



SEND Local Offer

In light of the recent changes brought about by the 2014 SEN Code of Practice, we have developed our Local Offer alongside that set out by Waltham Forest.

What does Local Offer mean?

One of the changes brought about by the 2014 Code of Practice was that children and young people with SEND and their families should be central to identification, assessment and planning. This means that it is vital that parents know what they can reasonably expect from their school and local authority without having to fight for it. The outcome of this is that local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The offer will include provision from birth to 25, across education, health and social care.

This will mean that:

- ❖ Parents will have a greater level of confidence and understanding of the processes involved.
- ❖ Earlier identification of children with SEND will be enabled.
- ❖ There will be a reduction in the need for assessment.
- ❖ Gaps in provision and need will be identified.
- ❖ There will be an evidence base for improving progress and securing better outcomes, at school and local level.

Noor ul Islam is an inclusive school. We strive to do our utmost in supporting all pupils regardless of their background. This is done so in collaboration with the Local Authority (where necessary) and other professionals in order that all pupils make the best possible progress at our school.

General Information

Who should I talk to about my child's difficulties and how can I contact them?

Class teacher, they are responsible for:

- ❖ Ensuring that all children have access to high quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- ❖ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO (Special Educational Needs Co-ordinator) as necessary.
- ❖ Working according to Individual Education Plans (IEP) and sharing and reviewing these with parents at least twice in an academic year.
- ❖ Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- ❖ Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.



- ❖ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: Telephoning, emailing or visiting school to arrange an appointment.

School SENCO – Ms Hawa Moreea, she is responsible for:

- ❖ Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ❖ Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- ❖ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- ❖ Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- ❖ To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- ❖ Writing Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- ❖ Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- ❖ Co-ordinating the request for an assessment to be made for an Education, Health and Care plan (EHC) via the Local authority.

Contacted by: Telephoning or visiting the school to arrange an appointment.

LSA

A Learning Support Assistant (LSA) may be allocated to a pupil with an EHC plan or what was previously termed a 'statemented' child. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback!

Head teacher – Majid Ishaque, he is responsible for:

- ❖ The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- ❖ He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.



Contacted by: Telephoning or visiting school to arrange an appointment.

SEND Governor, Nailah Ashraf she is responsible for:

- ❖ Making sure that the school has an up to date SEND Policy
- ❖ Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- ❖ Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- ❖ Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Contacted by: Telephoning or visiting school to arrange an appointment.

Special Educational Needs

What does SEN mean?

On occasion it may be decided that further support for a child is needed and where this is the case the school will seek advice from outside agencies. Where they are/have been involved, the child will receive additional support above and beyond the high quality first teaching received in class. In some cases this might mean accessing a parallel curriculum. All children who have been identified as requiring additional support for learning or behaviour are identified as SEN. "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." SEND Code of Practice 2014

The types of support available for children with SEND at Noor ul Islam are:

Class teacher input via Quality First Teaching in the classroom.

This will mean that;

- ❖ The teacher will have the highest possible expectations for your child and all pupils in their class.
- ❖ All teaching is based on building on what your child already knows, can do and can understand.
- ❖ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- ❖ Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
- ❖ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school will receive this support.

Intervention groups

Specific group work within a smaller group of children.

It may be the case that specific small groups are necessary in order to provide support for a child. This group, often called an intervention group may be run in the classroom or outside and run by a teacher or most often a Teaching Assistant who has had the appropriate training to run these groups. This will mean that:

- ❖ Your child will take part in group sessions with specific targets to help them make progress.
- ❖ A TA or teacher may run small group sessions. This level of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist support

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support for your child.

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- ❖ Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- ❖ Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- ❖ Your child has been identified (by the class teacher, SENCO or you will have raised your own concerns), as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- ❖ You will be asked to come to a meeting to discuss your child's progress and help to plan possible ways forward.
- ❖ Referrals made to outside agencies will be done so with your input.
- ❖ If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- ❖ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise
 - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit

- A group or individual work with outside professional
- ❖ The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

This additional support will incur additional costs to the school. The school and parents will need to discuss how this is best managed to ensure the best possible outcomes for the child within the limited resources available at the school. This may mean that the additional services require payment from the parent.

Frequently Asked Questions

How will we support your child with identified special needs starting at school?

- ❖ We will invite you to visit the school with your child to have a look around and speak to staff.
- ❖ If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- ❖ We may suggest adaptations to the settling in period to help your child to settle more easily.

How can I let the school know I am concerned about my child's progress in school?

- ❖ If you have concerns about your child's progress you should speak to your child's class teacher initially.
- ❖ If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Deputy Head who may involve the SENCO or Headteacher
- ❖ If you are still not happy you can speak to the school SEN Governor.

How will the school let me know if they have any concerns about my child's learning in school?

When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager.

- ❖ Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- ❖ If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- ❖ If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - Discuss how we can work together, to support your child at home and at school.

How is extra support allocated to children and how do they move between the different levels?

The Head Teacher and Senior Management Team decide on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.

- ❖ The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

What training or help is given to staff to help them support children with SEND?

- ❖ The SENCO's job is to support the class teacher in planning for children with SEN and provide in house training where possible and necessary.
- ❖ The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc..
- ❖ Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- ❖ Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.
- ❖ Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.

How will the teaching be adapted for my child with learning needs (SEN/and or disabilities)?

- ❖ Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- ❖ Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- ❖ Specific resources and strategies will be used to support your child individually and in groups.
- ❖ Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- ❖ Your child's progress is continually monitored by his/her class teacher.
- ❖ His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing and numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- ❖ If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- ❖ At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- ❖ The progress of children with a statement of EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- ❖ The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- ❖ A range of ways will be used to keep you informed, which may include: Home/school book
 - Letters/certificates sent home
 - Additional meetings as required
 - Reports

What support do we have for you as a parent of child with SEN/and or disabilities?

- ❖ We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- ❖ The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- ❖ All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- ❖ IEP's will be reviewed with your involvement each term.
- ❖ Homework will be adjusted as needed to your child's individual needs.
- ❖ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Transition

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- ❖ If your child is moving to another school:
- ❖ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.



- ❖ We will make sure that all records about your child are passed on as soon as possible.
- ❖ When moving classes in school:
- ❖ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher. Handover meetings will be held in July to facilitate this.
- ❖ If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6

- ❖ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- ❖ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- ❖ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

If you have any queries regarding our local offer please contact the school SENCO, Ms Hawa Moreea via email hawa.moreea@noorulislam.co.uk.