



SEND Information Report 2026 - 2027

Summary

This report details the local offer for pupils at Iqra Primary School, identifying the roles and provisions available to children with additional needs.

Date: September 2026

Local Offer: Iqra Primary School and Nursery

Iqra Primary School is a one-form entry school. The children are of mixed age range from 3–11 years old. The school is committed to providing a high-quality, inclusive educational experience for all pupils in an Islamic environment that makes a positive difference.

Our school endeavours to achieve maximum inclusion of all children, including children who have English as an additional language, whilst focusing on meeting individual needs and using academic, social and wider development as important indicators of success. Teachers provide high-quality, differentiated learning opportunities for all children.

The school aims to work in partnership with parents and carers and with all agencies supporting children and their families. This report explains how Iqra identifies and supports pupils with special educational needs and/or disabilities (SEND).

The kinds of special educational needs for which we provide

Iqra Primary School makes provision across the four broad areas of special educational need identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The school recognises that a pupil may have needs in more than one area and that provision is planned according to the individual child rather than solely according to a category of need.

People in our school who support children with SEND

Special Educational Needs and Disabilities Coordinator (SENDCO): Nyla Ghazi

Telephone: 0207 6223 3630 (please request to speak to the SENDCO)

Email: admin@iqra.lambeth.sch.uk

School address: 127 Park Hill, London SW4 9PA

Special Educational Needs Governor: Sameer Koomson

The SENDCO liaises with parents and families of pupils receiving SEND support, coordinates provision, works with teachers and external agencies, maintains appropriate SEND records, supports staff and monitors the progress and effectiveness of provision. The SENDCO and Headteacher also ensure that staff have appropriate training and support to meet pupils' SEND.

The class teacher is normally the first point of contact for parents and carers who have concerns about their child's learning or development. Class teachers are responsible for high-quality teaching, adapting teaching and resources, monitoring progress, implementing agreed interventions and working with the SENDCO, parents and other professionals.

The Headteacher has overall responsibility for the day-to-day management of the school, including SEND provision, and reports to the governing body on relevant SEND matters. The SEND Governor provides challenge and oversight of SEND provision, funding, accessibility and the support available to pupils with SEND.

Learning Support Assistants and other trained staff may provide additional support or deliver targeted interventions. Their work is overseen by the class teacher and SENDCO, with the progress of the pupil remaining the responsibility of the school.

How we identify and assess children with SEND

Iqra follows the graduated approach of assess, plan, do and review. A pupil's needs may be identified through classroom assessment, observations, progress data, discussions with parents or the pupil, information from a previous setting, or advice from external professionals.

Where concerns arise, the class teacher and SENDCO consider the evidence available, the pupil's strengths and barriers to learning, and the support already provided through high-quality teaching. Where appropriate, advice may be sought from specialist services. Parents and carers are involved in discussions about their child's needs and the support that may be required.

The school does not assume that every difficulty experienced by a child is necessarily caused by SEND. Attendance, health, emotional wellbeing, changes in circumstances, language development and other factors are considered when identifying barriers to learning.

How we provide for pupils with SEND

All pupils receive high-quality teaching. Teachers have high expectations and adapt teaching, resources, classroom organisation and approaches where necessary so that pupils with SEND can access learning as independently as possible.

Where a pupil requires provision additional to or different from that normally available through high-quality teaching, the school may provide SEN Support. This may include:

- targeted individual or small-group intervention programmes

- additional adult support where appropriate
- adapted resources, equipment or teaching approaches
- specialist programmes or advice from external professionals
- support with communication, social skills, emotional development or other identified needs
- access to designated areas or structured support during the school day, where appropriate.

Interventions are planned for a specified purpose and period wherever possible, with clear outcomes or targets. Parents and carers are involved in planning and reviewing additional support.

Support through an Education, Health and Care (EHC) Plan

Where a pupil has an EHC plan, the school delivers the provision specified in the plan and works with the pupil, parents and relevant professionals to review progress and outcomes. The local authority is responsible for statutory EHC assessment and issuing EHC plans; the school contributes information, evidence and professional advice to that process.

EHC plans are reviewed annually in accordance with statutory requirements. SEN Support plans and other school-based provision are reviewed regularly, normally at least termly, with adjustments made where required.

How we evaluate the effectiveness of SEND provision

The effectiveness of SEND provision is monitored through pupil progress reviews, review of SEN Support plans and EHC plan outcomes, observations of teaching and interventions, scrutiny of pupil outcomes and attendance, feedback from pupils and parents, and monitoring by the SENDCO and senior leadership team.

The school uses this information to decide whether provision should continue, be adapted, increased or reduced. The SENDCO identifies training and development priorities and reports relevant SEND information to senior leaders and the governing body.

How we adapt the curriculum and learning environment

Class teachers plan for the needs of all pupils and adapt learning so that pupils with SEND can participate as fully and independently as possible. Adaptations may include changes to presentation, resources, instructions, task structure, groupings, use of practical materials, adult support, assistive equipment or the pace of learning.

Where specialist professionals provide advice, teachers and support staff implement agreed strategies and review their impact. The school seeks to make reasonable adjustments so that disabled pupils can access learning, information, facilities and school activities.

Participation in school life and inclusion

Pupils with SEND are supported to participate fully in school life, including lessons, educational visits, clubs, assemblies, sporting activities, playtimes and lunchtime activities. Reasonable adjustments, additional adult support, adapted equipment or alternative arrangements are considered where necessary to enable participation.

The school supports pupils' social, emotional and mental health through pastoral support, appropriate interventions and opportunities for pupils to express their views. The school's anti-bullying procedures apply equally to pupils with SEND, with additional support and reasonable adjustments provided where appropriate.

How pupils and parents are involved

The school values the views of children and young people and, where appropriate, involves pupils in decisions about their education and support. Parents and carers are involved in identifying needs, planning provision, reviewing progress and considering recommendations from external professionals.

The class teacher is normally the first point of contact. The SENDCO or Headteacher is available to meet parents and carers to discuss progress, provision or concerns. Communication may include meetings, parent consultation events, reports, letters, home-school communication and additional meetings where required.

Starting school and transition

When a child with SEND joins Iqra, the school seeks information about their needs and existing provision as early as possible. Where appropriate, the school will liaise with the child's previous setting and relevant professionals, arrange visits or meetings, and agree any reasonable adjustments needed to support a successful transition.

Transition between classes is supported through the transfer of relevant information and planning between teachers and support staff. Where a pupil moves to another school, the SENDCO liaises with the receiving setting and ensures relevant records and information are transferred. Additional visits, transition resources or a personal passport may be used where appropriate.

For pupils transferring to secondary school, the SENDCO will work with the receiving school to share information and plan support. Additional transition opportunities may be arranged according to the individual pupil's needs.

How we monitor progress and keep parents informed

Pupil progress is continually monitored by the class teacher. Progress is reviewed formally during the school year and considers attainment as well as wider factors such as engagement, attendance and social and emotional development.

For pupils receiving SEN Support, provision and targets are reviewed regularly and shared with parents and carers. For pupils with EHC plans, progress and provision are considered through the statutory annual review process. The school will use a range of approaches to keep families informed, including meetings, progress information, annual reviews and end-of-year reports.

Support for parents and carers

We encourage parents and carers to work closely with the class teacher and SENDCO so that information about what works well at home and school can be shared. The school will discuss information and recommendations from external professionals with parents and carers and will consider reasonable adaptations to home learning where appropriate.

Lambeth Information, Advice and Support Service (LIASS) provides free, confidential and impartial advice and support to parents and carers about SEND. Further information is available through Lambeth Council's SEND Local Offer.

External services and specialist support

Where appropriate, Iqra works with specialist services and professionals, which may include:

- Educational Psychology Service
- Speech and Language Therapy
- Autism Advisory/Outreach Service
- Sensory Support Services, including hearing and visual impairment support
- Occupational Therapy
- Physiotherapy
- school nursing and other health professionals
- Education Welfare Service
- social care and other relevant local authority services
- specialist or voluntary organisations relevant to an individual pupil's needs.

The SENDCO or class teacher will normally discuss referrals and involvement from external professionals with parents and carers in advance, subject to safeguarding and other statutory requirements.

How adults in school are supported to work with children with SEND

The school identifies SEND training needs through its school development planning and through the needs of individual pupils. Training may include whole-school development, targeted training for particular groups of learners, and training provided by specialist services.

Teachers and support staff are supported by the SENDCO to plan and deliver appropriate provision. Staff may attend external training relating to particular pupils or areas of SEND, including autism, communication needs, sensory needs and medical or physical needs.

Accessibility and disability

Iqra Primary School is committed to an inclusive environment for pupils with disabilities. The school considers reasonable adjustments to enable disabled pupils to access the curriculum, physical environment, information and school activities.

The school currently has accessibility arrangements including ramps/lifts where available, adapting classroom allocations where necessary, and ensuring that equipment and resources are accessible. Specialist outreach staff may also visit the school to support identified pupils.

The school's Accessibility Plan sets out how accessibility will be improved over time, including access to the curriculum, the physical environment and information. The Accessibility Plan is available on the school website.

Admission arrangements and preventing less favourable treatment

The school follows its published admission arrangements and seeks to ensure that disabled pupils are not treated less favourably because of disability. Reasonable adjustments and appropriate support are considered to enable pupils with SEND and disabilities to access school life and education.

Further information about the school's equality duties, admissions arrangements and accessibility arrangements is available through the relevant policies and information published on the school website.

Complaints about SEND provision

Parents and carers are encouraged to raise concerns about SEND provision initially with the class teacher or SENDCO so that issues can be addressed promptly. Where a concern remains unresolved, parents and carers can raise it with the Headteacher and, where necessary, follow the school's formal Complaints Policy. The Complaints Policy is available on the school website.

Lambeth SEND Local Offer

The Lambeth SEND Local Offer provides information about education, health and social care services and support for children and young people aged 0–25 with SEND and their families. Every school has its own Local Offer, also known as its SEND Information Report.

Lambeth SEND Local Offer: <https://www.lambeth.gov.uk/children-young-people-and-families/send/about-lambeth-send-service/about-local-offer>

Lambeth Information, Advice and Support Service (LIASS):

<https://www.lambeth.gov.uk/children-young-people-and-families/send/contact-us-information-advice-and-events/get-confidential-and>

Review of this report

This SEND Information Report is reviewed annually and will be updated sooner if there are significant changes to the information provided.

Date: September 2026

Review date: September 2027

Statutory basis

This report is published in accordance with section 69 of the Children and Families Act 2014 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014. It should be read alongside the SEND Code of Practice: 0 to 25 years and the school's other published policies and plans.