

1. STATEMENT OF INTENT

- 1.1 חנוך לנער על פי דרכו
"Teach each child in his own way..." Shlomo HaMelech
 "Teachers are responsible and accountable for the progress and development of the pupils in their class..."(Code of Practice 6.36)

2. COMPLIANCE

- 2.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Ordinarily Available (Barnet)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Keeping Children Safe in Education (September 2022)
- Accessibility Plan
- Teachers' Standards 2012
- School Behaviour Policy
- Anti-Bullying Policy

This policy was formulated in liaison with the SEND Governor, Senior Leadership Team (Chol and Kodesh), staff and parents within the spirit of the current special educational needs reforms.

3. SCHOOL SENDCO

- 3.1 Mrs Chaya Mills - SENDCO

Mrs Mills (BA Hons, QTS, NASENCo, MA) is a member of the SLT and advocates for pupils with SEND at all SLT meetings. She is responsible for Inclusion and Pupil Progress.

- 3.2 Mrs Feigi Cymerman - Kodesh SENDCO

Mrs Cymerman is a member of the Kodesh SLT, and works with the SENDCO to ensure that provision is consistent across Kodesh and Chol.

At Beis Yaakov Primary we welcome children with special educational needs as part of our school community. We consider the individual needs of children when planning our curriculum and we aim to provide a learning environment in both Kodesh and Chol, which is accessible to the individual needs of all our children.

- 3.3 We recognise the importance of early identification and assessment of children with special educational needs and promote a multi-disciplinary approach.

- 3.4 The school's approach to SEND concentrates on raising the aspirations and expectations for all pupils. Our school provides a focus on outcomes for children and young people and utilises the expertise of support staff to meet their learning, physical, medical, social and emotional needs. We actively interrogate data to track and monitor pupil progress and to ensure that interventions are

effective and have sustainable and noticeable impact. We recognise that we are working in partnership with parents and are receptive to their views, concerns and contributions regarding their children.

4. OBJECTIVES:

- 4.1
1. To identify and provide for pupils who have special educational needs and additional needs.
 2. To work within the guidance provided in the SEND Code of Practice, 2014.
 3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs within both the Kodesh and Chol curriculum.
 4. To utilise knowledge of the SEND Inclusion Policy and adapt it for the specific needs of the school.
 5. To provide support and advice for staff working with pupils with special educational needs.

5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- 5.1 Within the Code of Practice (July 2014) four broad categories of need are utilised to identify SEND although it is recognised that often SEND is an amalgamation of a range of needs. The purpose of identification is to explore what action the school needs to take, not to fit a pupil into a category. The impact of these combinations on the child's ability to function, learn and succeed are taken into account. The provision made for our pupils is on the basis of an assessment of their identified needs rather than a reflection of the existence of a particular condition or syndrome.

5.2 FOUR CATEGORIES OF SEND

Communication and Interaction

Speech, Language and Communication Needs (SCLN)

Cognition and Learning

Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD)

Social, Mental and Emotional Health

Immature social skills or behaviour/conduct disorders

Sensory and/or Physical

Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) or Physical Disability (PD)

- 5.3 The following areas are taken into account when assessing a pupil's needs as while it is recognised that these aspects may impact on progress and attainment they do not necessarily lead to a child being considered as having SEN:
- Disability (we appreciate that the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation and that these alone do not constitute SEND)
 - Attendance and Punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

6. A GRADUATED APPROACH TO SEND SUPPORT

6.1 Pupils with SEN are identified at Beis Yaakov Primary School in the following ways: Concerns expressed and investigated by teachers and SENDCo (see Initial Concerns form)

- Pupil Progress meetings
- Classroom observations
- Formative and summative assessments
- Interrogation of school data against individual, class and national expectations
- Moderations of work
- Parental Concerns

Use of individualised high quality and accurate formative assessment, using effective tools and early assessment materials.

Once a pupil has been identified as having SEND then they are entered on the SEND register under the category "additional SEND support."

6.2 Quality First Teaching within our school aims to meet the needs of all pupils. Based on the Code of Practice (2014), pupils are identified as SEND if their needs are not being met despite class adjustments and interventions, and high quality personalised teaching. (Code of Practice 6.37)

6.3 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.4 As a school we promote the principle that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

6.5 Where a pupil is considered to require an intervention to raise their standard and narrow the gap between them and their peers a baseline assessment is undertaken, as well as a mid-point assessment and end of intervention assessment. All interventions have clearly defined targets, outcomes and timeframes.

6.6 As a school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Teachers are supported by the Inclusion Team. Insets are held to aid teaching and support staff in developing their knowledge of the 4 categories of SEN and utilise relevant teaching strategies.

6.7 Beis Yaakov promotes a multi-disciplinary approach and, with pupils who have

higher or complex levels of need, we may work with the following external agencies and professionals:

- Barnet Occupational Therapy Service
- Barnet Speech and Language Therapy Service
- Barnet Educational Psychology Services
- Barnet Paediatric Service
- CAMHS (Child and Adult Mental Health Services)
- Great Ormond Street Hospital
- Royal Free Hospital
- University College Hospital
- School Nursing Services
- Binoth
- Legadel
- Art and Play Therapists
- Specialist Teachers
- Specialist Teaching Schools

6.8 As part of the graduated approach to working with pupils with SEND we have adopted the Assess / Plan / Do / Review (APDR) cycle. (COP 6:44 – 6:56)

6.9 We hold termly internal professionals meetings to review set targets and invite parents to join these meetings and contribute. With pupils who receive support from external agencies we hold termly "Team Around the Child" meetings where all professionals are present, as well as parents, targets are reviewed and new ones set. The "pupil's voice", too, is taken into account and we welcome their views and understanding of their needs and strategies which can support them.

7. MONITORING AND EVALUATING PUPILS ON THE SEND REGISTER

7.1 Where a pupil has been identified as requiring intervention a baseline assessment is taken before the intervention is started and a final assessment is given at the end of the intervention to evaluate the effectiveness and to ensure that the pupil is making sufficient progress. All pupils receiving an intervention have SMART (Specific, Measurable, Achievable, Realistic, and Timely) targets that are reviewed regularly as part of our APDR cycle. For pupils with more complex needs, an Individual Education Plan (IEP) is used to track and assess the support, as part of our APDR cycle.

8. CRITERIA FOR EXITING THE SEND REGISTER/RECORD

8.1 In order to determine when a pupil exits the SEND register their targets and progress are reviewed with professionals, parents and the pupil themselves. Where a pupil no longer requires additional support they exit the "active" SEND register, but remain on a SENDaware list for an additional six months to enable staff to assess the sustainability of their progress and the effectiveness of any intervention delivered.

9. SUPPORTING PUPILS AND FAMILIES

9.1 The LA Ordinarily Available document demonstrates what Barnet can provide for pupils with SEND needs. (Regulation 53, Part 4)
Beis Yaakov has strong links with agencies that work both within and outside the Jewish Community to support parents, families and children with SEND needs. The Assessment Co-ordinator and Inclusion team work together with teachers and parents to consider a child's needs and, where necessary and appropriate, follow

the protocol required to apply for access arrangements for statutory exams.

10. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

10.1 *See school's policy on Managing Healthcare of Pupils*

- 10.2
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
 - Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan or Exceptional Funding which brings together health and social care needs, as well as their special educational provision.
 - The school puts in place the following arrangements to support pupils at school with medical conditions :
 - Dedicated member of the Inclusion team (Chaya Mills) who manages the needs of pupils with medical conditions and liaises with parents and outside health agencies.
 - Ongoing medical register listing any allergies or health issues.
 - Where necessary apply for access arrangements for statutory examinations.
 - Health Care Plans are written in collaboration with parents and medical staff and regularly reviewed.
 - Exceptional Funding.
 - Regular liaison with School Nursing service.
 - Insets from School Nurse for whole staff re: Epi-pen training.
 - Risk assessments based on medical needs for all in class and external activities.
 - Work with external medical agencies or organisations such as GOSH.
 - Arrange training for staff where specific skill is needed e.g. naso-gastric feed.
 - Annual training for staff working with children with diabetes through their hospital, alongside their care plan.
 - PEEP – Personal Emergency Evacuation Plan for pupils with medical needs.
 - Phased returns whereby a pupil who has been seriously ill can be reintegrated back into school life.
 - Liaise with LBB catering services regarding adaptation of school menus to accommodate severe allergies.
 - School's Healthy Eating Policy which takes into account any allergies that pupils could exhibit.
 - Staff Trained First Aiders
 - Staff Trained paediatric First Aiders
 - Direct phone line contact with Hatzola (Community First Aiders with ambulance service.)

11. TRAINING AND RESOURCES

- 11.1 The training needs of staff are assessed through appraisal, insets, CPD, an audit of staff training skills, learning walks and teaching observations.
In order to maintain and develop the quality of teaching and provision to respond

to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with a member of the Inclusion Team to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school SENDCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENDCO also attends bi-termly network meetings for SENCOs from Jewish Schools.

Both the Head Teacher and Chair of Governors encourage and support the SENDCO in developing her professional expertise.

12. ROLES AND RESPONSIBILITIES OF THE INCLUSION TEAM

12.1 Role of SEND Governor – Mr Andrew Cohen

- Develop and maintain an awareness of special needs provision at Beis Yaakov on behalf of the governors.
- Understand how the responsibilities for SEND provision are shared within the school.
- Meet the SENDCO on an annual basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.
- Observe firsthand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of SEND children.
- Keep informed about developments in the area of SEND; nationally, locally and within the school.
- Be familiar with the SEND policy and involved in its review and development.
- Ensure that the SEND policy is linked to the School Improvement Plan and the budget setting process.
- Ensure that funds are allocated each year within the school budget to cater for SEND pupils and to support the implementation of the SEND policy; be aware of the various headings under which the schools spends the SEND budget each year (i.e. resources, training, support assistants, SENDCO management time, medical time etc).
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy.
- Provide support and encouragement for staff with SEND responsibilities and champion their role within the school.
- Encourage effective communication with parents on the school's support for pupils with special needs.

12.2 Role of SENDCo – Mrs Chaya Mills

- Understand and follow the SEN policy.
- Oversee the day-to-day operation and implementation of the SEND policy.
- Coordinate the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Organise and implement procedures for identifying, assessing and planning provision for children with SEND.
- Liaise with and advise teachers.

- Manage Mental Health providers, Interventionists and LSAs
- Liaise with the parents of pupils with SEND.
- Liaise with external agencies including educational psychologists, health and social care professionals, social services, advisory teachers, as well as the LA and LA support services
- Contribute to training for relevant class teachers and support staff.
- Oversee the records of all pupils with SEND, in line with the school's Data Protection Policy.
- Keep informed about developments in the area of SEND; nationally, locally and within the school.
- Advocate for children with SEND in all areas of school life.

12.3 Role of Kodesh SENDCo – Mrs Feigi Cymerman

- As well as working with the SENDCo on many different aspects of SEN provision, Mrs Cymerman is responsible to:
- Co-ordinate and oversee Chumash groups
- Manage the Kodesh Interventionists
- Works with Kodesh SLT to ensure that the needs of pupils with SEND are considered across Kodesh provision
- Co-ordinate and run Tahel/Shema Koli workshops
- Contribute to training for relevant class teachers and support staff.

12.4 Role of Mental Health and Wellbeing Lead – Mrs Dalya Goldmeier

- Manage therapy referrals and interventions
- Contribute to whole school and individual training
- Work with parents to support the mental health of pupils
- Advising teachers how to manage mental health needs in the class
- Work directly with pupils, 1:1 and in small groups, as well as whole class sessions
- Ensure mental health is highlighted across all aspects of the school

Role of SEND Interventionists

- #### 12.5
- Line managed by the SENDCo and are deployed to work with individual pupils and groups of pupils.

12.6 Role of Learning Support Assistants (LSA)

- Line managed by the SENDCo and work 1:1 with children with complex needs, including EHCPs.

13. STORING AND MANAGING INFORMATION

- #### 13.1
- See school policy on Information Management as to how documents are safely stored.

14. ACCESSIBILITY – STATUTORY RESPONSIBILITIES

- #### 14.1
- As a school we are aware that the DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

15. BULLYING

- #### 15.1
- Beis Yaakov has a zero tolerance approach to bullying. Where a parent considers

that their child may be being bullied they should contact the class teacher in the first instance. The Bullying Policy is followed by all staff in the school.

16. REVIEWING THE POLICY

16.1 *This SEND policy is reviewed annually following the principles set in the Code of Practice September 2014.*

Ratified by the Governing Body

Signed:  Date: January 2023
Chair of Governors

This policy will be reviewed on or before the following date: January 2024