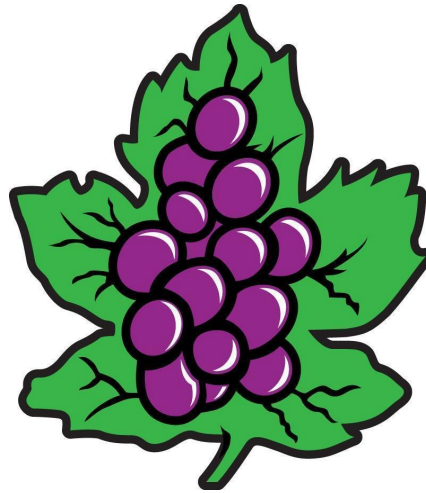




SEND POLICY

Kerem School

Approved by: Safeguarding & Wellbeing Committee

Written: October 2021

Last reviewed on: August 2026

Next review due: August 2027



KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage)

Special Educational Needs and Disability (SEND) Policy

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

Purpose of the Policy:

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND...”: SEND Code of Practice 2015, 6.36

This policy describes how Kerem School will respond to pupils who have or may have special educational needs and/or disabilities. It provides a framework within which the needs of individual pupils can be identified, supported and reviewed.

Kerem School and Early Years Unit are committed to providing the highest standards within a modern orthodox Jewish environment. We aim to achieve this by recognising and developing the talents of each child and providing them with the best opportunity to reach their potential.

We recognise that children have different strengths, needs and ways of learning. We are committed to an inclusive approach in which barriers to learning are identified and appropriate adaptations, support and interventions are put in place.

Aims:

- To provide a welcoming environment in which each child is valued.
- To identify any particular learning, developmental, communication, social, emotional, sensory or physical needs at an early stage.
- To provide high-quality teaching and appropriate adaptations to meet individual needs.
- To provide additional support, adapt activities and environments and use specialist equipment, where appropriate, so that children with SEND can participate fully in school life.
- To work together with external agencies, where appropriate, to provide the best learning opportunities for each individual child.
- To work in partnership with parents and carers, valuing their views, knowledge and contributions and keeping them fully involved in their child's education.
- To listen to pupils and take account of their views, wishes and feelings where appropriate.
- To keep parents and carers informed of their child's needs, provision and progress.
- To ensure that reasonable adjustments are considered for disabled pupils so that they are not

placed at a substantial disadvantage compared with their peers.

- To regularly monitor the effectiveness of SEND provision and make changes where necessary.

Legislation and guidance:

This policy has regard to the statutory Special Educational Needs and Disability Code of Practice (2015), where applicable, and the following legislation and guidance:

- Part 3 of the **Children and Families Act 2014**.
- The **Special Educational Needs and Disability Regulations 2014**, where applicable.
- The **Equality Act 2010**.
- The **Independent School Standards** and associated guidance.
- **Keeping Children Safe in Education 2026**, from 1 September 2026.
- **Working Together to Safeguard Children 2026**.
- Relevant statutory guidance relating to attendance, safeguarding and supporting pupils with medical conditions.
- Relevant Local Authority SEND guidance and arrangements.

The Government is currently developing significant reforms to the SEND system. Kerem School will continue to monitor these developments and update its SEND provision and policies as new legislation and guidance are introduced. The school supports the principles underpinning the proposed reforms, including early identification, inclusive practice, high-quality teaching, early intervention, effective partnership with families and access to specialist expertise.

Legal obligations on all schools towards disabled children and young people

- Schools **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.

Reasonable adjustments may include adaptations to teaching, resources, the physical environment, communication, assessment arrangements, routines and access to activities and trips.

Definition of special educational needs (SEND)

A child or young person has SEND 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

For children aged two or over, 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.

A pupil does not need to have a formal diagnosis in order to receive appropriate support. The school will consider the individual child's needs and barriers to learning and will not unnecessarily delay support

while awaiting a diagnosis.

Disabled children and young people

- Many children and young people who have SEND 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 moderate/severe asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

AREAS OF NEED

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

- **Communication and interaction:** This includes pupils with speech, language and communication needs (SLCN), including social communication difficulties, which can impact 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), while others may have more general difficulties that impact 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. The school recognises that behaviour can be a form of communication and will seek to understand the underlying need or barrier where appropriate.
- **Sensory and/or physical needs:** This includes physical and motor difficulties, sensory processing needs and pupils with vision, hearing or other sensory impairments.
- **Moderate/Severe/profound and multiple learning difficulties.**

Pupils may have needs across more than one of these areas.

More Able and Talented

While the current legal definition of SEND does not include those children identified as ‘More Able and Talented’, we are aware of the need for particular attention and support for such children.

EAL

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 SEND and the needs of the EAL (English as an Additional Language) learner must be made through careful monitoring and observation to ensure that any SEND needs are not masked by the fact that English is not their mother tongue.

Roles and Responsibilities:

The Inclusion Lead (SENDCO):

The Inclusion Lead has responsibility for:

- Assisting staff in identifying children with special educational needs
- Ensuring that appropriate records are kept for children with special educational needs
- Overseeing the day-to-day administration of the school's SEND policy
- Coordinating the SEND provision
- Meeting and liaising with staff and keeping the Headteacher informed
- Maintaining the school's SEND register and overseeing records for all pupils with SEND
- Organising review meetings and inviting appropriate professionals and parents
- Work with the Local Authority (LA), where appropriate, to meet children's needs.
- Contributing to and writing ILPs (Individual Learning Plans) and ensuring they are distributed to relevant staff
- Liaising with parents of all children with SEND
- Discussion with pupils about their progress, views and concerns
- Liaising with outside agencies
- Contributing to staff training and professional development
- Meeting with the SEND governor
- Contributing to and overseeing the teaching programme for individuals and groups
- Applying for and maintaining EHCPs where appropriate and supporting the Annual Review process
- Train and monitor support staff on how best to teach children with differing needs
- Monitoring the effectiveness and impact of SEND provision

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 considers that it is necessary to access additional support from outside professionals to address specific issues. Parents may be expected to meet the costs of such interventions and/or materials either through additional funding to the school or directly to the professionals involved.

The SEND Governor

The governor with responsibility for SEND:

- Sits on the Education & Standards Committee and the Safeguarding and Wellbeing Committee.
- Has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- Monitors the quality and effectiveness of SEND and disability provision within the school.
- Ensures that governors are aware of the importance of providing for these children.
- Consults 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.
- Ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- Works with the Headteacher and Deputy Headteacher, and Inclusion Lead to determine the strategic

development of the SEND policy and provision in the school.

The Headteacher

The Headteacher:

- Works with the Deputy Headteacher, the Inclusion Lead and the SEND governor to determine the strategic development of the SEND policy and provision.
- Has overall responsibility for the provision and the progress of learners with SEND and/or a disability
- Ensures that SEND provision is appropriately resourced and monitored
- Ensures that the school meets its relevant legal, regulatory and safeguarding responsibilities

Class teachers

‘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’

(0-25 SEND Code of Practice 2015, 6.36)

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing high-quality, inclusive teaching
- Making appropriate adaptations to teaching, resources and the classroom environment
- Working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Lead to review targets on a pupil’s ILP, looking at progress and development and deciding on changes of provision
- Communicating appropriately with parents/carers regarding their child’s progress and support.
- Ensuring they follow this SEND policy and the agreed provision for individual pupils

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 SEND register enables them to be well supported to achieve their full potential through a cycle of ‘**Assess, Plan, Do, Review**’. (The Graduated Approach). The aim is to identify needs at the earliest opportunity and provide the appropriate support. Some children may require short-term targeted support, while others may require longer-term or more sustained provision. 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 development. Ongoing assessment and recording are used to aid the early identification of SEND. In addition, the school uses assessment and tracking data, classroom observations, work scrutiny and information from parents and professionals to identify children who may require additional or different support.

The Inclusion Lead meets with all 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.

Parents may also raise concerns regarding their child's progress or difficulties. Initially, this should be discussed with the class teacher and/ or Inclusion Lead. The school will respond to concerns by considering the child's attainment, progress, strengths, needs and rate of progress. It is normal practice in class to adapt and differentiate work, and many children's needs can be met through high-quality, inclusive classroom practice. Other children may benefit from catch-up programmes/interventions in English and maths. Hebrew or other areas of the curriculum.

Monitoring Register (N)

A pupil whose learning or behaviour has been identified as a concern will initially be placed on 'Monitoring'. The pupil will have access to a variety of support strategies. These may include one or more of the following:

- Targeted in-class support
- Small group support, withdrawn from class as appropriate.
- Extra reading time with the teacher or teaching assistant
- Home/school liaison to check progress, where appropriate
- Behaviour and emotional regulation strategies
- Assistance to develop/improve fine and gross motor skills
- Social Skills support
- Differentiated and adapted curriculum
- Visual supports
- Pre-teaching of key vocabulary or concepts

Every pupil on the Monitoring Register will be given a Pupil Profile outlining the cause for concern or area of need and recommending strategies to be used to support the individual.

Informing parents/carers

When a concern about a pupil has been identified, parents/carers will be invited to a meeting to discuss the concerns raised and how these will be addressed.

SEND Register (K)

A pupil will be placed on the SEND register if they:

1. Have a diagnosis of SEND and/or recommendations made by a recognised practitioner *and/or*
2. Have a significant and ongoing need for additional differentiation, adaptation or provision in the classroom
3. Are working with an external specialist practitioner (e.g. Occupational Therapist/Speech therapist) on a regular basis and/ or
4. Require ongoing additional or different provision in school to access learning and make progress.

A diagnosis is not required for a child to receive SEND Support.

Children with medical needs do not necessarily require an ILP or placement on the SEND register, although their needs will be considered and appropriate support provided.

There are 3 levels of support on the SEND register:

1. N - Monitoring

Pupils whose needs are being monitored: these pupils are usually receiving targeted support to address identified needs. *(The pupils on the first level of support (N) are not counted when providing SEND data)*

2. K – SEN Support

Pupils who are receiving ongoing and regular additional or different support in school (and may also be receiving support from external agencies)

3. E - EHCP

Pupils who have had a statutory assessment and qualify for an Education, Health and Care Plan granted by the Local Authority. The school will regularly review the needs of pupils on the SEND register. The level of support will reflect the pupil's current needs and may change over time.

The pupils

Extra Support strategies for these pupils may include one or more of the following:

- 1:1 support where appropriate
- SALT (speech and language therapy) programmes
- Differentiated and adapted curriculum
- Targeted catch-up interventions (e.g. English reading, Maths, Hebrew reading, Inference skills, etc.)
- Reasonable adjustments for assessments and examinations where appropriate
- Access to ICT programmes to enhance number, spelling and touch typing skills
- Liaison with any outside agencies to ensure a joined-up approach to meeting the pupil's needs
- Pre-teaching, including teaching in advance of key vocabulary (e.g. Science, topic, Hebrew)
- Use of visual timetables
- Sensory or movement breaks where appropriate
- Support to develop independence, organisation and self-regulation skills

ILPs (Individual Learning Plans)

Pupils on the SEND register have an Individual Learning Plan (ILP). All members of staff involved with the pupil contribute to writing and reviewing the ILP. If applicable, advice and information may be sought from outside agencies. The ILP will set targets for the child and detail:

- Short-term targets set for or with the child under the different areas of SEND
- Teaching strategies to be used
- The provision to be put in place and by whom
- The date written/ reviewed

ILPs are reviewed termly by all members of staff involved with the child. The views of the pupil and the parents are sought. Outcomes and new targets (if appropriate) are recorded and shared with the parents at ILP meetings. If a child has made significant progress and no longer requires ongoing additional or different provision, they may be removed from the SEND Register following discussion with parents/carers and relevant staff. At the end of the summer term, the Inclusion Lead meets with the new class teacher to discuss ILP targets and the strategies used to address individual needs, to ensure a smooth transition.

Involvement from outside agencies continues as long as the agency can contribute to the child's progress or support. Decisions to discharge a child from an external service are normally made by the external practitioner and discussed with the school and parents. Formal notification usually follows in the form of a discharge letter or report.

In the case of a very small number of pupils, where there is still insufficient progress despite intervention and support, the school may advise parents to seek further assessment or specialist advice, which may include an independent Educational Psychologist assessment.

Education, Health and Care Plans (E)

In exceptional circumstances, the school may work with parents/carers and the Local Authority to request an Education, Health and Care needs assessment where a child's needs cannot reasonably be met through the school's existing provision. Pupils and parents/carers will be fully involved in the process and kept informed. Parents/carers may also make a request for an EHC needs assessment independently. The school will support parents through the process where appropriate. Where the LA agrees to make a statutory assessment, this may result in an Education, Health and Care Plan (EHCP).

Once a pupil has an EHCP, the school has a statutory duty to review the pupil's progress and the specific support outlined in the EHCP annually and to provide a report for the LA through an Annual Review meeting. This is in addition to the termly reviews of the pupil's ILP.

The Annual Review will consider:

- The child's progress towards the outcomes in the EHCP.
- Whether the provision remains appropriate.
- Whether the child's needs have changed.
- Whether amendments to the EHCP are required.
- Whether the EHCP should continue.

Following an Annual Review, the Local Authority may decide to

- Maintain the current provision
- Amend the EHCP where appropriate.
- 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 work in partnership with parents/carers and relevant health professionals to ensure that appropriate support is in place.

The school will:

- Ensure relevant staff are informed of appropriate medical or physical concerns.
- Arrange appropriate staff training where required to ensure staff are up to date and confident with the conditions of the child in their care.
- Develop care or healthcare plans, where necessary, in consultation with parents/carers and relevant medical professionals.
- Ensure relevant staff are aware of any special requirements or procedures.
- Make reasonable adjustments where appropriate to enable the child to access school and participate fully.

Staff will follow the school's arrangements for supporting pupils with medical conditions and administering medication. Staff will only administer medication in accordance with the school's agreed procedures and appropriate parental/medical authorisation.

Supporting pupils' transition to a different school.

When a child moves to a new school, we share relevant information with the school or other setting the child is moving to. This can be done in a face-to-face meeting, by phone or by transferring the pupil's SEND file, in accordance with data protection requirements.

Pupils are prepared for Secondary Transition through a transition programme appropriate to their needs. Pupils on the SEND register may be given additional transition sessions. We also arrange, where appropriate, for pupils on the SEND register to have an additional induction session at their new school and may prepare transition booklets, social stories or other visual resources. Transition arrangements are planned according to the individual needs of the child and may include additional visits, meetings between staff, pupil passports and opportunities to meet key staff.

Monitoring and Review of SEND Provision

The Inclusion Lead monitors the effectiveness of SEND provision through:

- Reviewing pupil progress and development.
- Reviewing ILPs and pupil profiles.
- Monitoring interventions and their impact.
- Speaking with pupils, parents/carers and staff.
- Liaising with external professionals.
- Reviewing the effectiveness of classroom adaptations.
- Monitoring the use of reasonable adjustments.
- Reviewing SEND data and trends.
- Reporting to the Headteacher and SEND governor where appropriate.

The effectiveness of SEND provision will be considered not only through academic progress but also through progress in independence, communication, participation, confidence, wellbeing and access to the curriculum.

This policy will be reviewed annually or sooner where there are significant changes to legislation, guidance or the school's SEND provision.