



KEREM SCHOOL (INCLUDING KEREM EARLY YEARS UNIT)

Special Educational Needs and Disability (SEND) Policy

This policy is made available to all the Kerem Community on the school website and is available from the school office.

PURPOSE OF THE POLICY

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN...”, SEND Code of Practice 2014, 6.36

Kerem School and Early Years Unit are committed to providing the highest standards within an orthodox Jewish environment. We aim to achieve this by recognising and developing the talents of each child and providing him/her with the best opportunity to reach his/her potential. Implementation of this policy is the responsibility of all staff.

OBJECTIVES

- To provide a welcoming environment in which each child is valued.
- To identify any particular learning needs in any of the areas of learning and to develop an effective strategy to meet those needs.
- To allow children with special educational needs to fully participate in all the activities of the setting by providing additional support, adapting activities and environments and using specialist equipment, as appropriate.
- When appropriate, to work together with staff from external agencies to provide the best learning opportunities for each individual child.
- To work in true partnership with parents and carers, valuing their views and contributions and keeping them fully involved in their child’s education.
- To keep parents and carers fully informed of the needs and progress of their child.

This policy has been updated in the light of the government’s new Special Educational Needs and Disability Code of Practice: 0-15 years, January 2015, which came into effect on April 1st 2015. The Code of Practice provides statutory guidance on the duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. It describes how Kerem School will respond to the requirements of the Code in order to most effectively meet children’s special educational needs and provide a framework within which the needs of the whole school community can be addressed.

Changes from the SEN Code of Practice 2001 (summarised)

- The Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels
- There is a strong focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It provides guidance to local authorities on publishing a Local Offer of support for children and young people with SEN or disabilities
- Education and training settings should take a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP) replace Statements of Special Educational Needs

Definition of special educational needs (SEN)?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Disabled children and young people

- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Legal obligations on all schools towards disabled children and young people (Equality Act 2010)

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person’s disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

AREAS OF NEED

The Code of Practice sets out 4 broad areas of need although these can overlap and children individual children may have needs that cut across all these areas and their needs may also change over time:

- **Communication and interaction:** This includes pupils with speech, language and communication needs (SLCN), including social communication difficulties, which can impact on their relationships with others
- **Cognition and learning:** This includes children and young people with a broad spectrum of needs. Some pupils may learn more slowly than their peers or have difficulty processing and retaining information, even with appropriate differentiation. Some pupils may have specific difficulties that affect one area of their learning (e.g. dyslexia or dyscalculia), others may have more general difficulties that impact on all areas of the curriculum
- **Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. This

can include pupils who are withdrawn and isolated as well as those displaying more challenging behaviours

- **Sensory and/or physical needs:** This includes physical and motor difficulties as well as pupils with vision or hearing impairments

While the current legal definition of SEN does not include those children identified as gifted and talented, we are aware of the need for particular attention and support for such children.

A child is not regarded as having a learning difficulty if the language used at home is different from that used at school. Differentiation between SEN and the needs of the EAL (English as an Additional Language) learner must be made through careful monitoring and observation to ensure that any SEN needs are not masked by the fact that English is not their mother tongue.

ARRANGEMENTS FOR SEND

The Inclusion Co-ordinators have responsibility for:

- Assisting staff in identifying children with special needs
- Ensuring that appropriate records are kept for children with special needs
- Overseeing the day to day administration of the school's SEND policy
- Co-ordinating the SEN provision
- Meeting and liaising with staff and keeping the Head informed, including contributing to termly Every Child Meetings
- Maintaining the school's SEND register and overseeing records for all SEND children
- Organising review meetings and inviting appropriate professionals and parents
- Contributing to and writing IAPs (Individual Action Plans) and ensuring they are distributed
- Liaising with parents of all children with SEND
- Discussion with pupils about their progress, views and concerns
- Liaising with outside agencies
- Contributing to in-service training
- Meeting with the SEND governor
- Contributing to the teaching programme for individuals and groups

The EYU and KS1 Inclusion Co-ordinator is Claire Blakeney

The KS2 Inclusion Co-ordinator is Dalia Haber

Whilst the school is able to meet the needs of the majority of children from within its existing resources (e.g. staffing, materials/equipment and expertise), there may be times when the school consider that it is necessary to access additional support from outside professionals to address specific issues. Parents will be expected to meet the costs of such interventions either through additional funding to the school or directly to the professionals involved.

RESPONSIBILITY OF THE GOVERNING BODY:

- The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- The Governing Body does its best to secure the necessary provision for any pupil identified as having SEND.
- The Governors ensure that all teachers are aware of the importance of providing for these children.
- They consult the Local Authority (LA) and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEND. The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with SEND. The 'responsible person' in this school is Laurel Freedman
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

LEARNING SUPPORT AT KEREM

Identification, Assessment and Review

At Kerem School we view the identification and assessment of a child's educational needs as a positive process to be undertaken in partnership with parents. Placing a child on the SEN register enables him/her to be well supported to achieve his/her full potential through the 'assess, plan, do, review cycle'. The majority of children will be on the register as a short-term catch-up measure. A smaller number of children will require longer, more sustained support. The school records the level of response needed to meet the child's needs and in no way seeks to 'label' a child. The progress of all children (and associated records) is a confidential matter between school staff and the child's parents, together with any contributing external professional.

All staff are responsible for identifying pupils with special educational needs. Starting in the Nursery or Reception class, staff will continuously monitor each child's progress and record sheets for the areas of learning will be regularly updated to record each child's development and achievements. This ongoing assessment and recording will be used to aid the early identification of SEN. The Inclusion Co-ordinator's meet with all class teachers termly to discuss pupils whose progress is a cause for concern and work with the staff to ensure that those pupils who may need additional or different support are identified at an early stage. Furthermore, the progress of all pupils is discussed at termly, inter-departmental Every Child Matters meetings, at which all staff involved with the class are present. In addition the school uses assessment and tracking data to identify children in need of support.

Parents may also raise concerns regarding their child's progress or difficulties. Initially this should be discussed with the class teacher. The school will respond to concerns raised by assessing the child's level of achievement and progress. It is normal practice in class to differentiate work and most children's needs can be met through a differentiated curriculum. Others may benefit from one of the published catch up programmes in Literacy or Numeracy. If the child's needs require additional support, he/she will be placed on the school's SEND Register.

Adding and removing children to the SEND Register involves discussion between parents, teacher, the Inclusion Co-ordinator and the child, as appropriate. This will normally happen at an IAP (Individual Action Plan) review meeting.

When a range of evidence collected through the usual assessment and monitoring arrangements suggests a child is not making the expected progress the school will take action to support the child's learning. The range of responses that children at Kerem School can expect is:

Early Years Monitoring (Nursery and Reception) / School Monitoring (Years 1-6)

Support strategies may include one or more of the following:

- Access to small group teaching from within the school's resources
- Targeted in class support
- Monitoring and group work for social, emotional and behavioural emotional needs

These children will have a Provision Map form and not an IAP (Individual Action Plan). All staff involved with the pupil contribute to writing the individual provision map

Early Years Monitoring Plus (Nursery and Reception)/ School Monitoring Plus (Years 1-6)

Support strategies may include one or more of the following:

- Access to small group teaching from within the school's resources
- Targeted in class support
- Monitoring and group work for social, emotional and behavioural emotional needs
- Additional support from an outside agency, eg, speech and language therapist, occupational therapist.

These children will have a Provision Map form and not an IAP. All staff involved with the pupil contribute to writing the individual provision map. At this stage, further information and advice may be sought from outside agencies.

Early Years Action (Nursery and Reception) / School Action (Years 1-6)

Support strategies may include one or more of the following:

- Targeted in-class support
- 1:1 support withdrawn from class as appropriate.
- Extra reading time with a teaching assistant or volunteer reader
- Access to ICT programmes to enhance number, spelling and touch typing skills
- Home/school liaison to check progress agreed with parents
- Behaviour management strategies
- Assistance to develop/improve fine and gross motor skills

All members of staff involved with the pupil contribute to writing an Individual Action Plan (IAP) and a Provision Map. The Provision Map will outline the support provided, including which staff will be working with a child and how often. Advice and information may be sought from outside agencies. The IAP will set targets for the child and detail

- Short-term targets set for or with the child
- Teaching strategies to be used
- The provision to be put in place
- Review date

The IAP will be reviewed in October and February by all members of staff involved with the child. The outcomes and new targets (if appropriate) will be recorded and shared with the parents at parents evening. Prior to this, parents will be asked to fill in a short questionnaire to ascertain their views on their child's progress. If a child has made significant progress he/she should be removed from the SEN Register through joint agreement at an IEP meeting. At the end of the summer term, the Inclusion Co-ordinators review each pupil's progress and, if necessary set new targets, in order to ensure a smooth handover to the new class teacher.

There are some children whose progress continues to cause concern despite the interventions at school action. For these children a move to School Action Plus will be considered and discussed with the class teacher, parents and the Inclusion Co-ordinators.

Early Years Action+ (Nursery and Reception) / School Action+ (Years 1-6)

At School Action Plus the school or parents may seek further advice and support from outside agencies or professionals. The school will assist parents in choosing an appropriate professional with the required qualifications or experience to support their child. Such agencies may include London Borough of Barnet's Pre-school Education Team (PET), Binoh (Norwood's SEN Service), Educational Psychologists, Speech and Language Therapists, SEN Advisory Teachers, Occupational Therapists and Medical Services. The range of support available at Action Plus is similar to that at Action but will typically be more intense, sustained or individualised. In addition, advice from outside professionals will be incorporated into the IAP and these professionals will be invited to contribute to the monitoring and review process. Parents should always inform the school immediately if their child is seeing an outside professional or if they are considering an assessment.

Involvement from outside agencies will continue as long as the agency believes they can contribute to the child's progress. Decisions to sign off a child are made by the outside practitioner but are discussed with the school and with parents. Formal notification then follows in the form of a discharge letter.

Should a child make significant progress and direct involvement of outside agencies is no longer required, the child will usually be placed on School Action so that the school continues to provide an IEP and Provision Map that is reviewed, to ensure that progress is maintained.

In the case of a very small number of pupils where there is still insufficient progress despite intervention at School Action Plus, parents may be advised either to seek an assessment from Binoh or an independent educational psychologist, or in exceptional circumstances, to apply to their LA for a statutory assessment. Pupils and parents will be fully involved and kept informed. The LA may accept or reject an application for statutory assessment. Where the LA agrees to make a statutory assessment this may result in an Education Health and Care Plan (EHCP). Under the provision of the SEND Code of Practice parents may apply independently for an EHCP.

Education, Health and Care Plans

In addition to the termly reviews of the pupil's IAP, the school has a statutory duty to review the pupil's progress and the specific support outlined in the statement annually and to provide a report for the LA.

Following this annual review, the Authority could decide to

- Maintain the current provision
- Make additional provision if there is significant professional evidence that a child's needs have changed or are not being met by current provision
- Cease to Maintain the EHCP because the child has made significant progress

Physical Disability/Medical Needs

For any pupil with physical or medical needs the school will follow the action outlined in the Code of Practice as follows:

- All staff will be alerted to any medical or physical concerns by the SENCO
- Appropriate staff training sessions will be held to ensure all staff are up to date and confident with the conditions of the child in their care
- Care plans, where necessary, will be drawn up in consultation with parents and doctors to ensure that all staff are aware of any special requirements or procedures. Staff cannot administer medication without a care plan.

SEND Support for Jewish Studies

Additional, identified pupil needs (e.g. in the areas of physical, emotional and speech and language development) are managed by the school's Inclusion department. The Inclusion Department also works directly with pupils and supports subject teachers' management of their additional needs in the National Curriculum subjects. The Jewish Studies (JS) Department recognizes that the management of general physical and emotional needs by the Inclusion Department provides benefits for pupils across all areas of their development and their studies. There is regular liaison between the Inclusion and JS departments to ensure consistency and whenever possible and appropriate, a representative from the JS department will attend review meetings together with the Inclusion Co-ordinator, class teacher, parents and outside professionals. The JS Department also identifies and manages pupils' additional needs that are specific to Jewish Studies.

Resources available for the provision of additional JS support are prioritised in the delivery of extra Hebrew Reading support, usually on a one-to-one basis. Hebrew reading is the basic skill that underpins progress, achievement, confidence and success in all areas of Jewish Studies.

Children in need of additional Hebrew reading support will not necessarily be receiving any other extra provision. Conversely, children with identified physical, emotional, learning or other needs will not necessarily need additional Hebrew Reading support. There is not always a clear correlation between general and Hebrew additional needs, though certain learning difficulties will strongly suggest the possibility or likelihood of difficulties in Hebrew reading.

Pupils' reading abilities are continually assessed, and those in need of significant support are given a period of regular one-to-one tailored sessions. This support might only be necessary for a short burst of five or six sessions over a month or so. In some cases much longer periods and many more sessions may be necessary.

JS teachers keep detailed records of pupils' progress and particular difficulties and needs. These records enable us to track pupils' progress, and make it possible for more than one teacher to work with the same child.

Reviewed and updated August 2016. Next review date August 2017.

Please see attached flowchart for details of learning support department processes following an initial concern

What to do if you are concerned about your child

Discuss your concern with the class teacher and together decide a course of action



Class Teacher will discuss the matter with SEN staff and the Head Teacher if necessary



Period of time in which staff will gather information



Follow up discussion



No Further Action Needed

School Support Provided
(Early Years Action/School Action)

Referral to Outside Agencies
(Early Years Action Plus/School Action Plus)



Individual Education Plan (IEP) formulated and Provision Map in place. Individual or group program provided as needed. Assess, plan, do, review cycle.

The School will help to select relevant professionals



Professional will carry out assessments and report will be forwarded to the school



Termly Review of IEP

Case meeting with professionals involved. Meeting with parents to discuss course of action



No specific support in place.

Early Years/ School Action (IEP)

Early Years/ School Action Plus (IEP)



Internal and/or external support provided

NB: Involvement of the school at the initial stage of any concern is paramount. We are here to help meet the needs of each child and this works most effectively when staff and parents are working in partnership.