

SEN Information Report

School Name

Yesodey Hatorah Senior Girls' School

School Type

Yesodey Hatorah Senior Girls' School seeks to meet the needs of Charedi Jewish families in Stamford Hill who desire a Charedi Jewish education for their daughters. The school seeks to provide a broad and balanced education based on Torah values combined with the National Curriculum. We are a high achieving school where every student matters and is encouraged to reach her true potential.

Our ethos and values are to provide high quality education and support to the girls within our community. All girls will need to abide by the principles and ethics of our Charedi community. To be part of the school community you must lead an extremely modest way of life dictated by the highest moral and ethical values. Every aspect of school life is governed by the codes of Torah observance.

Students are expected not to have any access to any inappropriate media and parents will ensure that their children have no access to the internet and any other media which do not meet the stringent moral criteria of our Charedi community. Girls will also dress at all times in accordance with the strictest standards of Tzinus (modesty) as laid down by the Rabbinat of the Union of Orthodox Hebrew Congregations. Our Charedi community is guided by the authority of the aforementioned Rabbinat.

1. How accessible is the school environment?

- Fully wheelchair accessible
- There is a disabled parking bay
- There is ramp access on entry to the school from the main road
- There are double doors strategically placed around the building to allow wheel chair access
- Disable toilet with door wide enough to accommodate a wheelchair
- There is lift access to upper levels
- As a school we are happy to discuss individual access requirements.

2. How are children identified as having Special Educational Needs?

At Yesodey Hatorah Girls' School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child

- Changes in a child's behaviour or self-esteem is affecting progress
- A child finds learning difficult
- Students are tested upon entry into Secondary school and regularly throughout their school years. This includes NGRT Reading Tests, Numeracy Tests, Spelling test, Science test and CATs tests. A child performing well below age in any of these tests will be flagged as possible SEN.
- Information received from outside agencies and previous school.

3. How are parents and carers supported if they think that their child has SEN?

Parents have a good relationship with staff and they are always encouraged to speak to the Head teacher, Deputy Heads or with their child's form teacher if there are any concerns. If there are further concerns parents and carers are referred to the SENCo, Mrs Halberstam.

The process:

- 1) Speak to form teacher or department head.
- 2) Make an appointment to meet SENCo or have a phone conversation where your child's needs will be discussed and recorded
- 3) SENCo will work with your child and their class teacher to identify area of need and suggest suitable differentiation to suit the child's individual needs.
- 4) Additional support will be given to your child if necessary. This may be additional support from the Form Teacher, Teaching Assistant, Reading Assistant or Specialist teacher. They may be referred to our Life Coach or school counsellor if the need is social emotional or behavioural
- 5) Review of progress
- 6) If progress is not made, provision will be re-evaluated and adjusted.
- 7) SENCo will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress
- 8) Outside agency involvement –new targets set
- 9) If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education Health Care Plan.

4. How are parents/carers kept informed about the support the school has put in place?

Parents are always consulted before and then notified about interventions put in place by the SENCo or form teacher. Additionally, we communicate regularly with parents. Parents are welcome at any time to make an appointment to meet with either the form teacher or SENCo and discuss how their child is progressing.

The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the provision map (this is a record of the interventions, timings, and impact of the intervention). This information is shared with parents via telephone and written

communication, report writing and regular meetings. If there are any areas of concern or new issues raised parents are informed immediately.

If there are any queries related to the interventions, the form teacher or SENCo should be contacted.

Pupil Progress Meetings are held weekly in the first term and subsequently phases out to once a month. This is a meeting where the middle leaders meet with the Deputy Head to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCo.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The SENCo has a termly meeting with Mrs Weiss, the SEND governor, who monitors SEN, Safeguarding and Child Protection to ensure that policies and procedures are followed. She reports this information to the full governing body.

5. How is the curriculum differentiated and matched to a child's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, laptops, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher or the SENCo will plan the work of the Teaching Assistants and Learning Support Assistants. All support staff receive internal or external training for the areas of SEN support that they carry out.

6. How is progress measured?

Progress of students is reviewed termly using data, qualitative assessment and information from all people involved eg. SENCO, class teacher, Ed Psych, OT, SALT, TA etc.

Students with EHCP have an Individual Education Plan (IEP) which will have individual or group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets are set by the class teacher and the SENCo and parents and students are

encouraged to contribute to IEPs. Once a year, an annual review is held with all agencies involved present and the child's progress is discussed and a report written.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

7. How are parents/carers kept informed about their child's progress?

As a school we measure children's progress in learning against age related expectations.

The subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 through to Year 11, using a variety of different methods including specialist assessments and teacher goals (1-9).

Children who are not making expected progress are picked up through Progress meetings with the middle leaders and Deputy Head.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If a child is discussed at one of these meetings and additional support is recommended parents/carers will be informed.

When a child's IEP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

8. How are parents/carers helped to support their child's learning?

At Yesodey Hatorah school we like to maintain regular contact with parents about the things that happen in school we do this in a variety of ways including;

- School monthly Newsletter
- Link books for individual children
- Open evening twice a year
- Termly Reports
- Opportunities for meetings with specialists, therapists and other professionals

9. How is wellbeing, personal and medical needs supported in school?

- We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents.
- The form teacher is the first person that should be contacted if there are concerns about a student's overall wellbeing.

- If further support is needed, the form teacher will liaise with the SENCo and Pastoral Officer who will give advice and support and put a plan of action into place. This may involve teaching assistants, life coach or the school counsellor who are readily available for children who wish to discuss issues and concerns.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the Office Manager in consultation with parents/carers and the school nurse. This is discussed with all staff members involved with the child.

We have fully trained first aiders in all Key Stages and staff members have a basic knowledge of first aid

If a child has a medical condition that requires medication, a meeting will be held with parents/carers, Office Manager, SENCo and first aider to explain our Health and Safety Policy and procedures. If necessary the School Nurse will be asked to attend this meeting. Parents and a designated staff member will sign a medication agreement form to ensure the safety of both child and staff member.

Behaviour

At Yesodey Hatorah School we have a very positive approach to all types of behaviour with a clear rewards and sanctions that is followed by all staff and pupils.

If a child has behavioural difficulties an Individual Behaviour Plan is written alongside the child, teacher and parents to identify the specific issues put relevant support in place and set targets.

As a result of the support we give, we rarely exclude children however we have zero tolerance on physical violence towards staff.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team often completing a reflection sheet.

This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance

Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and reported to the Head teacher. Attendance percentages are included in pupil's individual reports at the end of each term.

Good attendance is rewarded monthly. The class with best attendance receives a treat.

Where families are struggling with attendance and punctuality we may refer parents to the Local Authority who will offer advice and strategies to get their children into school on time.

10. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- Daily in class children are encouraged to contribute to lessons
- There is a School Council meeting held monthly where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about how they are managing with the school curriculum
- Children with social, emotional and behavioural needs set their behaviour targets with their class teacher/LSA and SENCo. Children can speak to their form teacher if they have worries or concerns
- Children who have IPMs (Individual Provision Maps) discuss and set their targets with their teachers and SENCo.
- Children with EHCPs - their views will be sought before review meetings.

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Speech & Language Therapy
- Social Care
- Occupational Therapy
- Paediatricians
- Learning Support Service
- Behaviour Support Service
- Play Therapy/counselling
- Autism Outreach Team
- Dyslexia specialists
- SEN Consultants from the learning trust.

An Educational Psychologist from the Learning Trust is allocated to our school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team and class teachers.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

12. What training do staff members receive?

All staff members receive some training related to SEND. Regular specialist outside providers deliver INSET sessions on relevant needs

The SENCo has been trained in a wide range of SEN including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder,(ADHD), Speech Language and Communication and Social and emotional Aspects of Learning

The school also has a Speech and Language Teaching Therapist who specialises in working with children with autism. This is in addition to an Occupational Therapist and two trained and registered assessors in school.

Our Learning Support Assistants (LSAs) have had relevant training directly linked to the individual children who they are supporting this maybe: intensive interaction, using visual strategies challenging behaviour management, ASD, ADHD

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND included?

Activities and school trips are a very important part of every child's learning experience at Yesodey Hatorah Girls' School.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a child has a Learning Support assistant they will accompany them on the trip

However, if there is no LSA and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

14. How are children supported when changing schools or transferring to other education, employment or training?

All new children to visit the school prior to starting when they will meet the Head teacher or Deputy Head teacher and SENCo to have a welcome meeting and be shown around the school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting.

- We write social stories with children if transition is potentially going to be difficult.
- Our 'feeder' primary schools, run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork and data is passed on and all needs are discussed and understood.

15. How are resources matched to children's needs?

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional resources at that level would include INSETS or professionals carrying out observations and advising staff on how to differentiate effectively.
- When students are still not making adequate progress they will receive booster group sessions to help bridge the gap between their achievement and expected attainment for their age group. As part of this, the school sets students by ability in certain classes e.g. maths, to ensure that less able students are taught in smaller classes with increased adult support. Pupils struggling in higher groups have the option of being moved to the lower set.
- If a student is still not making adequate progress, then they will receive 1:1 sessions and more specialised help to deal underlying cognitive issues.

Generally:

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

16. How do the school decide how much support is provided?

The form teacher and department head alongside the SENCo will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents

IMPACT

- By reviewing children's targets on IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.

- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

17. How are parents and carers involved in discussions and planning?

- For children with SEN parents are contacted once termly to contribute to the evaluations of progress and future decisions
- Where a child has a EHCP regular meetings are held with parents and other professionals to discuss targets needs and ways forward

19. Who can parents/carers contact for further information?

First point of contact is the child's form teacher to share concerns.

Arrange to meet Mrs Halberstam SENCo m.halberstam@yesodeyhatorah.org

Call the School Office on 0208 826 5500 to make an appointment

Further information can be found at: <http://najos.org/schools/yhs/>

20. How are parents and carers supported to decide whether this is the right school for their child?

Please contact Mrs Neuberger, Acting Head on 0208 826 5500

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please follow the school's Complaints policy-a copy is available at the school office

Review date: September '18