



Bury and Whitefield Jewish Primary School

Children and Families Act 2014 Special Educational Needs and Disability – The School Information Report

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework and sets out the School Information Report for Bury and Whitefield Jewish Primary School.

What kinds of special education needs provision is made at Bury and Whitefield Jewish Primary School?

Pupils at BWJPS with additional needs include children with barriers with:

- **Social & communication**
- **Cognition & Learning**
- **Emotional & mental health**
- **Sensory or physical**

How does the school know if a child or young person needs extra help?

The following ways to identify SEND may be used:

- Information from the child's pre-school setting.
- Discussions prior to admission into school
- Early Years Foundation Stage data which is collected during classroom observations
- Baseline and statutory assessments
- Transition meetings
- Parental meetings
- Observations/interactions with pupils
- On-going assessment. Data used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Educational psychologist reports, input from social care, other professional meetings and from the Outreach team.
- Annual Review meetings

What are the school's policies for making provision for pupils with special educational needs?

For pupils with special educational needs:

- **The school's approach to teaching pupils**
- **How the school adapts the curriculum and learning environment**
- **Additional support for learning that is available to pupils**
- **How the school evaluates the effectiveness of provision**
- **The school's arrangements for assessing and reviewing the progress of pupils**
- **How the school enables pupils to engage in activities together with children who do not have special educational needs**
- **Support that is available for improving emotional, mental and social development of pupils**

- BWJPS is a mainstream Jewish Primary School. The school is committed to ensuring all pupils receive a high quality education and realise their academic potential regardless of any challenges they may face.
- Every child's needs are different and teachers are experienced in identifying these and the necessary support. The class teacher and the Special Educational Needs Co-ordinator (SENCO) will discuss with parents the most appropriate approach to be taken for each student.
- Pupils with SEND are educated in the classroom wherever possible as part of our inclusive strategy and will receive intervention and support from specialist teaching in small groups or individually with a teacher or teaching assistant based on each individual's needs and where applicable, those laid out in personal Education, Health and Care plans.
- Interventions are recorded on a provision map which is monitored and evaluated as part of the progress tracking system of all pupils by the Head teacher and SENCO in collaboration with the senior leadership team and class teachers.
- A range of tools are used to monitor progress on an on-going basis. For children with SEND progress is discussed with parents and reported to them via a termly Assess, Plan, Do, Review (APDR) cycles. Pupils with a statement of special educational needs, or Education, Health & Care Plan have, in addition, have a formal annual review. An annual report is provided for all pupils that reviews progress and attainment and sets goals for the future. Feedback from these reports is sought from parents as part of our ongoing monitoring of communication.
- The school has a fully inclusive policy, and students regardless of special educational need or disability are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability. Provision that needs to be put in place to allow a child to join in an educational visit will be discussed and planned out with parents before a visit where a concern is raised.

Who is responsible for coordinating support for children with special educational needs?

The Special Educational Needs Co-ordinator (SENCO) at BWJPS is the Deputy Head Mrs Melanie Kobak.

Contact:

Telephone – 0161 766 2888

Email – m.kobak@bwjps.org.uk

What expertise does BWJPS have and how is training secured for teaching staff and others working with children and young people with special educational needs?

Specialist training is secured for staff from various sources including staff meetings led by specialist teachers from SEN schools, in house training by the SENCO and Senior leadership team, training by health care professionals and through courses held by Bury local education authority. It is also expected, as part of staff ongoing CPD that they keep themselves updated with current educational issues and best practice.

Teaching assistants have been trained in memory skills, social express, Numicon and communication difficulties classroom strategies.

Our SENCO at BWJPS has been awarded the National Award for Special Educational Needs through Manchester Metropolitan University.

The role of the SENCO

- Monitoring, reviewing and evaluating the provision for children with special educational needs via the school's provision map
- Accessing advice from and liaising with external specialist professionals who support children with SEN including:
 - Speech and language Therapy
 - Educational Psychology
 - Additional Needs Team (including: Cognition & Learning Team and Communications Team)
 - Pupil Learning Centre (for behavioural concerns)
 - Sensory Impaired Teams (visual & hearing)
- Developing, updating and reviewing the school's SEN policy
- Ensuring that parents are involved in supporting their child's learning, informed about the support provided for in school for their child and participate in reviewing progress of their child
- Organising, facilitating and providing specialist support and training for teachers and support staff in the school

How are facilities and equipment secured for additional specialist needs?

BWJPS works closely with specialist professionals including occupational health and physiotherapy services who provide or loan specialist equipment. Further assistance is secured via the Additional Needs Team who provides advice concerning the equipment needs of individual children. Loans or purchases are then made according to specific needs.

What are the arrangements for consulting parents of children with special educational needs and involving them in the education of their child?

If there are concerns about a child's progress parents should contact the class teacher, in the first instance, to discuss their concerns. In the event of class teacher concerns, they will contact the child's parents. Should the issues continue, our SENCO will meet with the child's parents and class teacher and develop a plan forward for the child in line with the Special educational needs and disability code of practice. APDR cycles are then established for the child which is reviewed with the parents each term. Informal discussions occur between the class teacher and parents on a needs basis including written communication in Journals or specific Communications Book where necessary. The school operates an 'Open door' policy where parents are able to make same day appointments with specific teachers. Parents are consulted if staff feel that the advice or support of outside professionals would be beneficial. Requests for help with these outside agencies are only sought if authorisation has been given from the child's parents.

In November and February Parents' Evenings are held to give parents the opportunity to discuss progress of their child.

Our SENCO can be contacted at any time via email or via a message left at the school office.

For children with a statement of educational need or Educational Health & Care Plan parents have an annual review meeting to assess progress.

During meetings between teaching staff and parents, parents are encouraged to give their feedback to how their child is progressing and are offered advice about how they can be involved in their child's education.

What arrangements does BWJPS have for consulting young people about, and involving them in their education?

BWJPS has a School Council where the children's views are sought about their learning experience at school. Every child has a personalised target linked to their happiness in and around school.

Feedback on the learning experience of the children with SEND is sought annually. Informal feedback is sought throughout support programmes. Self-assessment of tasks is encouraged throughout the curriculum to encourage dialogue between pupil and teacher.

Year 6 children are asked to complete an exit questionnaire where their views on the school, its facilities and provision are sought, discussed at SLT meetings and fed back to all staff. Collated responses from these questionnaires are displayed in the classroom.

What arrangements have the Governing Body made in relation to complaints from parents of pupils with special educational needs concerning the provision made at the school?

Should the parents of a children with SEND have concerns about the provision provided at BWJPS, the SENCO will discuss these concerns, take action to resolve it and give feedback within 2 weeks. If the issues cannot be resolved then the SENCO or parents will contact the Head teacher to take further action. The Governing Body has two designated SEND link governors who are Mr Stewart Pearl and Mr Barry Ross. He can be contacted via the school office should parents wish to discuss any issues with him.

How does the Governing Body involve other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils?

The SEND link governor is given details of the progress of SEND children in school. The Key Stage one and two leaders provide an annual report on the progress of SEND children in addition to reports received by the local authority. BWJPS has access to a range of services. These include the school nurse, speech therapy, visual impairment service, hearing impaired service, social care and HYM (Healthy Young Minds).

Contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)

Please refer to the information set out in Bury Local Authority's 'Local Offer'.

What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education (transition) or in preparation for adulthood and independent living

BWJPS has an extensive transition programme for pupils. All children have the opportunity to have taster sessions with their next teacher in the appropriate classroom. Meet the teacher evenings are also held in June for parents where they can meet their child's new class teacher. Should further individual meetings be required, they are arranged at this time. To reduce any negative impact of moving on for children with SEND, enhanced transition includes additional visits to the new classroom and interaction with new teaching staff. For children with social communication difficulties, photographs are taken of the new setting and the pupil is involved in completing an introduction booklet that they take home over the summer.

Where appropriate additional transitional meetings are held between parents, outside professionals, teaching staff and SENCO.

For children with a statement of SEND or Education, Health Care Plan in the summer of Year 5 a transition plan is established during the Annual review. As soon as the high school is chosen the secondary SENCO is invited to attend transition meetings during Year 6.

The SENCO, who is also the Year 6 class teacher meet with secondary colleagues to ensure that assessment and progress data, attendance and behaviour information, and information about friendship groups etc. is passed from BWJPS to enable a smooth transition to secondary school. Additional visits are also arranged where they are deemed necessary for allay fears and reduce anxiety.

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| 13. Information on where the local authority's local offer is published |
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