

SEN policy and information report

Bury and Whitefield Jewish Primary School



Bury and Whitefield JEWISH PRIMARY SCHOOL

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Approval Date: 8.11.23

Last reviewed on: 20th October 2023

Next review due by: October 2024

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- At BWJPS we work:
 - To create an environment that meets the individual needs of each child;
 - To ensure that the Special Educational Needs of children are identified as early as possible, assessed and provided for;
 - To make clear the expectation of all partners in the process;
 - To identify the roles and responsibilities of staff in providing for children's special educational needs;
 - To enable all children, as far as possible, to have full access to all elements of the school curriculum;
 - To ensure that achievement targets are set and reviewed on a regular basis to facilitate progress.
- Explain how, through appropriate curricular provision, we respect that children:
 - Have different educational, emotional and behavioural needs and aspirations;
 - Require different strategies for learning;
 - Acquire, assimilate and communicate information at different rates;
 - Need a range of different teaching approaches and experiences.
- Explain how teachers respond to children's needs:
 - By developing children's understanding and by planning and delivering high quality first teaching for all children. This includes the use of multisensory approaches and providing a range of experiences;
 - Providing differentiated support for children who require help with communication, language and literacy;
 - Planning for children's full participation in learning and physical and practical activities;
 - Helping children to manage their behaviour and to take part in learning effectively and safely;
 - Helping individuals to manage their emotions, particularly trauma and anxiety, facilitating participation in learning.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss E Gordon and the Assistant SENCO is Mrs H Powell-Jones. They can be contacted through the school office 0161 7662888 or by email: e.gordon@bwjps.org.uk

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, 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.

Please also see the schools flow chart depicting the process for identifying pupils with SEND. This is available on the website.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

BWJPS has an extensive transition programme for pupils. All children have the opportunity to have taster sessions with their next teacher in the appropriate classroom. Meet the teacher evenings are also held in June for parents where they can meet their child's new class teacher. Should further individual meetings be required, they are arranged at this time. To reduce any negative impact of moving on for children with SEND, enhanced transition includes additional visits to the new classroom and interaction with new teaching staff. For children with social communication difficulties, photographs are taken of the new setting and the pupil is involved in completing an introduction booklet that they take home over the summer.

Where appropriate additional transitional meetings are held between parents, outside professionals, teaching staff and SENCO.

For children with a statement of SEND or Education, Health Care Plan in the summer of Year 5 a transition plan is established during the Annual review. As soon as the high school is chosen the secondary SENCO is invited to attend transition meetings during Year 6.

The SENCO, having liaised with the year 6 teacher, will meet with secondary colleagues to ensure that assessment and progress data, attendance and behaviour information, and information about friendship groups etc. is passed from BWJPS to enable a smooth transition to secondary school. Additional visits are also arranged where they are deemed necessary for allay fears and reduce anxiety.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions where appropriate:

- Mindfulness
- IDL – English and maths
- Phonics
- Memory
- Social express and social skills

- Talk time and/or time to talk
- Lego therapy
- Precision teaching
- Numicon
- Dyslexia friendly reading scheme
- Wellcomm
- Play Therapy

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Linking to topics of interest and child led learning.

5.8 Additional support for learning

- BWJPS is a mainstream Jewish Primary School. The school is committed to ensuring all pupils receive a high quality education and realise their academic potential regardless of any challenges they may face.
- Every child's needs are different and teachers are experienced in identifying these and the necessary support. The class teacher and when required, the Special Educational Needs Co-coordinator (SENCO) will discuss with parents the most appropriate approach to be taken for each student.
- Pupils with SEND are educated in the classroom wherever possible as part of our inclusive strategy and will receive intervention and support from specialist teaching in small groups or individually with a teacher or teaching assistant based on each individual's needs and where applicable, those laid out in Education, Health and Care plans.
- Interventions are recorded on a provision map which is monitored and evaluated as part of the progress tracking system of all pupils by the Headteacher and SENCO in collaboration with the senior leadership team and class teachers.
- A range of tools are used to monitor progress on an on-going basis. For children with SEND progress is discussed with parents and reported to them via a termly Assess, Plan, Do, Review (APDR) cycles. Pupils with a statement of special educational needs, or Education, Health & Care Plan have, in addition, have a formal annual review. An annual report is provided for all pupils that reviews progress and attainment and sets goals for the future. Feedback from these reports is sought from parents as part of our ongoing monitoring of communication.
- We work with many external agencies to provide support for children with SEN including:
 - Child and Adolescent Mental Health Support (CAMHS, was HYM)
 - School Nursing team
 - Multiagency Inclusion Panel (MIP was Additional needs team)
 - SEMH partnership
 - Social care (where appropriate)
 - SENCO's within the local authority and Beacon alliance
 - Paediatrics and other health professionals including physiotherapist and occupational therapists.
 - The Jewish Federation

5.9 Expertise and training of staff

Our SENCO is new to the role but has worked in our school for over 9 years, with lots of experience of working with SEN children and adults. She is completing the National Award for Special Educational Needs

Coordination, from Manchester Metropolitan University. There is also support from the head teacher who was the previous SENCO.

They are allocated 9 hours a week to manage SEN provision.

We have a team of 8 support staff, including 1 higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

Specialist training is secured for staff from various sources including staff meetings led by specialist teachers from SEN schools, in house training by the SENCO and Senior leadership team, training by health care professionals and through courses held by Bury local education authority. It is also expected, as part of staff ongoing CPD, that they keep themselves updated with current educational issues and best practice, including completing online NASEN training. In the last academic year our staff received training on PDA, Team teach, ASD, ADHD, Trauma and childhood ACES, bereavement and identifying specific areas of need.

We use specialist staff for the delivery of Mindfulness, play therapy and speech and language therapy.

5.10 Securing equipment and facilities

BWJPS works closely with specialist professionals including occupational health and physiotherapy services who provide or loan specialist equipment. Further assistance is secured via the Additional Needs Team who provides advice concerning the equipment needs of individual children. Loans or purchases are then made according to specific needs.

Equipment such as wobble cushions, fiddle toys, wobble boards, pencil grips and overlays are sources by school where appropriate.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions termly (more frequently as required)
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Parental views when Parents attend SENCO sessions

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Limitations will only be put in place where the Headteacher has Health and Safety concerns.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed.

All pupils are encouraged to go on our residential trip to Ghyll Head and the Shabbaton.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

BWJPS has excellent safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment.

Our Admission Policy is based upon the agreed Bury LA Admissions Policy.

Normal admission arrangements will be followed for pupils with 'SEN or Disabilities'

We endeavor to be a fully inclusive school. All our children will be treated according to their needs in line with the school policy for 'Equal Opportunities and Racial Equality'. No pupil will be denied admission because of gender, creed, race, physical ability or academic achievement. We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the Governors will ensure that reasonable adjustments are made for that pupil's need to be fully met.

If a pupil is transferring into the school with an EHCP (Education Health and Care Plan) or has been in receipt of extra support from LA centrally funded resources in their previous setting, continuation of this support will be negotiated with the appropriate member of the LA, to ensure that needs can be met.

The school has wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments.

Laptops are available for students with SEN where appropriate and a wide range of subject specific aids are used including but not exclusively visualizers in English, different size and coloured balls in Physical Education, different fonts and overlays.

Please also refer to the schools accessibility plan on the school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school activities to promote teamwork/building friendships etc.
- Pupils with SEN are encouraged to take on responsibility such as playground leaders and prefects.
- We have 1:1, group and whole class Mindfulness sessions
- There is a worry box in every classroom
- Children are encouraged to discuss their feelings in a non-judgmental way
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school has built good relationships with external services.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language Therapy
- Educational Psychology
- Multiagency Inclusion Panel (MIP was Additional Needs Team, including: Cognition & Learning Team and Communications Team)
- SEMH Partnership
- Physiotherapy and Occupational therapy
- Sensory Impaired Teams (visual & hearing)
- School Nursing team
- Social care & Health
- The Jewish Federation

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the complaint is not satisfactorily dealt with then it should be referred to the SENCO and if necessary the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

If there are concerns about a child's progress parents should contact the class teacher, in the first instance, to discuss their concerns. In the event of class teacher concerns, they will contact the child's parents. Should the issues continue, our SENCO will meet with the child's parents and class teacher and develop a plan forward for the child in line with the Special educational needs and disability code of practice. APDR cycles are then established for the child which is reviewed with the parents each term. Informal discussions occur between the class teacher and parents on a needs basis including written communication in Journals or specific Communications Book where necessary. Class teacher email addresses are also supplied. The school operates a policy where parents are able to make appointments with specific teachers.

Parents are consulted if staff feel that the advice or support of outside professionals would be beneficial. Requests for help with these outside agencies are only sought if authorisation has been given from the child's parents.

In November and February Parents' Evenings are held to give parents the opportunity to discuss progress of their child.

Our SENCO can be contacted at any time via email or via a message left at the school office. There are also half termly 'SENCO sessions' where parents can book an appointment.

For children with an Educational Health & Care Plan parents have an annual review meeting to assess progress.

During meetings between teaching staff and parents, parents are encouraged to give their feedback to how their child is progressing and are offered advice about how they can be involved in their child's education.

Please also see the information within Bury Local Authority's local offer - <https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

5.17 Contact details for raising concerns

Miss Emma Gordon – e.gordon@bwjps.org.uk - SENDCO

Mrs Melanie Kobak – m.kobak@bury.gov.uk – Headteacher

Mr Barry Ross – b.ross@bwjps.org.uk – SEND Governor

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Emma Gordon every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality policy
- Safeguarding policy
- Any updated guidance relating to Covid 19