September 2024

SEND Policy

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1. **Aims and objectives**

Our special educational needs and disabilities (SEND) policy at Hebrew Primary School aims to:

▪ Creating a happy, safe, disciplined and stimulating learning environment for all children regardless of age, attainment, background or gender.

▪ Actively seek to remove barriers to learning and participation.

▪ Ensure that children feel safe and included in daily school life.

▪ Ensure all children have access to an appropriate education that affords them the opportunity to achieve their personal potential.

▪Help pupils with SEND fulfil their aspirations and achieve their best to become confident individuals living fulfilling lives

* Ensure that we do what is in the best interests of the child.

**Hebrew Primary School will:**

* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
* Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil. Parental permission is not required for interventions but we will endeavour to inform parents.
* Make sure the SEND policy is understood and implemented consistently by all staff
* Advise parents on a range of options for best supporting their child.

# 2. Vision and values

This school provides a broad and balanced Jewish Studies and National Curriculum for all children.

* The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. In Kodesh (Jewish Studies), teachers will consider the range of needs in the class and adapt learning as much as possible.
* These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
* Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
* Children may have special educational needs either throughout or at any time during their school career. These needs may require help with academic progress or help with social, emotional and behavioural development. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils and making reasonable adjustments.
* We will always act in the best interests of the child. If an LSF or Special School would better suit the needs of a child, this will be recommended to parents.

# 3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life where possible.

# 4. Definitions

4.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

* A significantly greater difficulty in learning than most others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Some children may be gifted and/or talented in academic or other areas. This comes under the remit of SEND and we will make reasonable adjustments to support and develop these children.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5. The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

| Area of need |  | |
| --- | --- | --- |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:   * Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia * Moderate learning difficulties * Severe learning difficulties * Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:   * Mental health difficulties such as anxiety, depression or an eating disorder * Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder * Suffered adverse childhood experiences   These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:   * A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment * A physical impairment   These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

# 6. Roles and responsibilities

6.1 The SENCO (Special Educational Needs co-ordinator)

The SENCO at our school is Mrs Naomi Serfaty.

She will:

* Inform any parents that their child may have SEND and then liaise with them about the pupil’s needs and any provision made
* Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
* Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be a point of contact for external agencies, and its support services, and work with external agencies to ensure that appropriate provision is provided
* Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
* When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
* Work with the headteacher and school governors to make sure the school meets its responsibilities with regard to reasonable adjustments and access arrangements
* Make sure the school keeps its records of all pupils with SEND up to date and accurate
* With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with external agencies in reviewing the provision that is available locally
* With the headteacher and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
* Advise parents on options in the best interests of their child. This may include a Special School or LSF if the school has made all the reasonable adjustments and these have been insufficient in supporting a child.
* Gain permission from both parents prior to counselling sessions for a child.

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

* Co-operate with the Department of Education in reviewing the provision that is available locally and developing the local offer
* Do all it can to make sure that every pupil with SEND gets the support they need
* Make sure that pupils with SEND engage in the activities of the school alongside pupils who don’t have SEND
* Make sure that the school has arrangements in place to support any pupils with medical conditions
* Provide access to a broad and balanced curriculum
* Have a clear approach to identifying and responding to SEND
* Ensure SENCo provides an annual report for parents on their child’s progress
* Ensure the school records accurately and keeps up to date the provision made for children with SEND.
* Publish information on the school website about how the school is implementing its SEND policy
* Make sure that there is a designated SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
* Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Elaine Benzecry ([elaine.benzecry@hps.edu.gi](mailto:elaine.benzecry@hps.edu.gi)).

The SEND governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

* Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
* Work with the SENCO and school governors to make sure the school meets its responsibilities in line with the Disability Act 2017, with regard to reasonable adjustments and access arrangements
* Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
* Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
* Make sure that the SENCO has enough time to carry out their duties
* Have an overview of the needs of the current cohort of pupils on the SEND register
* With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate in reviewing the provision that is available
* With the SENCO and teaching staff, identify any patterns in the school’s identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

* Planning and providing high-quality teaching that is differentiated and adapted to meet pupil needs through a graduated approach
* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision
* Ensuring they follow this SEND policy and the SEND information report
* Communicating with parents regularly to:
  + Set clear outcomes and review progress towards them
  + Discuss the activities and support that will help achieve the set outcomes
  + Identify the responsibilities of the parent, the pupil and the school
  + Listen to the parents’ concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child’s progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil’s SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

* Invited to termly meetings to review the provision that is in place for their child
* Asked to provide information about the impact of SEN support outside school and any changes in the pupil’s needs
* Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
* Be open to discussing options for what is in the best interests of their child

The school will take into account the views of the parent or carer in any decisions made about the pupil although the school may have to make a final decision once reasonable adjustments are proven to be insufficient.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

* Explaining what their strengths and difficulties are
* Contributing to setting targets or outcomes

The pupil’s views will be taken into account in making decisions that affect them, whenever possible.

# 7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better their previous rate of progress
* Fails to close the attainment gap between them and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil’s parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

* Their previous setting has already identified that they have SEND
* They are known to external agencies

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account any concerns the parents have
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

7.3 The graduated approach to SEN support

The procedure for identifying if a child needs to go onto the SEND register is:

* Class teacher identifies child with difficulties.

* Class teacher will fill in Record of Concern and inform SENCo.

* SENCo will observe pupil and carry out necessary assessments.

* Class teacher and SENCo will meet parents to discuss.

* Class teacher, Headteacher and SENCo will meet to develop an Educational/Behaviour plan to: establish rules/target ideal environment, look for desired behaviour and reward, consequences of inappropriate behaviour/quiet space and time for reflection.
* Class teacher and SENCo will meet with parents to discuss programme.
* All staff will be informed of intervention so that expectation and responses will be

the same in all situations and SENCo and class teacher will monitor the intervention.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil’s class teacher and the SENCO will carry out a clear analysis of the pupil’s needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil’s need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

1. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil’s needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on CPOMS and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

1. **Do**

The pupil’s class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil’s particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

1. **Review**

The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

* The views of the parents and pupils
* The level of progress the pupil has made towards their outcomes
* The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil’s progress and development, and in consultation with the pupil and their parents. If this is not effective, a referral to the Educational Psychologist will be made and a range of options explored such as one to one support, transfer, in-reach, out-reach programs or further reasonable adjustments.

**7.4 Levels of support**

**School Action**

Pupils receiving SEN provision will be placed on the school’s SEND register. These pupils have needs that can be met by the school through the graduated approach.

**School Action plus**

Where the pupil’s needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

7.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

* Tracking pupils’ progress, including by using provision maps
* Carrying out the review stage of the graduated approach in every cycle of SEN support
* Monitoring by the SENCO
* Holding annual reviews for children with significant SEND

# 8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

# 9. Links with external professional agencies

The school recognises that it won’t be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

* Speech and language therapists
* Specialist teachers or support services
* Educational psychologists
* Occupational therapists, speech and language therapists or physiotherapists
* General practitioners or paediatricians
* Social services/Care agency

# 10. Disability Equality

# Hebrew Primary School is committed to:

Making reasonable steps to ensure that disabled children are not placed at a substantial disadvantage compared to other children who are not disabled. Planning strategically for and making progress towards improving the physical environment for disabled children.

This is in line with the Disability Equality Scheme which is in response to the Disability Equality Duty introduced into the Disability Discrimination Act in 2005.

11.1 Admission arrangements

Children with SEN are admitted to the school in line with the school’s admissions policy.

11.2 Accessibility arrangements

* To ensure disabled pupils are treated with equality and can access facilities and education, we will endeavour to offer reasonable adjustments such as one to one support, adapted teaching, specialist teachers, regulation areas and alternative activities where possible. For more information, please see the school’s accessibility policy.

# 12. Complaints about SEND provision

Where parents have concerns about our school’s SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school’s complaints policy.

13 Monitoring the policy

This policy will be reviewed by Mrs Elaine Benzecry **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

# 14. Links with other policies and documents

This policy links to the following documents

* Behaviour policy
* Attendance policy
* Safeguarding / child protection policy
* Complaints policy