 

**Broughton Jewish Cassel Fox Primary School**



**Policy for Special Educational Needs**

*SEN Co-Ordinator: Susan Pletnick*

*SEN Governor: Rabbi Ellituv*

*Chair of Governors: Dov Black*

*Reviewed: January 2019*

*New Review Date: January 2020*

**Mission Statement**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act**

**2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) 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 in mainstream schools or mainstream post-16 institutions.

(a) Child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) Above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational

need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<http://www.bjcfps.co.uk/Local-Offer/>

<https://www.salford.gov.uk/localoffer.htm>

**Broughton Jewish’s Vision**

At Broughton Jewish the children are the heart of everything we do at the school.

We recognize each child’s unique contribution to the school and we will build on their self-esteem and and succeed together in a community rich in the values of Torah and Mitzvos, where every child is not only encouraged but inspired to reach their potential.

We recognise every child‛s worth and provide opportunities for them to discover and develop their unique talents and abilities.

**AIMS AND OBJECTIVES**

The aims of this policy are:

▪ to create an environment that meets the individual needs of each child;

▪ to ensure that the special educational needs of children are identified as early as possible, assessed and provided for;

▪ to make clear the expectations of all partners in the process;

▪ to identify the roles and responsibilities of staff in providing for children’s special educational needs;

▪ to enable all children, as far as possible, to have full access to all elements of the school curriculum;

▪ to ensure that achievement targets are set and reviewed on a regular basis to facilitate progress.

**Objectives**

* **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents,education, health and care services and early years settings prior to the child’s entry into the school.
* ·**Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
* **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. This will be co-ordinated bythe SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
* **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.
* **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone. Some of these services include, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
* **Create a school environment where pupils can contribute to their own learning.**

 This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground pals in the playground.

 **Responsibility for the coordination of SEN provision**

* The person responsible for overseeing the provision for children with SEN is Susan Pletnick(SENCO)
* The person co-ordinating the day to day provision of education for pupils with SEN is Susan Pletnick (SENCO)

**ROLE OF THE SEN CO-ORDINATOR**

In our school the Special Educational Needs Co-ordinator (SENCO) is Mrs Susan Pletnick:

▪ manages the day-to-day operation of the policy

▪ co-ordinates the provision for and manages the responses to children’s special educational needs

▪ supports and advises colleagues

▪ liaise with other policy writers (EYFS and safeguarding) to ensure SEN children are catered for in all areas of their school life.

▪ maintains the school’s SEN register

▪ contributes to and manages the records of all children with special educational needs

▪ monitors the school-based assessment and completes the documentation required by outside agencies and the Local Authority

▪ organises and manages review meetings for children with SEN

▪ acts as the link with parents

▪ acts as the link with external agencies

▪ monitors and evaluates the special educational needs provision and reports to the governing body

▪ writes and maintains the school provision map

▪ provides opportunities for pupils to comment on their views regarding support for pupils with SEN available in school

**THE ROLE OF THE GOVERNING BODY**

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school’s policy for children with SEN.

The Governing Body has decided that children with SEN will be admitted to the school in line with the school’s agreed admissions policy.

**ALLOCATION OF RESOURCES**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been allocated.

The Headteacher and the SENCO work in partnership to ensure that the needs of all SEN children are supported within the school’s budget. Support is allocated on need at the beginning of each academic year and reviewed termly to check review progress and impact.

**IDENTIFICATION**

Early identification of SEN is vital. The class teacher informs the SENCO and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess, monitor and review the child’s progress in line with existing school practices and Salford Criteria.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

At Broughton Jewish we support the children’s needs through a tiered approach: monitored (emerging needs), increased support (increasing needs) and Statement/Education and Health Care Plan (significant and complex needs).

A child of school age, or young person, has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The categories outlined in the Code of Practice considered SEND are:

* Cognition and Learning
* Sensory and/or Physical needs
* Social, Emotional and Mental Health
* Communication and Interaction

 **A graduated approach:**

**Quality First Teaching**

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school’s SEN register. Any concerns will be discussed with parents informally or during parents’ evenings.

i) Parent’s evenings are used to monitor and assess the progress being made by children.

**SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

· Assess

· Plan

· Do

· Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess**

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may besought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the

implementation of effective support will be provided by the SENCO.

**Review**

Reviews of a child’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil’s progress and development making any necessary

amendments going forward, in consultation with parents and the pupil.

**Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

· Parents

· Teachers

· SENCO

· Social Care

· Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment

leading to an EHC Plan.

**Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by the different Local Authorities of the given child’s address, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

**Access to the curriculum, information and associated**

**Services**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

▪ understand the relevance and purpose of learning activities;

▪ experience levels of understanding and rates of progress that facilitates feelings of success and achievement.

Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; work is differentiated appropriately according to pupil needs, and assessment is used to inform planning the next stage of learning.

Individual Education Plans (IEP), OR One page profile which employ a small-steps approach, feature significantly in the provision that is made in the school. Breaking down the existing levels of attainment into finely graded steps and targets, helps children experience more measurable success. All children on the special needs register have an IEP or one page profile.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible children are taught within the classroom situation. However, there are times when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom. This support may be given by an SEN teacher, outside agency or trained teaching assistant.

Children with SEN enjoy the same opportunities for extra-curricular activities/clubs as those without SEN.

**MONITORING AND EVALUATION**

The SENCO monitors the progress of children within the SEN system in school. The SENCO is involved in supporting teachers in planning provision and with writing Individual Education Plans or one page profiles for children. The named governor with responsibility for special needs is also kept informed.

The Governing Body reviews this policy annually. The designated safe guarding lead for the school ensures the safe inclusion and the well-being of all children including SEN children (refer to safeguarding policy).

**COMPLAINTS PROCEDURE**

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, the SENCO and/or Headteacher will meet by appointment. If, however, parents are still concerned, they may contact the Governor responsible for SEN. Further advice can be gained from the Salford Parent Partnership Service. The school can provide contact information for this service.

**PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

**PARTNERSHIP WITH PARENTS**

Broughton Jewish Primary aims to promote a culture of co-operation with parents, schools, LAs and external agencies through:

▪ Ensuring all parents are made aware of the school’s arrangements for SEN including the opportunities for meetings between parents and the SENCO.

▪ Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.

▪ Providing access to the SENCO to discuss the child’s needs and approaches to address them, using an Individual Education Plan or One page Profile where appropriate.

▪ Supporting parents’ understanding of external agency advice and support.

▪ Undertaking Annual Reviews for children with Statements of SEN.

A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education.

Regular meetings with parents and relevant staff are held to share and review the progress of children with SEN. Parents are informed of any outside intervention, and share the process of decision-making and target-setting. Parents are provided with clear information relating to the education of children with SEN.

**STAFF DEVELOPMENT**

▪ SENCOs, teachers and teaching assistants will attend SEN courses which are of value and have a particular bearing on children they are supporting.

▪ Staff are given regular opportunities during INSET to develop confidence and skills in working with children with SEN.

* Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, which promote Whole School approaches to SEN.
* NQTs will access specific training and induction programmes.

**THE VOICE OF THE CHILD**

In this school we encourage pupils to participate in their learning by:

▪ Being involved in target setting and identifying teaching and learning strategies that work for them.

▪ Incorporating their views in every aspect of their education.

**LINKS WITH OTHER SCHOOLS**

▪ We will ensure that all transfers between schools are planned, monitored and supported to facilitate successful outcomes for children.

▪ We will consult the LA and governing bodies of other schools, when it is necessary or desirable in the interest of the co-ordinated special educational provision in the area.

▪ We will collaborate with all other support services and agencies involved with the child and parents and, where appropriate, make joint planning arrangements.