

## Broughton Jewish Cassel Fox Primary School Special Educational Needs and Disabilities (SEND) Policy

---

### Mission Statement

At Broughton Jewish Cassel Fox Primary School, we are committed to recognizing the unique worth and potential of every child in accordance with our Jewish values of *Torah* (learning and instruction), *Mitzvos* (commandments/good deeds), and *Kehillah* (community). In line with the 2014 Code of Practice, we understand that a child has SEND if they have a learning difficulty or disability that requires special educational provision. At compulsory school age, this encompasses children who have significantly greater difficulty in learning than most others of the same age or a disability that hinders them from accessing mainstream educational facilities. (SEN Code of Practice: 0 to 25 Years, Introduction xiii and xiv).

---

### Aims

Our school community is founded on the principles of *Chesed* (kindness), *Tzedek* (righteousness), and *Achrayut* (responsibility). We value the contribution of each child and strive to create an environment where differences are respected and celebrated. By embodying *Torah u'Mitzvos*, we seek to nurture self-esteem and foster a culture of ambition and achievement. In doing so, we aim to provide a comprehensive and meaningful curriculum that ignites curiosity, raises aspirations, and prepares our students to make a positive impact on the world. We are dedicated to forming strong partnerships with our families and community, built on *Emunah* (faith) and *Bitochon* (trust), to ensure that every child can reach their full potential.

---

### Aims and Objectives in Relation to SEND Provision

1. **Person-Centred Approach:** We create an ethos where the views and needs of the child, along with their family, are at the center. This reflects our value of *Kevod Ha'Briyot* (respect for every individual).
  2. **High Aspirations and Successful Transition:** We emphasize high expectations for outcomes, enabling children with SEND to transition successfully into adulthood, embodying the principle of *Chinuch* (education and upbringing).
  3. **Teacher Responsibility:** All teachers are responsible for the progress of students with SEND. This commitment reflects our value of *Shutfut* (partnership), ensuring collaboration between teachers, assistants, and specialists (p86, para 6.33 of the 2015 Code of Practice).
  4. **Graduated Approach:** We are dedicated to early identification, assessment, and provision for students with SEND. This strategy upholds the value of *Hatzalah* (rescue), ensuring that help is provided promptly and effectively.
  5. **Collaboration with Families and Agencies:** Our work is centered around effective collaboration, honoring the value of *Achdus* (unity) in decision-making and planning with students, parents, and external support.
  6. **Role Clarity:** We define the responsibilities of our staff and SEND Governor to provide the best education for pupils with SEND, demonstrating our commitment to *Yosher* (integrity).
  7. **Full Access and Inclusion:** We strive to ensure that all students can participate fully in school life, nurturing self-worth and preparing for future independence, which aligns with *Derech Eretz* (respectful behaviour).
- 

### The Local Offer

We provide information on support services available for families with children who have SEND. You can access our Local Offer [here](#) and through the Salford Local Authority [here](#).

---

### Responsibility for SEND Provision

- **SENDCO:** Mr. Mark Hadfield oversees daily SEND provision, ensuring alignment with our values of *Emes* (truth) and *Achrayut* (responsibility).
  - **Roles and Duties of SENDCO:**
    - Manages and coordinates responses to SEND needs.
    - Supports staff with professional advice and guidance.
    - Liaises with safeguarding and EYFS policy writers to ensure holistic support for SEND pupils.
    - Liaises with behaviour policy writers to ensure holistic support for SEND pupils.
    - Maintains the SEND register and keeps detailed records.
    - Organizes review meetings and acts as the main link with parents and external agencies.
    - Develops and maintains the school's SEND provision map.
    - Facilitates student input into the SEND process.
- 

### The Role of the Governing Body

Our Governing Body, in the spirit of *Kehillah*, ensures necessary SEND provision and holds teachers accountable for the support they provide. They also report on the success of our SEND policy and ensure equal access to admissions for students with SEND.

---

### Resource Allocation

The Headteacher and SENDCO manage and allocate resources to support SEND provision, reflecting *Tzedek* in their use of funds. Support levels are reviewed regularly to maximize impact.

---

### Identification and Early Intervention

With around 16% of our students requiring SEND support, we reflect the Code of Practice by identifying and addressing needs promptly, ensuring that our interventions reflect *Chesed*. Teachers and the SENDCO assess progress using Salford criteria and plan suitable interventions with input from families. We have a clear identification and SEND protocol.

---

### Categories of SEND

We provide tailored support for various needs, including:

- **Cognition and Learning**
- **Sensory and Physical Needs**
- **Social, Emotional, and Mental Health**
- **Communication and Interaction**

Our approach incorporates *Emes* (truth) in our assessments and *Simcha* (joy) in our teaching practices, ensuring every child feels supported and inspired.

---

### **Graduated Approach**

Our response to SEND needs follows the 'Assess, Plan, Do, Review' cycle:

1. **Assess:** Using data and input from parents and professionals to understand needs.
2. **Plan:** Collaboratively creating a support plan with clear goals.
3. **Do:** The class teacher implements support, retaining accountability.
4. **Review:** Evaluating progress and revising plans, involving all stakeholders.

This process exemplifies *Hishtadlus* (effort) in our continuous work to refine support and strategies.

---

### **Education, Health, and Care (EHC) Plans**

For complex needs, we initiate a statutory assessment process, ensuring thorough and coordinated planning across agencies, rooted in our belief in *Klal Yisrael* (the collective responsibility for our people).

---

### **Curriculum Access and Inclusion**

We ensure every child can engage in a rich and stimulating curriculum, reflecting *Ahavat Yisrael* (love for fellow Jews) in our inclusive practices. Differentiated lessons and a range of learning strategies support every student's success.

---

### **Monitoring and Evaluation**

The SENDCO, alongside the Governing Body, monitors SEND progress and policy implementation. Evaluations inform updates, and our safeguarding practices ensure holistic support for all children, echoing *Shmirat Ha'Nefesh* (protecting life and well-being).

---

### **Partnership and Communication with Parents**

We maintain open communication, encouraging parents to be active partners in their child's education. This reflects our *Emunah* in trusting and collaborating with families to achieve the best outcomes for students.

---

### **Staff Development**

Continuous professional development ensures our staff are equipped to meet the needs of SEND students, upholding our commitment to *Torah* (lifelong learning).

---

**The Voice of the Child**

We honour student input in target setting and strategy selection, ensuring every child feels heard and respected, aligned with *Bechirah Chofshit* (free will).

---

**Community Links and Transitions**

Smooth transitions between schools are planned to support student success, fostering *Achdus* (unity) across educational settings and agencies.

**Complaints Procedure**

Concerns are addressed initially with teachers, followed by discussions with the SENDCO or Head Teacher if needed. Further support can be sought from our SEND Governor or the Salford Parent Partnership Service.

---

**Conclusion**

Broughton Jewish Cassel Fox Primary School remains committed to fostering a nurturing and inclusive environment where all students can thrive, guided by our sacred values and educational excellence.