



Bury and Whitefield  
JEWISH PRIMARY SCHOOL

# Policy for Special Educational Needs and Disabilities



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# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

## **INTRODUCTION**

Bury and Whitefield Jewish Primary School provides a broad and balanced, curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set challenging targets and respond to children's diverse, individual learning needs.

A minority of children have particular learning requirements that could create barriers to their progress. These requirements can arise as a consequence of a child having special educational needs and Disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Teachers liaise with the SENCO and external agencies to obtain support for children with SEND as necessary.

Children may have SEND either throughout, or at any time during, their school career. This policy ensures that curriculum planning, monitoring and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child. Their needs are reviewed on an ongoing basis through teacher assessment.

## **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 expectation 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.

## **EDUCATIONAL INCLUSION**

Through appropriate curricular provision, we respect that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

- Teachers respond to children's needs:
- developing children's understanding by planning and delivering high quality teaching for all children including the use of multisensory approaches and providing a range of experiences;
- providing differentiated support for children who require help with communication, language and literacy;
- planning for children's full participation in learning and physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma and anxiety, facilitating participation in learning.

### **ROLE OF THE SEND CO-ORDINATOR**

In our school the SENCO is Mrs M Kobak and the Assistant SENCO is Mrs H Powell-Jones.

Mrs Kobak:

- 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
- maintains the school's SEND 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 SEND
- acts as the link with parents
- acts as the link with external agencies
- acquires and maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body
- oversees, amends and maintains the school provision map

- provides opportunities for pupils to comment on their views regarding support for pupils with SEND 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 SEND. 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 on the school's policy for children with SEND.

The Governing Body has decided that children with SEND 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 employed.

The Headteacher and SENCO work in partnership to ensure that the needs of all SEND 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 SEND is vital. A class teacher informs the SENCO and parents at the earliest opportunity to alert them to concerns and enlist their help and active participation.

The class teacher and the SENCO assess, monitor and review the child's progress in line with existing school practices and Bury 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 small steps in order to aid progress and provide detailed and accurate indicators.

At BWJPS we support the children's needs through a tiered approach: monitored (emerging needs), increase support (increasing needs), additional support (local authority advice sought), Special Educational Needs funding (application made to the local authority) and Education and Health Care Plan (EHC) (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 main stream schools. The categories outlined in the Code of Practice considered SEND are: Cognition and Learning; Sensory

and/all Physical needs; Social, Emotional and Mental Health; and Communication and Interaction.

## **ACCESS TO THE CURRICULUM**

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.

Access, plan, do review (APDR) cycles, which employ a small- steps approach, feature significantly in the provision that is made in school – these are detailed in the provision maps. 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 a personal page on the school provision map.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Whenever 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 SEND teacher, outside agency or trained support assistant.

Children with SEND are able to enjoy the same opportunities for extra-curricular activities/clubs as those without SEND.

## **MONITORING AND EVALUATION**

The SENCO monitors the progress of children within the SEND system in school. The SENCO provides the Headteacher and governors with summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers in planning provision and with writing APDR cycles for children. The SENCO and the Headteacher regularly review the work of the school in this area. The named governor with responsibility for special educational needs is also kept informed.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

## **COMPLAINTS PROCEDURE**

Any complaints regarding the SEND 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 SEND. Further

advice can be gained from Bury IASS. The school can provide contact information for this service.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **PARTNERSHIP WITH PARENTS**

BWJPS aims to promote a culture of co-operation with parents, schools, local authority and external agencies through:

- Ensuring all parents are made aware of the school's arrangements for SEND 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 Learning/Behaviour Plan where appropriate.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements or EHC for SEND.

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 all 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 SEND. Parents are provided with clear information relating to the education of children with SEND.

### **STAFF DEVELOPMENT**

- SENCOs, teachers and teaching assistants will attend SEND 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 SEND. 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 SEND.
- NQTs will access specific training and induction programmes.

### **WORKING IN PARTNERSHIP WITH OTHER AGENCIES**

#### **EXTERNAL SUPPORT SERVICES**

The school has arrangements for securing access to external support services for pupils with SEND. This may include liaison with special schools and other specialist provision e.g. Learning Support Service, Educational Psychologists and Child and Adolescents Mental

Health Service. There is regular liaison and exchange of information between the SENCO and these services.

For children with statements/ Education and Health Care plans, a multi-agency meeting is held annually to enable parents, teachers, outside agencies and the SENCO to liaise and effectively plan support.

### **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.
- Encouraging self advocacy and independence.

### **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.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.