



SEN POLICY

LAST REVIEWED: NOV 2022. NEXT REVIEW: NOV 2023

SENCO: Mrs Hersh

SEN GOVERNER: Mrs D Stone

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1. Aims and Objectives

At Sacks Morasha, we value the learning and wellbeing of all pupils and are committed to supporting children with Special Educational Needs (SEN). Our aims are:

- To teach pupils within our whole school ethos of SMART (Simcha, Middot, Achdut, Ruach and Torah).
- To create an environment where every pupil can achieve their learning potential.
- To closely engaged with parents/carers and pupils as a partnership.
- To identify the roles and responsibilities of all staff in providing support for all children.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To ensure all children enjoy and participate in the wider Jewish community and learn about the key values of being part of Sacks Morasha.
- To promote the happiness and safety of all children.

Legislation

Sacks Morasha Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies currently within the school Sacks Morasha Jewish Primary School. In line with this legislation, the school's named SENDCo is Mrs Hersh and Mrs Danielle Stone is the Local Governor responsible for SEN.

We believe that all children have the right to a full and rounded education that will enable them to achieve their full potential. Special educational provision is provided for pupils who require additional support. Special Educational Needs is defined as pupils who need 'additional to and different from' the general provision available for all pupils at Morasha. The Code of Practice (2014) identifies four main areas of SEN,

although it is generally accepted that children may display behaviours that fit multiple categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical

Special Educational Needs are defined as: *'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is defined as a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'* (Code of Practice 2014)

Roles and Responsibilities

At Sacks Morasha, we take a holistic team approach to care for all pupils and to ensure all needs are met. Here are some of the responsibilities associated with specific members of the team.

The SENDCo is Mrs Hersh. The Headteacher, Mrs Barbanel, has overall responsibility for the provision and progress of learners with SEN.

The Special Educational Needs and Disability Co-ordinator's (SENDCo) responsibilities include:

- Implementing our SEN policy and promoting good practice
- Co-ordinating provision for children with SEND and liaising with fellow teachers.

- Overseeing the records of all children with SEND through the 'plan – do – review' cycle.
- Creating a collaborative partnership with the families of children with SEN.
- To support the transition of children at the start and the end of their Sacks Morasha journey, through close liaison with Nurseries and Secondary Schools.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Completing regular learning walks to optimise in class provision.

The **Governor** responsible for SEN is Mrs Danielle Stone.

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN provision within the school and update the governing body of this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

Every **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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Making sure that all class lesson plans show clear differentiation for learners with SEN (including additional resources and the recommendations of professionals) to enable all children to access the curriculum.
- The use and update the Pupil Profile to understand the individual pupil's strengths and needs and their preferences for learning.

Graduated Response to SEN

At Sacks Morasha, we are committed to monitoring and supporting progress of all children. In line with the SEN Code of Practice (2014), Sacks Morasha delivers a graduated response model for pupils identified as having SEN.

Identifying SEN

We closely monitor the progress of all children in our School using a target-based system. The attainments of all pupils is assessed against the 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 SENDCo is consulted. An observation would be carried out by the SENDCo and then feedback on strategies for provision is given to the teachers.

If concerns persist, we would meet with parents and teachers together to discuss how we can support the child further.

Review of Progress

For all students at Morasha, we closely monitor their academic progress through the school attainment system. In addition, all children on the SEN register have a Pen Portrait that details needs, strengths and provision appropriate for them. Parents are highly involved in this process and we meet with parents termly to review the child's progress and plan for the next term.

This forms part of the Assess-Plan-Do-Review cycle (as recommended in the Code of Practice, 2014; see diagram below). By closely monitoring a child's progress in relation to any additional needs, we ensure that the right support and provision is in place. If concerns persist, it may be discussed with parents that a referral to a specialist professional would be useful (e.g. speech and language therapist, educational psychologist, occupational therapist).

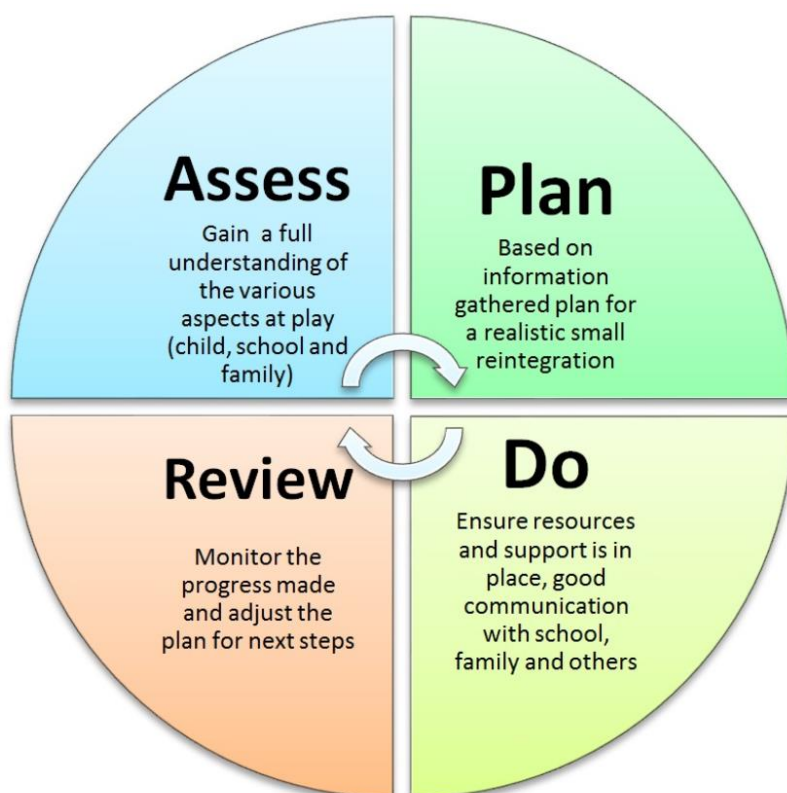


Figure 1. The Assess-Plan-Do-Review cycle for SEN.

Involving pupils and parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. A pupil voice is taken every term to allow children to express how they are feeling academically and socially. It also allows the child to voice what support is helping them and extra support they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

We have termly meetings with parents to discuss the achievements of their child and any on-going concerns. Full parental consent is always gained before extra provision is provided.

Evaluation Effectiveness of SEN Provision

The effectiveness of our SEN provision is closely monitored by the SENDCo, Headteacher and SEN Governor. Staff conduct learning walks where they observe classroom practice and ensure the correct provision is in place for SEN learners. Progress is also closely monitored through the Pupil Progress meetings to allow effective change to that child's SEN Support Plan.

We have an open-door policy for all staff members to discuss any concerns they have about children they are working with. This allows immediate change to provision if needed.

External Professionals / Agencies

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Parents will always be informed if we wish to draw on the advice of specialist professionals and consent will be required in these situations. We aim to work closely with parents and any outside agencies, so please do speak to us if seeking specialist input. If required, we endeavour to implement professional recommendations when appropriate for the child and our setting.

Our SEN Provision

At Sacks Morasha, we seek to create an environment that promotes the wellbeing of all children. We believe that for a child to be ready to learn, their social and emotional wellbeing should be a priority, and we aim to create a safe and supportive learning environment. In order to provide this for all learners, support is focused on in class and small group or 1:1 situations.

In Class

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have an SEN plan with individual targets. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

To ensure best practice in the classroom, learning walks take place to ensure all children are able to access the curriculum. Lesson plans are checked weekly by subject co-ordinators to make sure that SEN learners are appropriately differentiated for and appropriate adaptations are made.

Interventions

We recognise that some children benefit from small group work outside of the classroom and offer early morning interventions to support academic progress in reading, writing and maths.

We recognise the importance of developing children's social and emotional wellbeing and have a range of interventions focusing on these areas. Interventions can also target speech, language and communication needs. The intervention will depend on the child's needs and the targets on their SEN support plan.

CPD for staff

At Morasha, all staff members have access to continuing professional development courses run by Barnet through the BPSI system. We also arrange on-site staff INSET training.

EHCP's

If concerns persist over time despite appropriate interventions, the school may make a request to the Local Authority for an Education, Health and Care Plan (EHCP)

Assessment. This is called a Statutory assessment of a child's needs. The LA will be given information about the child's progress over time, and will receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each term in addition to the statutory annual review assessment. For further information on EHCPs and Annual Reviews, please visit Barnet's Local Offer: www.barnetlocaloffer.org.uk

Complaints about SEN Provision

Parents of pupils with disabilities have the right to make disability discrimination claims to first tiered 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

Monitoring Arrangements

This policy and the SEN information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Board.

The SENDCo monitors the movement of children within the SENDCo system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area.

Links with Other Policies

This policy links to our policies on: -

- Accessibility plan
- Behaviour
- Equality
- Supporting pupils with medical conditions.