



Lote Tree Primary Send Offer

Lote Tree Primary School is an independent school and Nursery. We believe that every child is unique in the eyes of Allah and deserves an education which ensures that their full potential is achieved both personally, emotionally and academically. As a Muslim faith school, we have Islam at the centre of all that we do, and we treat each child as a unique individual (regardless of their gender, ethnicity, social background, religion, physical ability, sexual orientation or special needs).

This report gives you information regarding the ways in which we ensure we support all of our pupils with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential. Provision may change and develop over time.

Regulations	Question	School response
1. The kinds of special educational needs for which provision is made at the school	What kinds of SEND do children have in your school?	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Typically, children with SEND in our school have difficulties with communication and interaction; cognition and learning; social, emotional and mental health and sensory or physical difficulties.

<p>2. Information related to schools about the school's policies for the identification and assessment of pupils with SEN</p>	<p>How do you know if a pupil has SEND and how will they be supported?</p>	<p>Our class teachers closely monitor the progress made by all the children and ask advice as soon as they have concerns about any pupil. This is logged daily by class teachers and weekly during staff meetings. Targeted activities are planned such as small group work or interventions to help the child. If the child doesn't not make good progress a meeting will be arranged with parents/carers and together agree which additional SEND support will be put in place which may involve advice and/or assessment from an external specialist service.</p>
<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>On request</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p>	<p>Children are assessed on a daily basis, however, each half term teachers formally review children's progress and attainment; next steps are decided during Pupil Progress meetings and discussed with the Sendco and parents. Teachers meet with parents to discuss and receive a formal written report twice a year, interim and annual.</p>

<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>We believe that parents are the first educators of their children and it is our school's job 'to assist parents in the education of their children.' As part of this, there is at least a termly meeting with parents of SEND pupils. At these meetings progress and targets will be shared and reviewed. Parents can bring family members or friends to review meetings, or contact Parent Partnership for advice and support at: Limbrick Wood Centre, Thomas Naul Croft, Coventry, CV6 9QX. Tel: 02476694307</p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do your teachers help pupils SEND?</p>	<p>Our values are embedded in everything that we do. Our teachers have the high expectations for your child and all pupils in the class. All teaching is based on building on what your child already knows, can do and can understand and moving this onto the next stage. Your child's teacher will put in place different teaching methods so that your child is fully involved in their learning. This may involve using more practical resources or adapting resources. Your child's teacher may put in place specific strategies to enable your child to access or further develop their learning. Your child's teacher will carefully monitor progress.</p>

<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?</p>	<p>Our school is safe and we do our best to make it welcoming to the whole community. We integrate RESPECT values in everything that we do and believe all children should have access to the totality of school life. All safeguarding procedures and risk assessments are in place and adhered to by all staff. An accessibility plan is in place and available from our school website.</p>
<p>3e. Additional support for learning that is available to pupils with SEN</p>	<p>Is there any extra support available to help pupils with SEND with their learning?</p>	<p>We support our children through an extensive pastoral care system. We have a range of staff to support pupils and address any additional needs they have, such as teaching assistants and where possible specialist staff.</p>
<p>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</p>	<p>What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<p>Our school continues to develop a range of extra-curricular activities available to different groups of children including my Magical Maths, Mad Science, Martial Arts Art Club, and Inspired Writers club and BSL.</p>

3g. Support that is available for improving the emotional and social development of pupils with SEN	How does your school support pupils' emotional and social development?	Our strong Islamic ethos encompasses support for the individual with their social and emotional development. All children participate in Personal, Social, Health and Citizenship, (PSHCE), lessons in their classes, however for children with specific social, mental or emotional health difficulties we facilitate access, we have an experienced Pastoral Care team, triangulated between Farida Farooq, Zubeda Khan and Qualsoom Minhas. They work closely with the EHAC team and are able to get advice from the allocated school social worker, Child and Adolescent Mental Health Service (CAMHS) and other agencies.
4. In relation to mainstream schools, the name and contact details of the SEN Coordinator	Who should I contact if I want to find out more about how the school supports pupils with SEND?	Contact Zubeda Khan
5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured	How are the adults in school helped to work with children with an SEND and what training have they had?	Our school strives to provide high quality teaching and learning for all children, including those with SEND, rooted in the teachings of Islam. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, hearing impaired, etc. 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 AMS, Speech and Language Therapy, Sensory Support, medical/health training. Staff works closely with specialists from external support services who may provide advice or direct support as appropriate.
6. Information about how equipment and facilities to support	What happens if my child needs specialist equipment or other	School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority provides specialist equipment such as wheelchairs/ standing frames etc when prescribed by relevant health specialist.

children with SEN will be secured	facilities?	
7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.	How will I be involved with planning for and supporting my child's learning?	There will be at least a half termly meeting with parents of SEND pupils. At these meetings progress and targets will be shared and reviewed. Parents are able to make an appointment with the SEND coordinator and class teacher.
8. The arrangements for consulting young people with SEN about, and involving them in, their education.	How is my child involved in his /her own learning and decisions made about his /her education?	Children are regularly encouraged to be part of the formation of their whole person. Part of this is their involvement in self-assessment. Children reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	Who should I contact if I have concerns about my child's learning and / or progress?	Your first step should be to talk with your child's class teacher. If you continue to have concerns you should contact the Deputy Head. If this still doesn't resolve your concerns you should make an appointment to see the Headteacher. If the matter is not resolved you should put your concerns in writing to the Chair of Governors, care of the school office.

<p>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p>Who else provides services in school for children with SEN or disabilities?</p>	<p>The range of agencies and support services school works with include, but are not limited to:</p> <ul style="list-style-type: none"> Learning and Welfare Support Service Educational Psychology Speech and Language Therapy Occupational Therapy/Physiotherapy Coventry Autism Support Service Coventry Access Technology Support Child and Adolescent Mental Health Integrated Primary Mental Health Sensory Support Service NHS services, e.g. Speech and Language Therapy Service Children and Families First Voluntary Organisations
<p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>SEND Information, Advice and Support Service (SENDIASS) - formerly Parent Partnership Service</p> <p>Open Mon - Thurs 9.00am - 5.00pm. Fri - 9.00am - 4.30pm</p> <p>Email: IASS@coventry.gov.uk</p> <p>Tel: 024 7669 4307</p> <p>Fax: 024 7669 5627</p> <p>Visit: http://www.coventry.gov.uk/iass</p> <p>Limbrick Wood Centre</p>

		<p>Thomas Naul Croft Tile Hill Coventry CV4 9QX</p>
<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p>Transition arrangements are in place for all children, however, where appropriate additional transition programmes are implemented and discussed with parents to support a successful move into their next class.</p> <p>We do also liase closely with other receiving and feeder schools to ensure a smooth and successful transition.</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Coventry Local Offer website has information about the services that are available, This can be accessed via the main Coventry LA site at www.coventry.gov.uk</p>

Reviewed September 2022

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