



## SEND Information Report - Read Academy

**Academic Year: 2025 - 2026**

This SEND Information Report provides parents and carers with clear information about the support and provision available for pupils with Special Educational Needs and Disabilities (SEND) at Read Academy. As an independent Islamic school, our approach is underpinned by the values of compassion (rahmah), dignity and respect. We are committed to inclusion and to supporting every pupil academically, socially, emotionally and spiritually so they can achieve their full potential.

| <b>Question</b>  | <b>School response</b>  |
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| <b>Who is Responsible for SEND at the School?</b>                    | <p>Responsibility for SEND is shared across the school. Key staff include:</p> <ul style="list-style-type: none"><li>- All teaching and support staff</li><li>- SENDCo: Miss Rasna Khatun</li><li>- Head of Inclusion: Mrs Amina Qureshi</li><li>- Headteacher: Mr Gulam Hussain</li><li>- Senior Leadership Team</li></ul> <p>To contact the SENDCo, please telephone the school on 020 8554 9111 or email <a href="mailto:rasna@readacademy.co.uk">rasna@readacademy.co.uk</a>.</p> <p>Oversight of SEND provision is provided by the Senior Leadership Team.</p> |
| <b>How does the school's Islamic ethos support pupils with SEND?</b> | <p>At Read Academy, Islamic values shape our inclusive practice. Pupils with SEND are supported within a nurturing, values-led environment that promotes kindness, patience and understanding. Differences are respected and pupils are encouraged to develop confidence, independence and a</p>  |

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|   | strong sense of belonging.  |
| <b>What types of SEND are provided for at Read Academy?</b>                               | <p>At Read Academy, we are committed to welcoming and supporting pupils regardless of their individual needs. We recognise and value diversity and strive to create an inclusive learning environment where every child feels respected, supported and able to achieve their full potential.</p> <p>The school supports pupils with a range of special educational needs, including needs related to communication and interaction, cognition and learning, and social, emotional and mental health. Support is carefully planned to ensure pupils are able to access the curriculum, engage positively with school life and make progress in line with their individual starting points.</p> <p>Where a pupil has identified SEND but does not have an Education, Health and Care Plan (EHCP), the school works closely with parents/carers to determine whether appropriate support and reasonable adjustments can be provided within the school's resources and admissions arrangements.</p> <p>For pupils with an EHCP, admission and provision are considered on an individual basis. Decisions are made by the school in consultation with parents/carers and relevant professionals to ensure that Read Academy is able to meet the child's needs effectively within a supportive, inclusive and values-led environment.</p> |
| <b>What happens before a child with SEND joins the school?</b>                            | Prior to admission, information is gathered from parents, previous settings and relevant professionals. Meetings are held to discuss strengths, needs and any required adjustments so appropriate support can be put in place before the pupil starts.  |
| <b>Is the environment accessible?</b>   | The school aims to make reasonable adjustments to ensure accessibility for pupils with disabilities. Adaptations are made where reasonably practicable.   |
| <b>How are classrooms and other areas of the school adapted to meet individual needs?</b> | <p>Class teachers adapt classrooms and teaching approaches to meet the individual needs of pupils. This may include the use of visual supports, structured routines, calm corners, differentiated resources and access to quieter working areas where appropriate.</p> <p>In addition to classroom adaptations, Read Academy provides access to a sensory room for pupils who may benefit from a more regulated, low-stimulus environment. This space is used to support pupils who require sensory regulation, emotional support or a short period away from the main classroom in order to re-engage with learning.</p>   |
| <b>What is the school's approach to teaching</b>  | At Read Academy, pupils with SEND are supported through high-quality teaching delivered by staff who are trained in supporting additional needs and who work closely with the SENDCo. Staff are   |

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| <b>pupils with SEND?</b>   | <p>guided and supported to ensure teaching approaches are inclusive, responsive and effective.</p> <p>The curriculum across all year groups is ambitious, broad and balanced, and is carefully adapted to ensure it is accessible to pupils with SEND. Teaching is personalised based on each pupil's identified pathway of need, which allows staff to clearly understand a child's starting point and the specific barriers to learning they may experience. This pathways system supports early identification and ensures provision is carefully matched to individual needs.</p> <p>Classwork is adapted and tailored to support pupils' engagement and progress. This may include modified learning objectives, adapted outcomes, structured learning scaffolds and the use of a wide range of visual supports. Visual aids are used consistently across the school, including Widgit symbols, visual timetables, now and next boards, vocabulary lists, task checklists and visual prompts to support understanding, independence and routine.</p> <p>In addition to quality first teaching, targeted interventions are delivered for pupils who require additional support. These interventions are carefully planned and monitored by the SENDCo and are delivered by dedicated, trained staff, including one-to-one and small group support where appropriate. This may include focused academic support, communication work, or social and emotional interventions.</p> |
| <b>How does the school identify pupils who need extra support?</b> | <p>At Read Academy, all pupils benefit from high-quality teaching and carefully planned learning as part of the school's universal provision. Teachers continuously assess pupils' progress and engagement through ongoing observation, assessment and review of learning.</p> <p>Where a class teacher identifies that a pupil may be experiencing barriers to learning or development, concerns are raised through our class concern form and discussed with the SENDCo. The school uses a structured pathways system to help identify each pupil's point of need and to determine whether difficulties can be addressed through quality first teaching and classroom adaptations.</p> <p>The school follows a graduated approach in line with the assess, plan, do, review cycle. This process allows staff to monitor whether strategies and interventions are having a positive impact over time. If concerns persist, the SENDCo, class teacher and parents/carers will meet to discuss next steps and agree whether the pupil should be identified as receiving SEND support.</p>   |

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|  | <p>Pupils identified as requiring SEND support may receive additional in-class strategies, targeted interventions or specialist support, delivered by trained staff. The SENDCo oversees this provision and ensures it is reviewed regularly to evaluate its effectiveness.</p> <p>If a pupil's needs are significant and require a higher level of support, the school may, in consultation with parents/carers and relevant professionals, consider whether an application for an Education, Health and Care Plan (EHCP) is appropriate.</p> <p>Parents/carers who have concerns about their child's learning, development or wellbeing are encouraged to speak initially with their child's class teacher. This may result in further discussion with the SENDCo, who can also be contacted directly where appropriate. Read Academy values close partnership with parents, recognising their views and aspirations as central to effective SEND provision.</p>   |
| <b>How is the curriculum matched to pupils' needs?</b> | <p>At Read Academy, we are ambitious for pupils with SEND and this is reflected in the inclusive curriculum we offer. All pupils are planned for through thoughtful and responsive adaptations to teaching, ensuring learning is accessible while maintaining high expectations.</p> <p>Teachers plan lessons using pupils' prior attainment, ongoing assessment and identified pathways of need. Learning is adapted to reduce barriers and to ensure that all pupils are able to make progress from their individual starting points. Where a pupil has been identified as having SEND, the curriculum and learning environment are further adjusted as required.</p> <p>Adaptations may include modified learning objectives, adapted outcomes, additional scaffolding, use of visual supports and alternative ways of recording learning. Strategies recommended by the SENDCo and, where appropriate, external professionals are incorporated into classroom practice.</p> <p>In some cases, pupils may be provided with specialist resources, adaptive equipment or additional adult support to enable them to access learning effectively. Targeted interventions are also used to support pupils who require additional help in specific areas.</p> <p>All curriculum adaptations and interventions are recorded, monitored and shared with parents/carers to ensure a clear understanding of how pupils are being supported and how progress is being made.</p> |
| <b>How does the school</b>                             | <p>At Read Academy, the progress of all pupils is monitored carefully as part of an ongoing</p>  |

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| <b>measure progress?</b>                                      | <p>assessment process. Teachers use a combination of formative and summative assessment to track pupils' attainment and development over time.</p> <p>Class teachers regularly review pupils' progress and discuss outcomes during pupil progress meetings with members of the Senior Leadership Team. These meetings provide an opportunity to identify pupils who may not be making expected progress and to agree appropriate strategies or interventions.</p> <p>For pupils with SEND, progress is reviewed against personalised outcomes and targets set within individual support plans. These plans are reviewed at least termly in collaboration with the SENDCo to ensure that provision remains appropriate and effective.</p> <p>The SENDCo works closely with staff to monitor the impact of interventions and adaptations. Where pupils receive support from external professionals, recommendations and programmes are reviewed regularly to ensure they are contributing positively to progress.</p> |
| <b>How are parents informed about their child's progress?</b> | <p>Read Academy values open and regular communication with parents and carers. Parents are informed about their child's progress through a range of formal and informal methods.</p> <p>These include scheduled parent-teacher meetings, written reports, SEND review meetings and discussions linked to support plans. For pupils receiving SEND support, parents are involved in termly reviews where progress towards agreed targets is discussed and next steps are planned.</p> <p>Where appropriate, ongoing communication may also take place through meetings, telephone calls or email. Parents are encouraged to contact the school at any time if they have concerns or wish to discuss their child's progress further.</p>  |
| <b>How does the school support parents to help at home?</b>   | <p>Parents and carers are recognised as key partners in supporting pupils with SEND. Staff are available to discuss strategies that can be used at home to reinforce learning and support emotional wellbeing.</p> <p>Where appropriate, guidance and practical advice may be shared by class teachers, support staff or the SENDCo. If a pupil is receiving support from external professionals, parents may be offered advice and strategies linked to programmes being delivered in school.</p> <p>Where families require additional support, the SENDCo may suggest referrals to appropriate</p>  |

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|   | external services, with parental consent, to ensure a coordinated and supportive approach.   |
| <b>How are transitions managed?</b>   | <p>Read Academy recognises that transitions can be challenging for pupils with SEND and therefore plans these carefully to ensure continuity and reassurance.</p> <p>When pupils join the school, information is gathered from parents, previous settings and relevant professionals to support a smooth transition. Meetings may be arranged prior to entry to discuss needs, routines and any required adjustments.</p> <p>Transitions between year groups are supported through planned activities, sharing of information between staff and, where appropriate, additional transition visits. For pupils moving on to a new school, the SENDCo liaises with parents and the receiving setting to ensure relevant information is shared and support is in place.</p>  |
| <b>How is support organised for pupils with identified special educational needs?</b> | <p>Support at Read Academy is organised according to the individual needs of each pupil. Every pupil receiving SEND support has a personalised package of provision that is carefully planned and reviewed. Support may include classroom-based strategies, targeted interventions, specialist programmes, or more intensive support where required.</p> <p>The SENDCo oversees SEND provision across the school and works closely with class teachers and support staff to ensure that provision is appropriate, effective and responsive to pupils' changing needs.</p>  |
| <b>What support might be on offer for a pupil with SEND?</b>                          | <p>At Read Academy, pupils with SEND are supported through high-quality teaching and carefully planned provision that is tailored to their individual needs. The quality of classroom teaching and support for pupils with SEND is monitored through a range of processes, including regular lesson observations carried out by the Senior Leadership Team, review of pupils' progress and attainment, and scrutiny of pupils' work and planning to ensure tasks are appropriately matched to need.</p> <p>Where it is identified that a pupil may require additional support, early discussion takes place between the class teacher, SENDCo and parents/carers. This ensures that concerns are shared promptly and that parents are fully involved in decisions about support from the outset.</p> <p>Support for pupils with SEND follows a graduated approach in line with the assess, plan, do, review model:</p> |

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|  | <p>Assess: Information is gathered by the class teacher and SENDCo through assessment data, observations and discussion with parents/carers to gain a clear understanding of the pupil's strengths and areas of need.</p> <p>Plan: Where additional or different support is required, outcomes, strategies and interventions are agreed. These are recorded in a support plan, alongside clear targets and review dates.</p> <p>Do: The agreed support is delivered by class teachers and/or trained, dedicated support staff. This may include differentiated teaching, targeted interventions, small group work or one-to-one support.</p> <p>Review: Progress towards agreed outcomes is reviewed at least termly with parents/carers. The effectiveness of provision is evaluated, and adjustments are made where necessary. If progress remains limited, further advice from external professionals may be sought with parental consent.</p> <p>Throughout this process, pupils with SEND benefit from a range of support strategies, including adapted learning tasks, structured scaffolding, visual supports (such as Widgit symbols, visual timetables and now-and-next boards) and reasonable adjustments to enable full access to learning and wider school life.</p> |
| <b>How are decisions made about how much support individual pupils receive?</b>          | <p>Decisions about the level of support provided are based on a pupil's individual needs, barriers to learning and response to previous provision. The school aims to provide appropriate support while also promoting independence and confidence.</p> <p>For pupils receiving SEND support without an EHCP, decisions are led by the SENDCo and Senior Leadership Team in consultation with class teachers and parents/carers. Provision is reviewed termly.</p> <p>For pupils with an EHCP, support arrangements are agreed with parents/carers and relevant professionals and reviewed regularly as part of the EHCP review process.</p>   |
| <b>How does the school know if the extra support is helping pupils to make progress?</b> | <p>The impact of SEND provision is reviewed regularly through assessment, pupil progress meetings and SEND reviews. Progress is measured against personalised targets and outcomes rather than solely age-related expectations.</p> <p>Class teachers and the SENDCo review intervention outcomes, and adjustments are made where</p>  |

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|  | necessary. Where external professionals are involved, their recommendations are reviewed to ensure they are contributing positively to progress.  |
| <b>How are parents/carers informed about their child's needs and what support they are receiving?</b>  | Parents/carers are kept informed through regular communication with class teachers and support staff. This may include meetings, discussions, review meetings and written information.<br><br>For pupils on the SEND register, support plans outline targets, strategies and provision and are shared with parents/carers. These plans are reviewed termly, and parents are encouraged to request meetings at any time if they have concerns or wish to discuss progress. |
| <b>How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?</b>                         | Parents/carers are involved from the earliest stage. They are encouraged to share information about their child's strengths, needs and what works best.<br><br>Targets are agreed collaboratively and reviewed regularly. Where specialist advice is needed, parents are consulted before referrals are made and involved in discussions about recommendations and next steps.  |
| <b>What expertise and training do the staff that support SEND pupils have?</b>   | All teachers at Read Academy are responsible for meeting the needs of all pupils in their class. Staff receive ongoing training to support pupils with SEND.<br><br>The SENDCo provides guidance and support to staff and works with external professionals to ensure interventions and strategies are delivered appropriately. Staff delivering targeted support may receive additional training where required.   |
| <b>What specialist support or services does the school access for pupils with SEND?</b>  | Where appropriate, Read Academy works with external professionals such as therapists, educational psychologists, CAMHS or health professionals to support pupils with SEND.<br><br>Access to external support is discussed and agreed with parents/carers and is used to provide assessment, guidance and recommendations that inform school-based provision.   |
| <b>What arrangements are made to support pupils with SEND taking part in after school activities outside the classroom, including school journeys?</b> | Pupils with SEND are included in all school activities, including clubs, enrichment activities and educational visits. Risk assessments are completed in advance, and adjustments are planned to ensure pupils can participate safely and meaningfully.<br><br>Where additional support is required, individual arrangements are made to support access and inclusion.  |
| <b>How does the school support pupils' overall well-being?</b>   | At Read Academy, pupils' wellbeing is supported through a comprehensive range of pastoral and personal development approaches.  |

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|  | <p><b>PSHE and personal development curriculum</b><br/> Pupils follow a structured PSHE programme that supports emotional literacy, mental wellbeing, social skills and positive relationships. This programme helps pupils develop self-awareness, resilience and an understanding of how to keep themselves safe and healthy.</p> <p><b>Islamic ethos and values</b><br/> The school's Islamic ethos underpins daily practice and promotes compassion (rahmah), respect, responsibility, honesty and kindness. These values support pupils' emotional wellbeing and contribute to a calm, caring and inclusive learning environment.</p> <p><b>Promotion of British values</b><br/> Read Academy actively promotes British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded through the curriculum, PSHE lessons, assemblies, behaviour expectations and daily interactions, supporting pupils to become responsible, respectful members of society.</p> <p><b>Listening to pupils and parents</b><br/> The school seeks the views of pupils and parents through discussions, review meetings and pupil voice opportunities. This feedback helps shape wellbeing support and ensures that provision meets pupils' needs.</p> <p><b>Targeted wellbeing support and interventions</b><br/> Where appropriate, pupils may access targeted small group or individual interventions to support emotional regulation, confidence, resilience or social development. These interventions are planned, monitored and reviewed to ensure they are effective.</p> <p><b>Support during unstructured times</b><br/> Pupils who find unstructured times challenging may receive additional guidance and support to help them manage social interactions and develop independence.</p> <p><b>Behaviour support and anti-bullying approach</b><br/> Clear behaviour expectations and consistent approaches to behaviour management help create a safe environment. Pupils are encouraged to speak to trusted adults if they have concerns, and issues such as bullying are addressed promptly and sensitively.</p> |
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|   | <p>Monitoring wellbeing</p> <p>Attendance, behaviour and wellbeing indicators are monitored closely so that concerns are identified early and appropriate support can be put in place.</p>   |
| <b>How does the school prepare their pupils for their next stage of education and for adult life?</b> | <p>The school promotes independence, confidence and responsibility to prepare pupils for the next stage of education. Pupils are supported in developing self-help skills, resilience and positive attitudes to learning.</p> <p>For pupils with SEND, transition planning may include additional preparation, targeted support and liaison with the next setting to ensure a smooth transition.</p>   |
| <b>How do we include SEND pupils in their own education?</b>  | <p>Pupils are encouraged to reflect on their learning and share their views in a way that is appropriate to their age and needs. Where appropriate, pupils may contribute to review meetings and target-setting discussions.</p> <p>Pupil voice is valued, and staff support pupils in expressing what helps them learn best.</p>  |
| <b>How do SEND pupils engage with non-SEND children?</b>  | <p>Read Academy is an inclusive school, and pupils with SEND learn alongside their peers in a range of groupings wherever possible. The school promotes positive relationships and ensures all pupils feel valued members of the school community.</p> <p>Where pupils experience difficulty with social interaction, the school provides structured social groups and targeted support to help them develop communication skills, confidence and positive peer relationships. These groups are designed to support pupils in understanding social situations and to help them engage more independently with others over time.</p> <p>Through inclusive classroom practice, shared activities and targeted social support where needed, pupils with SEND are supported to participate fully in school life alongside their peers.</p> |
| <b>Who can parents/carers contact to talk about their child's special educational needs?</b>          | <p>Parents/carers should initially speak with the class teacher. If further discussion is required, parents may contact the SENDCo or Head of Inclusion. Senior leaders, including the Headteacher, may also be involved where appropriate.</p> <p>Parents may also speak with external professionals involved in their child's support.</p>   |
| <b>How does the school involve outside agencies to support families who have</b>                      | Where specialist input is required, the school works in partnership with parents/carers to involve appropriate professionals. External agencies may provide assessment, advice or programmes to support pupils and families.   |

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| <b>children with SEND?</b>   | Recommendations are shared with parents and used to inform school-based provision.   |
| <b>What are the arrangements for SEND children who are looked after by the local authority?</b>              | Arrangements are made according to the individual needs of the child. The Designated Safeguarding Lead, or the member of staff responsible for pupils who are looked after, works closely with the SENDCo, carers and relevant professionals to ensure appropriate provision, support and monitoring are in place.<br><br>As an independent school, Read Academy works in partnership with the relevant placing authority, associated professionals and carers to ensure statutory responsibilities are met and that planning, provision and review arrangements effectively support the pupil's educational, emotional and developmental needs. |
| <b>How do the school make arrangements for specialised equipment for SEND children to be used in school?</b> | Where specialised equipment is required, the school works with parents/carers and relevant professionals to identify appropriate resources. Staff are supported with guidance or training to ensure equipment is used safely and effectively.  |
| <b>What are the access arrangements for disabled children?</b>   | The school makes reasonable adjustments to ensure disabled pupils can access the curriculum and wider school life. Access arrangements are considered on an individual basis and reviewed regularly in line with pupils' needs.  |
| <b>Who should parents/carers contact if they have a complaint about the SEN provision?</b>                   | Parents/carers should raise concerns with the SENDCo in the first instance and the Head of Inclusion. If concerns are not resolved, parents/carers may follow the school's formal complaints procedure.  |