

# Yesodey Hatorah Senior Girls School



## Special Educational Needs Policy September '19

## **Special Educational Needs (SEN) Policy**

The school believes in every pupil's right to curriculum access and is committed to the full integration of all pupils to ensure provision of a broad, balanced and relevant education to meet all individual needs. The school provides for pupils with a diverse range of difficulties, without regard to race, creed or disability.

The SEN Policy should be read in conjunction with school's policies for equalities and teaching and learning.

### **Contents**

#### **1. Objectives**

- To ensure all pupils achieve to their full potential and progress is maximised.
- To help all SEN pupils to feel valued
- To overcome any barriers to learning and participation within the school.

#### **2. SENCO**

The department is lead by the SENCO – Mrs Halbershtam and line managed by the Acting Head Teacher

#### **3. Co-ordination of Provision**

In keeping with the Code of Practice (COP), all staff are expected to teach pupils with SEN and must have due sensitivity to the code. Teachers are involved with the identification of SEN through department assessment procedures at all stages and use differentiation as appropriate. Pupils with SEN will also have invaluable input from Senior Staff and the Support System, which aims to help them overcome difficulties through positive support.

The school works in partnership with parents. This will enable students with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

#### **4. Admission**

The school is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources

The SEN Department aims to ease the transition of pupils with SEN into secondary education. Parents and pupils are encouraged to be involved in consultation at all stages and to pass on any relevant information to the Special Educational Needs Co-ordinator (SENCO). The first parents' evening /IPM in the Autumn Term provides an opportunity to review the process of transition to Year 7.

#### **5. Specialist Provision**

Provision is made for pupils with specific needs. E.g. radio aid

#### **6. Facilities / Access**

The school is accessible for disabled pupils and has a lift for access to the first floor and the gym

#### **7. Resource Allocation**

Resources are allocated according to need. Students with statements of SEN or EHC plans may also have top up funding to enable the school to put more specialist provision in place. Provision is provided in consultation with external agencies, parents and teachers.

## **8. Identification and Review**

When pupils are changing schools, a timely exchange of important information is encouraged. Prior to entry, liaison takes place with the previous school and outside agencies to ensure that all SEN are met. The SENCO attends the review meetings of yr 6 pupils with SEN to gain an understanding of the child's special needs and how best to provide support for her. All pupils entering Year 7 are assessed, which can help highlight any pupils whose SEN have not previously been recognised. In addition, members of staff and parents may identify pupils giving 'cause for concern'. If it is thought that sufficient grounds for concern exist, an assessment will be made. Areas of concern include:

- communication and learning
- cognition and learning
- Social, Emotional and Mental Health
- sensory or physical needs
- medical conditions

Senior staff and the Support Team work closely with the SENCO to support as many of these needs as possible.

### **SEN Register**

The SEN Register is updated every term. It is a vital source of information on pupils with SEN and is distributed to all staff at least twice a year. Teaching staff also receive a copy of the special needs booklet, which contains advice on how to identify pupils giving 'cause for concern' and on techniques to support all pupils. SEN forms part of the induction programme for all new staff as well as all newly qualified teachers (NQTs) and all teachers INSETs.

### **Review, Monitoring and Assessment**

All designated SEN pupils are assessed on entry to determine appropriate provision for their needs.

- Tests include maths/reading/spelling/Kodesh and CATS assessments
- All students with special educational needs, are reviewed termly, with both parents and pupils encouraged to take part. Senior Staff manage the Pastoral Support Programme (PSP) plus behavioural IPMs and there is an overall Pastoral Deputy Head, Mrs Klein, who monitors SN/SEN provision in the school.
- In addition, those with Statements or Education Health Care Plans have an annual review meeting, involving parents, pupils and identified agencies. This review evaluates success in meeting agreed criteria and sets new targets to ensure appropriate resources are deployed.

## **9. Curriculum Access**

- The school believes in every pupil's right to curriculum access and is committed to the full integration of all pupils. The Kodesh curriculum in accordance with our ethos is prioritised along with literacy and numeracy.
- Exceptional circumstances, which may affect access to the full curriculum, are dealt with on an individual basis in consultation with all concerned.

### **Disruptive and Violent Behaviour**

Where a student presents seriously disruptive behaviour that prevents teaching and learning of other students, advice will be sought from a professional in behaviour management. If, in spite of implementing strategies, including modifying the curriculum and training teachers further of behaviour management, the student continues to disrupt both the teaching and learning of others, such a student will be excluded and advised to attend an alternative educational establishment where there is more specialised staff and resources.

Where a student is violent and physically hurts others, putting either students or staff in danger, such a student will be excluded and advised to attend a school where staff are trained to deal with serious incidents.

## **10. Integration with non-SEN Pupils**

- Our aim is to include all students with special needs into the life of the school
- Positive steps are taken to ensure pupils with SEN fully participate in extra-curricular activities, clubs, school journeys, trips, excursions and when needed, LSAs or extra resources are used.

### **11. Governor Monitoring and Evaluation**

The nominated Governor for SEN is Mrs Weiss. SEN is monitored termly by the Governing Body.

### **12. Complaints or Concerns**

The school is committed to meeting the needs of all pupils. Parents have the opportunity to seek advice and help at any time during the year from the SENCO, who operates an 'open door' policy.

Any parent, who feels their daughter's needs are not being met, should make contact in the first instance with the SENCO, or alternatively their daughter's Head of Year for problems other than learning difficulties. However, should any parent feel that their concern regarding special needs provision has not been addressed, the matter should be referred to the Head Teacher

### **13. Staff Training for SEN**

SEN is integrated into all staff induction. Specific training is sought where there are specific needs e.g. Hearing Impairment, Aspergers Syndrome etc. SENCO regularly provides advice on differentiation and updates, briefings and advice is shared during fortnightly staff meetings.

### **14. External Support - Agencies**

The school provides access to a School Counsellor where needed. Additional support can be sought from Ezer Leyoldos (family support) and Bikur Cholim (health).

### **15. Partnership with Parents**

The school considers parents an important resource and regular contact is encouraged. The SEN team is committed to working in partnership with parents and recognises the value of their contribution. Where possible, both parents and pupils are encouraged to meet, discuss and review IPMs termly. Pupils have access to their own IPMs at all times.

### **16. Links - Special Schools, Further Education**

The school works in partnership with BINOH where additional support is required

### **17. External Support – Statutory Provision**

The school makes full use of the expertise provided by statutory agencies and professionals for identification, assessment and support of SEN pupils at all stages. The following agencies are actively involved with the school:

- The Child and Adolescent Mental Health Service (CAMHS)
- Connexions
- The Educational Psychology Service
- The Educational Welfare Service
- The School Health Service
- Social Services

### **18. The graduated approach to meeting Special Educational Needs**

#### **High quality teaching**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2014.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All our school students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The school streams students by ability in certain classes e.g. maths, to ensure that less able students are taught in smaller classes with increased adult support. This allows the curriculum to be personalised according to their needs.
- The school regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO arranges for a trained member of staff to carry out regular learning walks to ensure that high quality teaching for SEN students is in place across the curriculum.
- Teachers are able to access detailed advice on all students with SEN via the school's intranet.
- There is regular advice and training delivered by the SENCO or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEN most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- Where necessary outside agencies deliver bespoke training.
- Staff are able to observe outstanding teaching of students with SEN as part of normal staff development opportunities.

#### **Increased levels of provision and support**

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (SIMS/staff area).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is decided that a student has a special educational need (SEN), this decision is recorded in the school records and the parents are informed.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. This is line managed by middle leaders and the SENCo
- The SENCO should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.
- The SENCO working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. The school's management information system (SIMS/ staff area) will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Review date: September '20