spectrum Condition (ASC)
- Social and emotional health difficulties
- Mild Learning difficulties
- Cognition and Learning Difficulties
- Communication and Interaction Difficulties

5. What support is available at Iqra Academy?

Iqra Academy is an accessible environment with wide corridors and large classrooms

We are a well-resourced and modern learning environment for students with additional needs. We offer:

- A range of differentiated resources and equipment;
- Use of technology;
- Homework clubs/catch up/booster sessions/tutorial sessions
- Access to additional adult support if appropriate

6. How does Iqra Academy know if a young person has additional needs?

At Iqra Academy pupils are identified as having special educational needs through a variety of ways including the following:

- Close liaison with primary schools;
- Testing and assessing students on entry;
- Rigorous tracking of pupil progress and target setting;
- Lesson observation;
- Concerns raised by parents;
- Concerns raised by teachers;
- Carrying out individual standardised assessments or screening assessments;
- Liaison with external agencies;
- Health diagnosis through a paediatrician.

7. How will Iqra Academy let me know if they have concerns about my child's learning, Special Educational Needs or disability?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/ carers is the best way to support a pupil's learning and needs.

- Your child's class teacher or tutor may contact you to discuss the progress of your child in a specific subject area;
- The class teacher may also talk to you about any issues during parents' evening;
- Your child's tutor may discuss concerns during regular progress review days;
- The SENDCo, may contact you regarding concerns about your child's learning.

8. What is an Education Health and Care Plan (EHCP); who can request one for my child and how is it different to a statement of Special Educational needs?

The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, preparing for adulthood'.

An EHCP will contain:

- The views and aspirations of you and your child;
- A full description of his/her special educational needs and any health and social care needs;
- Establish outcomes for your child's progress;
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the Academy, usually the SENDCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHCP.

From September 2014 the new Children and Families Act 2014 became law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person-centred with more engagement and involvement from parents, carers, children and young people in the process;
- More coordinated assessment process across education, health and care services;
- Focusses on specific outcomes to be achieved for each child/young person;
- Runs birth to age 25;
- Includes parents, carers, children and young people at the heart of the changes.

9. How will Iqra Academy know that the additional support my child has received has made a difference to my child's learning and how can I and my child be included in the review process.

If your child is placed on the SEND Register you will be thoroughly involved within this process.

You and your child will meet with the SENDCo to devise a Pupil Learning Plan, clearly outlining pupil strengths, barriers to learning and effective strategies to support the young person within the classroom.

S.M.A.R.T outcomes will be set and appropriate intervention and provision put in place.

Your child's progress will be monitored every half term through class assessments and also with regard to the specific interventions and provision offered.

- The effectiveness of intervention and provision is reviewed regularly to ensure individual learning outcomes have been achieved. Pupils may continue to require further intervention or they may not, depending on outcomes.
- Where pupils have completed interventions which are proven to be effective, but have not made adequate progress, the learning support team may decide to ask for more specialised help.
- You and your child will be kept informed and encouraged to be actively involved in all stages of this support.

As a parent, we welcome your support and feedback. You can at any time arrange a suitable appointment to speak with the SEND coordinator regarding your child's progress. You will also be invited in to review the Learning Plan and progress made.

10. What arrangements does Iqra Academy make for supporting young people in joining the school, moving between phases of education and in preparing for adulthood?

Iqra Academy is committed to ensuring that your child settles quickly and feels happy and safe at school. We encourage and promote:

- Positive transition planning with primary schools;
- SENDCo to attend Year 6 Annual Reviews when invited;
- Home visit or parent meeting if required.

We pride ourselves in setting high aspirations for our young people and preparing them effectively for adulthood.

- In-depth consultation as part of the annual review process most importantly at key transition points – year 6 and year 11(for young people with an EHC);
- Supported visits to college open days;
- School Open Evening
- Year 11's mentoring the lower years

11. How are young people with SEND enabled to engage in activities alongside others who do not have SEND?

We are an inclusive school and we will provide support for young people to enable them to access, enjoy and be successful in all activities that are offered within the school curriculum and environment.

Possible support may include:

- differentiated lesson materials;
- access to shared adult support;
- making or changing materials and equipment;
- working with your child in a small group, following a specific intervention programme;
- supporting students to make positive choices;
- supporting students to access unstructured times safely.
- Mentoring
- Teaching Assistants supporting students in small groups

12. What is Iqra Academy's approach to teaching children with SEND and how will the curriculum and the school environment be matched to my child's needs?

At Iqra Academy, we have a fully inclusive ethos which means that all pupils are supported to reach their full academic potential.

- Provide "Quality First Teaching". Inclusive teaching which takes into account the learning needs of all students.
- Learning is personalised to ensure all pupils make progress, including effective differentiation to meet the needs of all our learners.
- Provide regular Continued Professional Development/Training for all staff on SEND issues and differentiation.
- Ensure that teachers are aware of students' individual needs.
- Offer individual meetings to staff regarding the particular needs of learners to support appropriate differentiation.

Every Pupil is entitled to a broad and balanced curriculum and all pupils will be encouraged, valued and accepted, whatever their learning barrier.

We enable young people to access all activities by:

- Providing adult support when necessary;
- Assessing student need when required;
- Promoting inclusive teaching;
- Regularly auditing teaching staff needs and organising training.

13. How does Iqra Academy ensure that teaching and support staff are appropriately trained to support my child's special educational needs and/ or disability?

At Iqra Academy all staff receive regular training throughout the year to develop specialised expertise within the school.

Training as a result of changing needs within the school are planned into the whole school training programme.

14. How does Iqra Academy evaluate the effectiveness of the provision made for each young person with SEN?

We formally monitor the progress within pupil's learning each term. After each assessment check point meetings are held to discuss the progress of individual students and identify possible next steps.

We measure the impact and effectiveness of any interventions that are implemented by using the 'Assess, Plan, Do, Review' cycle and the need for further intervention will be discussed. All interventions are time limited and have clear expected outcomes. Where possible, we also used evidence-based, standardised assessments to help monitor the effectiveness of the intervention programmes.

Pupils with learning barriers have a Learning Plan that is produced working with closely with the young person to ensure that they have a voice. This allows young people to identify how they like to be best supported.

We ensure that all targets are SMART (Specific, Measureable, Attainable, Relevant and Timed) and progress towards the targets is also monitored.

15. What support will there be for my child's happiness and wellbeing at A Iqra Academy?

At Iqra Academy we support pupil's wellbeing through:

- Weekly tutor time, which covers topical issues and current events;
- Form Tutors, student representatives and Heads of Year;
- Some pupils, depending on their learning barrier, may be involved in a bespoke emotional literacy programme or mentoring sessions;
- Pupils can voice their views and opinions through Pupil Council;
- Pupils can attend structured lunchtime activities within a safe environment;

We encourage our young people to communicate their thoughts, ideas and opinions by:

- Pupil voice survey;
- Talking with a trusted adult;
- Access to a learning mentor / identified, named adult;
- Being involved in the review of their EHC or Learning Plan.

16. How does Iqra Academy support children with medical conditions?

Pupils at the Academy with medical conditions are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have additional physical or medical needs the Academy will work collaboratively with parents / healthcare professionals / academy nurse and our attendance officer and will populate a care plan to ensure that the pupil's needs are met and are known by all staff.

17. How does Iqra Academy involve outside agencies such as Health and Social care, Local Authority Support Services and voluntary sector organisations' in meeting children's SEN and supporting their families?

There are a wide range of staff working together to support children and their families.

Those provided through the Local Authority such as:

- Educational Psychology Service
- Statutory Assessment and Review Team
- Sensory Support Service – HI, VI and PI services
- Autism Outreach service
- Parent Partnership Service
- Children's Social Care

Those provided through the Health Trust are:

- Community Paediatrician – Child Development Centre
- Occupational Therapy Team
- Speech and Language Service
- Physiotherapy
- School Nursing Team
- Child and Adolescent Mental Health Services

Those provided through independent services:

- Families First
- Sleep Solutions
- Youth Work
- Diverse

18. How will Iqra Academy support my child and who will oversee, plan and work with my child and how often?

The subject teachers will make regular assessments of progress for all pupils. They will identify if a pupil is making less than expected progress given their age and individual circumstances. The first response to such progress will be high quality teaching targeted at their areas of development.

Where progress continues to be less than expected, the subject teacher, working with the SENDCo and SEND provision will assess whether the pupil has SEND.

Evidence will be gathered (including the views of the pupil and parents) and any extra teaching or other suitable intervention will be implemented that will secure better progress and outcomes.

Pupils with an Education, Health and Care Plan (EHCP) will be assigned identified, named person. This member of staff will support the pupil in number of ways through regular meetings with the pupil; monitoring progress; absence and behaviour; attending and providing information at annual review meetings and meetings with other professionals; checking progress; liaising with form tutor and subject teachers.

19. What are the arrangements for handling complaints from parents and young people with SEND about the provision made at the school?

Initially speak with the subject/form tutor on 01733 331433 in order to address your concern.

If not, please refer to the Academy's Complaints Policy which can be found on our Academy website.

20. What is the Local Offer and where can I find it?

The Local Offer is the Council's offer for parents and young people.

It will include provision both in and out of the Academy and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service. Peterborough's local offer is aimed at providing better support and services for children and young people with special educational needs or disabilities and their families.

The Local Offer has been developed in close partnership with Family Voice (Peterborough's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making more information easily available to help make better choices;
- To enable children, young people and families to be informed and empowered to make choices;
- For you to be clearer about what is available and why, and what alternatives are available;
- To provide more effective signposting and to get it right first time.

Please click here to be taken to the Peterborough Local Offer:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

21. What other useful information is there?

- SEND information Advice Support Service – Telephone 01733 863979

Email: pps@peterborough.gov.uk

Website:

<https://www.peterborough.gov.uk/information-advice-support/send-partnership-service/>

- Statutory Assessment and Monitoring Service. Peterborough City Council. 01733 863733/863675 or email SENTeam@peterborough.gov.uk
- Educational Psychology Service – 01733 863689
- Additional Learning Needs Team (formerly Connexions) 01733 864500
- Autism Outreach Team: 01733 864009
- Occupational Therapy Service: 01733 777937
- Physiotherapy Team: 01733 776277
- Peterborough Neurodevelopmental Service: 01733 777939
- Peterborough Speech and Language Therapy Service: 01733 758298
- Peterborough School Nursing Service: 01733 777937