



LEICESTER ISLAMIC ACADEMY

320 LONDON ROAD

LEICESTER

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PROSPECTUS

LEICESTER ISLAMIC ACADEMY PRIMARY SCHOOL

Proprietor: Governing Body

Chair of Governors: Mr. A. Patel

Head teacher: Mrs. N. P. Shakir, BA(Hons), PGCE, NPQH

INTRODUCTION BY THE HEAD TEACHER

Dear Parents

Assalamu alaikum

It gives me real pleasure to start by expressing my profound thanks to Allah (swt) without whose **will**, nothing is possible.

On behalf of the Governors and staff of the Leicester Islamic Academy, I would like to welcome you to our school.

I hope that as you read through our prospectus, you will learn more about the life and work of our school. We believe it is important to provide a happy, caring, Islamic environment based on the Qur'an and Sunnah (traditions) of the Holy Prophet Muhammad (s.a.w.).

In the multi cultural society of our school community today, the dignity of each individual is respected and every child is encouraged to be confident and excited about meeting new challenges and strive towards excellence in all they do.

It is our belief that every child should enjoy their school life, find satisfaction in their achievement and realise their full potential.

All members of the school will work hard to create to create tolerant individuals who will respect and appreciate others, their cultural backgrounds, feelings, views and capabilities.

During your child's time at this school, we feel it is very important that we work very closely with parents/guardians. Through this strong partnership we can share our expectations, develop understanding and celebrate your child's successes.

Our doors are always open and we would be happy to meet with any parents who wish to discuss their child's development or any aspect of school life, please do not hesitate to contact me or a member of staff.

Mrs. N. P. Shakir
Head Teacher



The Mission Statement

Leicester Islamic Academy is an Islamic school and educational centre for the Muslim community. The very foundation of the school is based on the Qur'an and traditions (Sunnah) of the Holy Prophet Muhammad (pbuh). The school sees each pupil as being of equal worth and deserving of the school's best efforts. The school is committed to excellence. All its members will be encouraged to realise their full potential and worth in order to take their place as responsible and contributing members of the wider society.

THE AIMS OF THE LEICESTER ISLAMIC ACADEMY

- Leicester Islamic Academy is an Islamic school. It should, with the guidance from the *Qur'an* and *Sunnah*, foster Islamic teaching and practices.
- The school is an Islamic community in the fullest sense. Its members will be helped to achieve their ultimate goal – to worship Allah. It is as concerned with the spiritual as with the material.
- The school is part of the Muslim community as well as the wider society from which its pupils are drawn. We see the school as an integral and formative part of the universal *Ummah* and we play a positive part in the life of its neighbourhood.
- The school seeks to free pupils from all prejudice and inculcate in them the universal values of equality and fairness.
- The school aims to prepare pupils for their lives as adults in an increasingly secular, materialistic and technological world. Its pupils will be guided to become capable of carrying the Islamic beliefs, practices and values as enshrined in the *Qur'an* and *Sunnah* into their everyday lives, and they will be

equipped with the qualification and skills necessary to discharge their duties as Muslims.

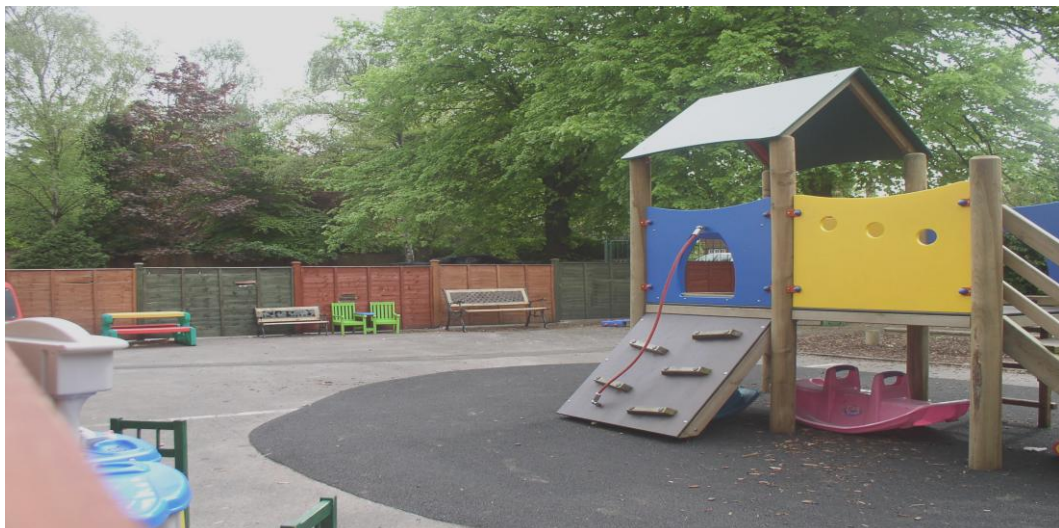
- All pupils will be provided with a core of religious, social, linguistic, mathematical, scientific, technological, geographical, political, economical and physical knowledge and skills.

GENERAL AIMS

- To ensure that the curriculum meets the needs of all pupils.
- To provide a safe and welcoming environment where each person has respect for themselves and others.
- To encourage all pupils to develop a positive self-image.
- To promote understanding and acceptance of others whatever their ability, belief, ethnic origin, gender, race or social background.
- To promote greater awareness amongst staff, pupils, parents and governors, of the many faces of discrimination and the need to combat it.
- To ensure that all sectors of the school community – managerial, pastoral, academic, administrative – review their current practice in the light of this policy.
- To prepare our pupils for life in a society which respects cultural variety.

WE BELIEVE THAT:

- All children have the right to learn without disruption from other students.
- All students have the right to achieve their full potential.
- Opinions should never be expressed if they are likely to hurt or embarrass others, even when they are not present.
- No one should be made to feel uncomfortable or threatened in our school because of your race, sex, religious beliefs or because you have a disability.
- Our school does not tolerate racist or sexist abuse, comments or behaviour
- The Leicester Islamic Academy is for everybody.
- We all have different backgrounds from which we gain.
- Everybody has the strengths and weaknesses and these should be accepted.
- Nobody is better than anybody else. Treat everybody with the same respect as you would expect yourself.



The School Management Structure

The current serving members of the Governing Body and Trustees

GOVERNORS

Mr. Abdulhaq Patel	-	Chair of Governors Member – Finance Committee
Dr. M. H. Mukadam	-	Chair – Finance Committee
Mr. Mussa Hajat	-	Chair – Health & Safety/Building Committee
Mr. Arif	-	Member – Health & Safety/Building Committee
	-	Member – Values & Ethos Committee
Mr. Anwar Patas	-	Member – Health & Safety/Building Committee
	-	Member – Finance Committee
Dr. Ashraf Makadam	-	Chair – Values & Ethos Committee
Mr. Hussein Suleman	-	Chair – Staffing/Curriculum Committee
Mr. Khalid Patel	-	Member – Staffing/Curriculum Committee
	-	Member – Values & Ethos Committee

TRUSTEES

Mr. Abdulhaq Patel	Mr. Anwar Patas
Dr. Ashraf Makadam	Mr. Iqbal Desai
Mr. Hussein Suleman	Mr. Moin Khote
Mr. M. Omarji	Mr. A. Mahomed
Mr. Mussa Suleman	Mr. Y. I. Patel

The Chair of Governors or any member of the Governing Body can be contacted through the school at the school address.



STAFF LIST 2009/2010

Name	Position	Qualification
Mrs. N. Shakir	Primary Head Teacher	BA (Hons), PGCE, NPQH
<u>Teachers</u>		
Mrs. A. Amjad	Year 6 Teacher	BSc (Hons), Qualified Teacher
Mrs. R. Ali	Year 6 Teacher	BA (Hons), Qualified Teacher
Mrs. R. Abraham	Year 5 Teacher	BSc, B.Ed, MA (India), Qualified Teacher
Mrs. T. Jakhura	Year 5 Teacher	BCom, Qualified Teacher
Ms. A. Adam	Year 4 Teacher	BA(Hons), PGCE, Qualified Teacher
Mrs. R. Khan	Year 4 Teacher	BA, Qualified Teacher
Ms. N. Khan	Year 3 Teacher	BSc (Hons), Qualified Teacher
Mrs. S. Fatima	Year 3 Teacher	Bcom (India) NVQH Childcare, on NQT Induction
Mrs. F. Sacranie	Year 2 Teacher	BA (Hons), Qualified Teacher
Mrs. R. Razaq	Year 2 Teacher	BA (Hons), QTS, NQT
Mrs. R. Tariq	Year 1 Teacher (on maternity leave)	MSc
Mrs. N. Aziz	Year 1 Teacher	BA(Law)
Miss S. Mukadam	Year 1 Teacher (maternity cover)	BA (English) (Hons)
Mrs. H. Hansrod	Reception Teacher	BA (Hons), PGCE, Qualified Teacher BSc (Hons) Combined Sciences, on QTS programme
Mrs. A. Ali	Reception Teacher	NVQ 3
Mrs. H. Patel	TA Reception classes	NVQ 3
Mrs. T. Mahomed	Nursery	NVQ 3
Mrs. S. Adam	Nursery	NVQ 3
Miss N. Bhambhani	Nursery	NVQ 3 (Montessori), studying for Early Years Foundation Degree
Mrs. A. Ismail	Nursery (Part time)	NVQ 2
Mrs. A. Suleman	RS Teacher/SENCO	GCSE, NVQ 3
Mrs. K. Khan	SEN Support Teacher	GCSE, NVQ3
Miss A. Surtee	Arabic Teacher	GCSE, 'A' Level. Graduate Aalimah
Miss A. Abdulle	IT Support (Part time)	BSc (Business Information & Technology)
<u>Admin</u>		
Mrs. K. Yusuf	Admin/PA/Governor Liaison	NVQ 2, Studying for NVQ 3
Mrs. S. Suleman	Finance	AAT (NVQ 3), Studying for NVQ 4
Mrs. M. Mukadam	Secretary	Studying for NVQ 3
Mrs. S. Bhatti	Secretary	NVQ 2 Business Studies, studying for NVQ 3
Mrs. Y. Adam	Secretary (Part time)	NVQ 2
Mrs. A. Khan	Lunchtime Supervisor	
Mrs. A. Shire	Lunchtime Supervisor	NVQ 2
Mrs. R. Kazi	Lunchtime Supervisor	NVQ 2
Mrs. M. Kaasim	Lunchtime Supervisor	
Mr. A. H. O'Doherty	Caretaker	Studying for Certificate in Health & Safety

The school gates open at 7.45 a.m. and teachers are on duty from 8.15 a.m. Children should not be at school earlier than 15 minutes before the morning bell as they may be unsupervised. Parents should ensure that their children are collected promptly at 2.30 p.m.

SCHOOL UNIFORM

Girls' uniform is comprised of:

Grey tunic
Grey trousers
Grey or black cardigan
Cream/white scarf
Black flat heel shoes

Boys' uniform is comprised of:

Grey jubbah
Black trousers
Grey or black cardigan
White topi
Black shoes

PE Kit Girls:

Knee-length T Shirt
Black/blue jogging bottoms
Black/grey socks
Black or white gym shoes
Cream/white scarf

PE Kit Boys:

White T Shirt
Black/blue jogging bottoms
Black/grey socks
Black or white gym shoes

Please make sure that all clothing has your child's name and class written or sewn on to it to make it easier to find if lost. Any unclaimed items will be sent to charity shops at the end of every half term.



Admissions Policy

Once you complete and return the application form, your child's name will be placed on a waiting list for his/her year group until a place becomes available.

If you decide not to take up a place when offered, your child's name will be removed from the waiting list and you will need to re-apply should you wish your child to join our school.

You are most welcome to contact the school to enquire where your child is on the waiting list, as we do not send acknowledgment letter for application forms received.

The governing body is responsible for the admission of all pupils.
The Admission Committee is obliged to admit pupils in the following order of priority:

1. Sibling of a pupil already attending the school and on the waiting list
2. Pupils on the waiting list in chronological order.

School information

Our school is a mixed primary school for children between the ages of 3 and 11 years. The school is organised into three departments:

Early Years	(Nursery (F1) and Reception (F2))
Key Stage 1	(Infants Years 1 & 2)
Key Stage 2	(Juniors Years 3- 6)

Children are placed in class groups according to their age.

Attendance:

We are required to keep detailed attendance records giving reasons for any absences from school. Please make sure that you inform us as soon as possible if your child will not be attending school for any reason. Any absence, which is unexplained, will be recorded as an unauthorised absence.

Requests from parents to take their children on shopping trips, etc. are not authorised by the school.

Except when children are unwell, the staff and governors at LIA expect 100% attendance from all pupils, this includes children in the nursery classes. We have to keep accurate records of attendance for all children and these documents are inspected by various outside agencies. Parents and Guardians must therefore explain children's absence from school by letter, telephone call or visiting the school in person. We will take children off our registers after a two weeks absence if the school has not been notified of the reasons for the absence.

Absence from school affects children's education. We recognise that sometimes this is unavoidable and staff make every effort to ensure that the children's learning is affected as little as possible. Difficulties arise when children are taken out of school for holidays in term time. It is impossible for teachers to give parents enough

suitable work whilst they are away to make up for the teaching and learning time lost. **Children miss learning the new skills that the rest of the class acquire during their absence.**

The Governors and staff strongly recommend that if it is absolutely necessary to take children out of school for holidays, this happens at the end of term – not at the beginning or the middle when most of the work is covered.

Please note that a maximum of 10 school days can be authorised during term time in emergency. However, we would like to urge parents to take their holidays during the school holiday periods. We would like to remind parents they have a legal duty to ensure that their children do not exceed this limit. Holidays during term time have to be authorised by the Head Teacher and holiday request forms are available from the office. **No holidays will be authorised in Year 6 unless it is after the SATs tests.**

The attendance of the children requesting holidays will be looked at before permission is given. Please come and discuss with us **well in advance** of taking your child out of school for any length of time and remember that we can only authorise **up to 10 days.**

Illness: If your child seems unwell in the morning, please do not send him to school, even if he is keen to come. It may be difficult for us to contact you or you may not be available to come and collect your child should he feel unwell during the day. This can be quite distressing for your child. Please do not send children to school if they have been sick during the night. Children who are well enough to come to school will be expected to go out at break time and to participate in P.E. unless they have fracture or serious ligament damage.

Emergency contacts: If your child becomes ill or has an accident during school hours, we will use the contact details that you have provided to make arrangements to ensure your child's well being. The contact numbers that parents provide are kept in the office. If your telephone numbers, address or contact person changes, please inform us immediately. Please bear in mind that we do not have a school nurse and if a child needs to go home, it is best for them if they are collected quickly.

Road Safety: Parents' cars are not allowed in the school's car park or playground unless permission is given by the Head teacher due to exceptional circumstances.

Please observe the road markings outside the school entrance and never stop your car outside the gates or block the driveways of our neighbours, even to drop off your child. This is dangerous and bad parking around the school makes crossing the road much more difficult and creates bad relations with neighbours.

Stoneygate Road is often very busy especially at the start and end of the school day as there are three schools on this road. Please be extra careful when driving in the area. There is ample off road parking on the other side of London Road and you can walk cross London Road at the pedestrian crossing outside the school gates.



Walking to school

At LIA we promote a healthy lifestyle and encourage children to walk to school wherever possible. This way Children can learn a great deal about road safety by walking to and from school. These journeys can also provide opportunities for chatting about the day ahead or the day that has just gone.

Behaviour

Good behaviour begins at home. Getting your child to understand and follow simple rules for safety and getting them used to carry out instructions, getting your child to know what is expected of them. Learn to be responsible for tidying up, etc. will greatly help children to meet the expectations we have at school. A child who has been used to such expectations will have no difficulty in behaving well at school.

We believe that school should be a happy, caring place where children can feel secure and untroubled. Your child should be taught to have concern for others and their property and the feeling of community and responsibility should be encouraged.

We place great emphases on rewarding good behaviour and good work in school. We have a merit system for all children where they earn merit stars for good work or good behaviour.

We have a simple set of school Golden Rules which are displayed in every classrooms. If a problem arises, children are encouraged to discuss it with his class teacher in the first instance. Unresolved problems are referred to the Head teacher. In the event of serious or persistent problems we believe that it is very important for parents to be involved, so that we can work together to bring about an improvement in behaviour.

More information about our approach to this issue is contained in our behaviour policy, which is available from the office.

Our Golden Rules are:

- ❖ We have self respect, are respectful towards others, all adults and our school
- ❖ We are kind, polite, helpful and aware of others' feelings
- ❖ We listen carefully to others without interrupting them
- ❖ We look after our own and other people's belongings
- ❖ We try our best, work hard, and learn from our mistakes
- ❖ We treat other people the way we would like to be treated
- ❖ We walk around the school quietly and do not run
- ❖ We always tell the truth INSHA-ALLAH
- ❖ We play safely in the playground

In return we expect to be treated with care and consideration.

We expect all children to act sensibly and in a safe, responsible manner. Children should show consideration for others and must not take part in any act which may cause distress, or put in danger any member of the school



Teaching and Learning within Leicester Islamic Academy

Excellent teaching gives children the life chances they deserve. Enjoyment is the birth right of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching (Excellence and Enjoyment: A strategy for Primary Schools – Ref 0377/2003).

Excellent teaching is what we are striving towards at Leicester Islamic Academy. This is done through continuously trying to improve our resources, looking at new initiatives, evaluating new strategies and through continuous staff development. This academic year, two teachers have completed their NQT induction year and two further teachers are on the NQT programme and one teacher is undergoing the assessment route only QTS programme. A teacher in the Early Years department is studying for the Early Years Foundation Degree. All office staff are also have accessed various relevant training courses. MashaAllah, all in all, from Year 2 onwards, we now have 12 fully qualified teachers on our team. Despite limited resources we are very enterprising, and we empower ourselves through in-house training and through any training which is made available by the LEA. AMS have also provided a lot of relevant training for teachers to take full advantage of as part of their Continued Professional Development (CPD)

The Early Years team have continued to attend various courses run by the LEA Support Team.

The Curriculum

Early Year Foundation Stage

The Foundation Stage curriculum is based on the DfES Curriculum Guidance for the Foundation Stage.

In line with the principles of the DfES guidance, all teaching and learning in the Foundation Stage classes are through play based activities. A variety of methods are employed to deliver the curriculum. There are six areas of learning:

- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development
- Personal, social and emotional development

Children in the Foundation Stage will experience elements of the Literacy and Numeracy strategies for foundation 2 children. This will increase to a full Literacy and Numeracy hour during their final term in the Foundation Stage.

Key Stages 1 and Key Stage 2 Curriculum

The school provides the following areas of learning for every child:

- **English** – Speaking and Listening, Reading, Writing, Handwriting, Spelling
- **Mathematics** – Number calculations, shape, space, measurement, handling data and problem solving
- **Islamic Studies** - The aim of the Religious Studies course (Islamic Studies) is for our children to inherit and develop the Muslim Tarbiyah that the Leicester Islamic Academy's ethos portrays. Children are able to understand the need for these agreed values and codes of behaviour in and around the school. It also helps adults and children to work together harmoniously. The values make them understand that they can expect others to treat their needs, views, cultures and beliefs with respect and they in turn should learn to value and respect other peoples views and ideas. Through studying the topics related in our syllabus, we incorporate PSHE and citizenship. This will enable our children to carry the Islamic beliefs, practices and values with the guidance from the *Qur'aan* and the *Sunnah* in their everyday lives. The Syllabus includes the following topics:
Beliefs and Practices - five pillars of Islam
Morals and Manners - etiquettes
Creation and the Environment
Places of worship
- **Science**
- **Information Technology**
- **Humanities** – History and Geography
- **Art**
- **Physical Education**
- **Personal and Social Education** – SEAL, environmental education, tolerance, equal opportunities and multicultural issues, etc.

All classes have access to ICT facilities within the classroom and in the ICT Suite.

Teaching in all of these subjects is based on Government (QCA) schemes of work that provide a framework for continuity and progression for all pupils.

Whenever possible, the requirements of the National Curriculum are covered through a cross-curricular approach whereby several subjects are taught together through themes and topics. This enables children to learn and use skills and knowledge, especially the skills of speaking, listening, reading and writing across subject boundaries. In this way, skills and knowledge can be applied in different contexts and a single activity can be used to promote learning in a variety of subjects.

Differentiation is taken into account at all levels and in every area of the curriculum. Teachers may group pupils by ability in years 3, 4, 5 and 6 to assist in targeting work to meet pupils' needs.

Regular meetings of the teaching staff are held to ensure continuity of curriculum content and method. The curriculum is regularly reviewed to assess its effectiveness and development takes place when necessary. Our staff frequently attend in-house training courses to keep abreast of developments in their particular field.

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PSHE

With the introduction to the National Curriculum 2000, the importance of PSHE and Citizenship is re-emphasised.

'Personal, Social and health Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.'

The 1988 Education Reform Act states that all children are entitled to receive a broad and balanced curriculum. It is vital that this curriculum prepares them to for the problems they will face in adult life.

Leicester Islamic Academy values PSHE and Citizenship and in collaboration with Religious Studies it gives pupils the chance to access these important areas:

Children to recognise their own worth

Children to become responsible for their own learning, working collaboratively with others

Children to reflect upon their own experiences and learn form them

Children to explore many spiritual, moral, social and cultural issues

Children to consider their responsibilities both as individuals and members of wider community

Children to learn to acknowledge and respect differences and similarities between people

Central to all PSHE and Citizenship work is the enhancement of self-esteem.

Homework:

We believe that homework is a valuable, integral part of a child's learning, as well as a crucial meeting ground in our partnership with parents. There is some form of homework task for each child. A letter from your child's class teacher will inform you of what day homework is given and when it is expected to be returned.

Homework is not necessarily written work. It is any task that a child is asked to complete at home. It may consist of reading, learning by heart and reinforcement of class work, research and project work or further practice of skills learnt in class. As the primary educators of their children, parents are encouraged to support and reinforce the shared expectations by as many different means as possible. Learning is a shared responsibility between children, parents and staff. Children are encouraged and challenged in their learning as they aim for excellence. In order to achieve this goal we as a school must work together with parents and guardians as a partnership, expanding the curriculum, extending it to the home and building on experiences shared outside school.

Monitoring and Assessments

The aim of our record and assessment system is to store and use information about the children which will enable current and future teachers to plan and monitor an effective learning programme for each child. Some of this information will be acquired informally by teachers for everyday use. Other more formal assessments will be made and recorded each year. These are available to parents, teachers other professionals involved with the children.

Children are assessed when they first arrive in the Nursery. A Foundation Stage Profile takes place when children transfer into the Foundation 2 Class. Pupils in year groups 3, 4 and 5 undertake the Optional SATs Tests at the end of each year and this allows us to monitor progress between Key Stages. All children are assessed on the work covered in English, Mathematics and Science each term while target groups of children are constantly monitored to ensure that expected rates of progress are being made.

Pupils in Year 2 and 6 complete their national **Standard Assessments Tests (SATs)** in the summer term of each year. Parents receive the results of these tests at the end of the academic year.

Teachers maintain accurate records of children's progress and this information is fed into a tracking system. This allows the school to track the progress of individual children, small groups and whole class groups as they move from year to year.

Parents are kept informed of their children's progress in a variety of ways:

- any parent can request to see the child's records
- there are two parents' evenings per year – end of Autumn and Summer Terms
- all parents receive written reports in August and June

Parents are contacted if the staff identify that children have problems with their work, their behaviour or their relationship with each other.

ATTAINMENTS Key Stage 1 Results

	<u>TASK AND TEST RESULTS – 2008</u>									TOTAL % Level 2 and above
	Percentage at each level									
	W	1	2C	2B	2A	3	4+	Pupils disapplied	Pupils absent	
Reading Task	0	6	7	22	63	0	0	0	2	92%
Reading Comprehension Task	0	6	6	20	29	37	0	0	2	92%
Writing Task	6	6	22	38	22	4	0	0	2	86%
Mathematics	0	4	4	11	37	42	0	0	2	94%

	TASK AND TEST RESULTS – 2009									TOTAL % Level 2 and above
	Percentage at each level									
	W	1	2C	2B	2A	3	4+	Pupils disapplied	Pupils absent	
Reading Task	0	0	11	35	54	0	0	0	0	100%
Reading Comprehension Task	0	2	8	38	8	44	0	0	0	98%
Writing Task	2	25	17	35	15	6	0	0	0	73%
Mathematics	0	0	17	23	19	39	2	0	0	100%

Key Stage 2 SATS Results

Test Results – 2008					
The number of children at the end of Key Stage 2 : 56					
Percentage at each level					
	Below Level 3	Level 3	Level 4	Level 5	Total % Level 4 and above
English	-	5%	57%	38%	95%
Reading	-	7%	41%	52%	93%
Writing	-	14%	57%	29%	86%
Mathematics	-	11%	57%	32%	89%
Science	-	7%	45%	48%	93%

Test Results – 2009					
The number of children at the end of Key Stage 2 : 52					
Percentage at each level					
	Below Level 3	Level 3	Level 4	Level 5	Total % Level 4 and above
English	-	10%	67%	23%	90%
Reading	4%	8%	50%	38%	88%
Writing	-	11%	79%	10%	89%
Mathematics	-	17%	46%	37%	83%
Science	-	-	44%	56%	100%

SPECIAL NEEDS

The staff and governors of Leicester Islamic Academy believe that the education of all our children is of equal value and we are committed to ensuring that:

- all pupils have access to an entitlement curriculum of high quality
- that parents are involved at an early stage in discussions with the class teacher and our special needs co-ordinator
- all teachers in the school are aware of the importance of identifying and providing for those pupils who have special needs
- all teachers are aware of the specific requirements of any statements for children within their classes
- children who have special educational needs have individual education programmes planned by the teachers who work with them

Mrs. A. Suleman is the school's SENCO (Special Needs Co-ordinator).
Mrs. K. Khan is the Special Needs Teacher.



ENGLISH AS AN ADDITIONAL LANGUAGE

English is the medium of teaching at this school. Most of our children are English speaking, even though English is not necessarily spoken in their homes as a first language. However, for a small number of children who may have difficulties in communicating in English, we will provide support until they are able to communicate reasonably well in English. We believe it is important for all pupils to be able to access the curriculum as soon and as effectively as possible, in parallel with gaining language skills useful in both social and academic life. We will make a clear distinction between EAL pupils and those with special educational needs (SEN). If a pupil learning English as an additional language is discovered to have SEN through assessment of their learning achievements, teachers and specialist language staff should work closely with an SEN coordinator to enable the pupil to reach their full language potential. On the other hand, EAL needs should not prevent gifted and talented pupils from being recognised as such.

The planning involved in bringing pupils up to speed with curriculum subjects must take into account factors such as:

- age
- previous experience of schooling and curriculum content
- knowledge of other languages
- levels of literacy in their first or other languages.
- Recognising the child's mother tongue, and making it clear that speaking in their home language can be a positive part of the learning process
- Giving newly arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence increased
- Boosting the child's self-esteem
- Viewing the cultural differences brought by the pupil to the class as a bonus, and using this in the teaching process
- Having high expectations; expecting pupils to contribute with more than one-word answers
- Using teaching strategies that do not allow any racist comments or jokes
- Allowing support from bilingual parents, volunteers or other professionals to develop children's understanding and vocabulary
- Assessing the work of pupils learning EAL in relation to the national curriculum standards and expectations as early as possible in their school career
- Strategies to bring out pupils' language potential can include:
 - using culturally relevant resources and learning materials
 - promoting thinking and taking in first languages to support understanding
 - grouping EAL learners who share the same home language
 - using ICT to enable children to develop and edit a text.

CHILD PROTECTION

The Local Education Authority outlines procedures to be followed in the event of a teacher or any other adult in regular contact with children, suspecting possible child abuse.

These guidelines aim to protect all children, under the age of 18 years, against abuse and non-accidental injury. This abuse could be in the form of physical injury, emotional abuse, sexual abuse or severe neglect.

The local authority guidelines stipulate that anyone having concerns that a child may be suffering from abuse must:

- * report the matter to the Designated Person (who is the Head Teacher)
- * keep the matter confidential to as few people as possible
- * make dated written notes on what has been noticed, said and done. These should then be given to the Head Teacher, who will keep them in the child's file.

The Head Teacher will then decide what action to take. If this happens, the Social Services Department and the Policies have a duty to investigate and school staff have a responsibility to co-operate with any investigation.

All staff, governors and volunteers at Leicester Islamic Academy are given information relating to these procedures and have received training and have CRB Disclosures.

Community Cohesion and Collaborative Work

The LIA has always promoted respect for people belonging to other faiths and culture. People who have visited the school and spoken freely to many students and staff have highly praised the school for promoting universal values of respect and tolerance for all. We are pleased that the school continues to work effectively with the local community. We have welcomed volunteers from the community to work with children in the school and appreciate the help our parents provide during educational visits and during many other activities within the school. We have had many visitors from different professions to help enrich children's learning experience. We have had visits from dentists, opticians, policemen, etc. We are proud of our children's caring attitude and their commitment to fund raising activities for the school and for other charitable organisations. The school has continued to organise a series of educational visits for children in order to enrich and enhance their learning.

Over the years, Leicester Islamic Academy has established good relationships with outside bodies some of which are:

- Work experience alliance
- Local primary schools - work experience for teacher training
- Leicester college - work experience for NVQ students
- University of Leicester – School of Education
- DeMontfort University – student placement

Working with Parents

We would like to work with parents to create an inclusive whole-school learning environment. We all know that parents, carers and families are the most important influences in children's lives. Parents who play a supportive role in their children's learning make a huge difference to their achievement, behaviour and attitudes. When parents and school work together, children do well. The better the information that we as a school can provide parents with, the more they can support both the school and their children in learning. We are working to make this even better.

Shared social events help to build stronger relationships, so we would like to encourage parents to be actively involved with the school. We have a number of parents helping in the classrooms and helping with school visits, fundraising and reading.

Please come and talk to us if there is anything you wish to know more about or if your child is experiencing problems. We would much prefer to sort out minor difficulties before they develop into serious problems. Telephone us, write us a note or come into school and we will do our best to help. If we are not informed of difficulties, we cannot help to sort them out.

Complaints procedure

There is an approved procedure for dealing with complaints. If you have an enquiry or a concern, please contact the school so that the Head Teacher can discuss the matter with you. In the majority of cases most questions and anxieties can be dealt with in this way. However, if complaints cannot be resolved in this way, then the formal procedure involving the governors can be invoked. A copy of the complaints procedure is available upon request.

Official Procedures and School Policies

If you wish to see any of our procedures or school policies, please enquire at our school office.



TERM DATES 2009/2010

AUTUMN TERM

School Opens Wednesday 2nd Sept 2009
Eid ul Fitr holidays Thursday 17th Sept – Tuesday 22nd Sept 2009
Mid Term break Monday 19th – Friday 23rd October 2009
School Opens Monday 26th October 2009
Eid ul Adha holidays *Thursday 26th and Friday 27th November 2009
School closes Friday 18th December 2009

SPRING TERM

School Opens Monday 4th January 2010
Half Term holidays Wednesday 17th – Friday 19th February 2010
School Opens Monday 22nd February 2010
Easter Holidays Wednesday 31st March – Friday 9th April 2010

SUMMER TERM

School Opens Monday 12th April 2010
May Day Holiday Monday 3rd May 2010
Half term Holidays Monday 31st May – Friday 4th June 2010
School Opens Monday 7th June 2010
School closes Friday 16th July 2010

***Subject to the sighting of the moon**

Parents please note a maximum of 10 days can be authorised for holidays during term time, however, we would like to urge parents to take their holidays during the school holiday periods stated above

