



SEN INFORMATION REPORT 2019-2020

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SEN GOVERNER: Ms Mansfield

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What is the Local Offer?

The SEN Code of Practice places a duty on local authorities to develop and publish a Local Offer setting out the support they expect to be available across education, health and social care for local children and young people with special educational needs. Local Authorities must work to co-produce their Local Offers with parents/carers, children and young people and those providing services.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up to date information about available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled young people and those with SEN, and service providers in its development and review

Barnet's Local Offer can be accessed at:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/thelocal-offer-and-special-educational-needs.html>

More detailed information about the Local Offer can be found in the link for the Code of Practice 2014 and the most relevant paragraphs are 4- 4.62 (starting page 59)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What are Special Educational Needs (SEN)?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as: *“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a child is identified as having SEN, we will provide provision that is ‘additional to or different from’ what is usually provided for all learners.

Children can sometimes find school difficult for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Sacks Morasha Jewish Primary School we are committed to ensuring that all learners have access to learning opportunities and support children who need additional support. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

What SEN needs can children have?

The Code of Practice highlights four broad categories of SEN. We understand that many children have needs in several areas.

1. Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autism Spectrum Disorder are considered under this category.

2. Cognition and learning

This is when children may have difficulty in understanding parts of the curriculum and may have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety.

4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Do you have a policy for identifying children and young people with SEN and assessing their needs?

We closely monitor the progress of all children in our School using a target based system. The attainments of all pupils is assessed against age-related expectations.

We hold pupil progress meetings every term and if there are concerns with a pupil's academic, social or emotional progress the SENCo is consulted. An observation would be carried out by the SENCo and then feedback on strategies for provision is given to the teachers. If concerns persist we would meet with parents and teachers to discuss how we can support the child further.

How are parents involved?

At Morasha we value working closely with the families of our pupils and hold termly meetings with parents to review a child's SEN Support Plan.

All parents are encouraged to discuss any concerns they have with their child's class teacher and/or Mrs Hersh, SENCo.

What is your approach to teaching children with SEN and what adaptations are made?

The SENCO at Sacks Morasha Jewish Primary School is Mrs Hersh. She can be contacted through the school office on 0203 115 1900.

We acknowledge that a significant proportion of pupils may have additional needs at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

At Sacks Morasha Jewish Primary School we aim to provide all pupils with strategies for dealing with their needs in a supportive and caring environment. All teachers meet with the SENCo before the start of each year to discuss any children with SEN needs in their class. We look at previous targets and any external reports to help have a better understanding of each child's needs. Each SEN child will have a SEN support plan with appropriate targets discussed with parents and teachers.

In order to support and help our SEN children plans are looked at weekly and checked by subject co-ordinators in order to make sure all children are able to access the curriculum at their level. Strategies are put in place to help break down lesson expectations in a more clear and concise way as well as having differentiated work in class. We try and support children to reach their full potential as much as we can and offer early morning booster sessions, small group work during lesson time and 1:1 support when we can.

How are children with SEN enabled to engage in activities?

All children are included in all activities and are encouraged to work together in a collaborative way. Risk assessments are made for all outings and staffing is adapted to make sure that all pupils can access the outing. For overnight and residential excursions the school do extensive risk assessments. Sacks Morasha work closely with the parents to provide the necessary support needed to enable a child with SEN to attend and fully take part in these types of activities. Where possible pupils are included in the extra curricular activities run by the school and additional support staff will be used if necessary. The school also runs an extensive extra curricular activity scheme run by the parent body. The parent body will discuss what the child needs with the parents and do what is possible to include your child.

How is my child's progress assessed and reviewed?

For all children at Sacks Morasha, we closely monitor their academic progress through the school attainment system. In addition, all children on the SEN register have a SEN Support Plan that details targets and provision appropriate for their needs. This often includes social and emotional targets, as well as academic ones. Parents are highly involved in this process and we meet with parents termly to review their child's progress and to plan support for the next term.

Children with an Education, Health and Care Plan (EHCP) will also have an Annual Review where their successes are celebrated and any concerns are shared. This information is sent to Barnet as part of the EHCP processes.

How do you support emotional and social needs?

Your child's social and emotional needs are very important to us as a school and we expect parents to inform the school of any changes in circumstances that may affect your child's well-being. The class teachers and support teachers take overall responsibility for your child's social and emotional needs, if you are concerned about your child this is your first point of call. If your child needs further help the teachers or parents will inform the SENCo who will offer additional advice and support. This may include working alongside outside agencies such as Health and Social care. If your child is finding it difficult to understand social norms and to make friendships social stories and other strategies will be used to teach understanding.

Is Sacks Morasha accessible to children with physical disabilities?

Sacks Morasha demonstrates its commitment to equality for children with disabilities and seeks to comply with the 2010 Discrimination and Disability Act.

The ground floor of the building is accessible to children with physical disabilities and we have a lift to the first floor for children or visitors with mobility needs. We also have a disabled toilet which can be accessed on our ground floor.

We want all children to access learning opportunities with their peers and will discuss a child's individual physical access requirements with their parents/external professionals.

How you support transition into Morasha and to another school?

We recognise that transitions can be difficult for a child with SEN work alongside pre-school, primary school and secondary school settings to support children joining or leaving our school. An individualised transition plan will be created dependent on your child's specific needs.

Do you work with specialist professionals and other agencies?

We work closely with all professionals that are involved in a child's care. This can include:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Social Services
- Children's Sensory Team
- Art Therapists and Counsellors

Do you have staff training on SEN?

All staff have training on child protection regularly by the child protection officers in school. Where necessary, additional training is provided by Barnet. There are designated named child protection officers in the school: Mrs Gross (Headteacher), Mr Kett (Deputy Headteacher and Head of Kodseh) and Mrs Myerson (Assistant Headteacher).

What arrangements are put in place with regards to admissions for pupils SEN?

Admission for a child with SEN (who do not have an EHCP) is the same as for all children and is in accordance with the Local Authority's Admission Criteria.

Where a child has an EHCP in place prior to starting at Sacks Morasha, the school will be consulted about whether they can meet the child's needs. Within 15 days, the Head Teacher (in consultation with the Governors and SENCO) will decide if the child's needs can be met in line with their EHCP.

Please see the Admissions Policy for further information.

How is the effectiveness of your SEN provision evaluated?

We are proud of our SEN provision and are continually working together with our staff to ensure best practice across the school.

What is your complaints procedure regarding my child with SEN?

Any complaints about the support for a child with SEN should be initially referred to the SENCo. The complaint will then be addressed in accordance with the school's Complaints Policy.

In addition, parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that their child has been discriminated against. They can make a claim about alleged discrimination regarding:

- Their child being excluded.
- The provision of education and the associated services.
- making reasonable adjustments

Are there special arrangements in place for supporting children with SEN who are looked after by the Local Authority?

We will work closely with all professionals involved with a child to ensure an appropriate plan is in place for their individual situation.