

SEND Policy

There needs to be a lot more emphasis on what a child can do instead of what he cannot do.

Dr. Temple Grandin

The true strength in our classrooms lies in the collaboration of learners, not in the knowledge of one expert.

All Barnet (LA) maintained and academy schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and achieve the expected outcomes.

All schools are as inclusive as possible, with the needs of pupils with Special Educational Needs being met where possible in mainstream settings.

SEND falls under four broad 'areas of need' which are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Introduction

IJDS Academy uses the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet for children with SEND.

At IJDS Academy, we believe that each pupil has individual and unique needs. We work together with pupils and parents to make sure that every child's needs are met along their learning journey in our school. However, some pupils require more support than others to achieve their full potential. Together as a team of professionals we aspire to help your child make the best of their learning, collaboratively working with parents, specialists and professionals from outside agencies. We treat every child as an individual and therefore work together to create an individualised learning experience for all our pupils.



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- The school has policies in place which address issues to do with equality of access, SEND and behaviour.
- Special educational provision is provision that is different from, or additional to, that which is normally available to pupils of the same age.

Who are the best people to talk to at IJDS if you think your child has difficulty with Learning, Special Educational Needs or Disability (SEND)?

1. The Class Teacher:

1. Responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs/Disabilities Coordinator (SENDCo) know as necessary.
2. Responsible for writing Pupil Progress targets, and sharing and reviewing these with parents at least once each term and using these to inform planning for the next term.
3. Responsible for personalised teaching and learning for your child as identified on the school's provision map.
4. Responsible for ensuring that the school's SEN Policy is followed in their classroom and for all pupils with SEN.

2. The SENDCo/Inclusion Manager: Mrs S Sinclair

1. Responsible for developing and reviewing the school's SEN policy and accessibility plan.
2. Responsible for coordinating all the support for children with Special Educational Needs or disabilities
3. Responsible for ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting either through the class teacher or provision meetings
 - involved in reviewing your child's progress at Parents Evening or provision meetings
4. Liaising with all the professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
5. Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
6. Organise the assessment and interventions of pupils in the school. This includes advising the leadership team of what is necessary with regard to staff and resources.



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7. Assess, Plan, Do and Review the targets set for pupils and liaise with outside agencies where necessary.
 8. Organising staff training to enable teachers and TA's to support pupils with SEND.
 9. Overseeing and helping to design individual provision maps for SEND pupils.
 10. Meet with the SEND governor 3 times a year to keep them informed of what type of SEND and support are in the school.
3. The Head Teacher: Mrs J Schajer
1. Responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND.
 2. The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
 3. The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
 4. The Head Teacher knows the progress of all pupils including those with SEND.
4. The Learning Mentor: Mrs Jay Dor
1. Responsible for the emotional well being of children in the school
 2. The Learning Mentor will run Social skills groups such as Nurture Clubs and Lego Clubs when necessary
 3. Responsible for feeding back to the Sendco regarding children with additional SEN Needs
5. The SEN Governor: Mrs M Lauber
1. Responsible for making sure that the necessary support is given for any child with SEND who attends the school.
 2. The SEN Governors challenge the Head Teacher on progress measures to ensure all SEN pupils are making progress.
 3. Responsible for feeding back to the governing body regarding SEN.
 4. Responsible for meeting with the SenDCo/ Inclusion Manager on a termly basis.

How will the school identify if your child has SEN?

- The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team through the use of both Summative (Formal) and Formative (informal) assessments.
- EYFS baseline assessments are used for younger pupils.
- Phonic assessment and screening is used in year 1.



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- The SLT and class teachers meet once a term for pupil progress meetings to report on progress and discuss achievement of all pupils.
- If a teacher can see that a child is falling significantly below the achievement of their class or is making very slow progress this will be a cause for concern.
- If a teacher has a concern regarding a child's wellbeing this too will be classed as a cause for concern.
- If a teacher has a concern regarding a child they will inform the Inclusion Manager / SenDCo to discuss strategies to help your child through quality first teaching.
- Teachers alongside Sendco and Parents will fill in an Identification of Needs Document
- Teachers will inform parents if there is a cause for concern.
- Strategies will be put in place and monitored by the teachers who will keep the Inclusion Manager / SenDCo informed.
- If a pupil is not making the expected progress and is still a cause for concern, a meeting to discuss progress and next steps will be arranged for the parents and include the class teachers and Inclusion Manager / SenDCo.
- Additional Support that is appropriate to your child's needs will be put in place and documented along with targets and expected outcomes.
- The parents will be invited to attend a Provision Meeting chaired by the Inclusion Manager / SenDCo which is held during the school day termly.
- Your child's progress, provision, targets and next steps can be discussed at this meeting.
- If support from outside agencies is needed they will be discussed and arranged by the Inclusion Manager and Parents.
- If a parent is unable to attend this meeting, the meeting will still take place with the teaching team, a parent can then give feedback to the Inclusion Manager / SenCo via e-mail or telephone..
- Parents can expect to receive their child's provision, targets and progress in writing after the meeting has taken place.
- Parents who cannot attend Provision Meetings can then attend a parents evening held for all pupils twice a year.
- If a pupil needs pastoral support it will either be identified by the school, parents or child.
- Support will be put in place by Teachers and the Inclusion Manager / SenCo and discussed with the parents.
- If further support is needed from professionals parents will be invited into a meeting to discuss next steps and give and the referral process.

How is the effectiveness of provision evaluated at IJDS?

- Depending on the type of provision your child receives, depends on how we assess the impact of the provision.



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- If your child has entered a provision to support their academic performance this will be assessed in line with regular summative and formative assessments.
- Your child will be assessed in this way before entering the provision, they will then be assessed by their class teachers on a regular basis to make sure they are achieving the expected outcomes at their level.
- Some of the provisions have assessment tools attached and they will monitor your child's progress as they move through the provision materials.
- This is all discussed at provision meetings termly and formative, summative and soft data are looked at to decide if the provision is working and if it is to continue or not.
- Your child will also be consulted on the provision and asked to evaluate its impact on their learning.
- If your child is receiving pastoral support the effectiveness will be assessed from discussions with your child, evaluation of behaviour and information from professionals and parents.
- If your child is receiving support from a professional such as a Speech and Language Therapist, Art Therapist, Occupational Therapist, Physio Therapist etc. the impact will be discussed with the therapist and class teacher to make sure that skills are being transferred. This will then be discussed at Provision meetings with the parents.

How will IJDS school staff support your child?

- All teachers plan and differentiate to support all pupils in their class monitored by the SLT.
- All teachers are present at Provision Meetings and feedback meetings from professionals, they will ensure that your child's needs are met.
- Trained support staff attend these meetings and work together with the class teacher to ensure your child's needs are met.
- All staff receive training in specific areas of Special Needs according to the pupils in their class.
- All pupils who need SEN Support will have an individual Provision Map documenting strategies and resources to be used for your child.
- Your child's views and opinions will be sought in all provisions and children are encouraged to comment on their own progress and what helps them to achieve.
- Your child's Provision Map is accessible to all teaching staff both Kodesh and Chol.
- Targets are set for all pupils in the school and for pupils who need SEN Support this is recorded on the Pupil Provision Map and tracked by the Inclusion Manager / SenCo.
- These targets are discussed with the pupils along with strategies being used to support them.
- Pupils are encouraged to recommend targets or next steps to the teaching team when reviewing and updating targets.
- Specific resources and strategies will be used by teaching staff to support your child.



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How is the decision made about the type of and how much support your child will receive?

- We ensure that all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.
- We have a team of specially trained and highly skilled Learning Support Assistants and Teaching Assistants who deliver programmes designed to meet the needs of individuals and groups of children.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving a Learning Support Assistant.
- The schools consistently assess who is getting what support and adjust the level of support working within a specific budget.
- The SEN Directors meet the Inclusion Manager / SenCo termly to review support, policies and funding.

How will your child be included in activities outside the school classroom, including school trips?

- All pupils at IJDS are included in school trips.
- Risk assessments are made for all outings and staffing is adapted to make sure that all pupils can access the outing.
- If a child has a physical need and the outing is not able to support this alternative outings and venues are sought when possible.
- For overnight and residential excursions the school does extensive risk assessments. IJDS work closely with the parents to provide the necessary support needed to enable a child with SEND to attend and fully take part in these types of activities.
- Where possible pupils are included in the extra curricular activities run by the school and additional support staff will be used if necessary.
- The school also runs an extensive extra curricular activity scheme run by the parent body. The parent body will discuss what the child needs with the parents and do what is possible to include your child.

What support will there be for your child's overall well-being?

- We offer a range of support for your child.
- There are designated trained Safeguarding Leads in school.
- All staff have training on Child Protection regularly by the Designated Safeguarding Leads in school and where necessary training from Barnet is given.



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Medication

- Many of the staff at IJDS are First Aid trained.
- Medication is administered by someone who is First Aid trained.
- All medication given in school must be labelled with your child's name along with clear instructions for administering.
- All medication given is recorded and carefully monitored in school.
- If your child needs long term or specific medication to support a SEND, you will be invited into school and a Health Care Plan will be put in place.
- This will be updated and monitored regularly.

Pastoral Needs

- Your child's social and emotional needs are very important to us as a school and we expect parents to inform the school of any changes in circumstances that may affect your child's well-being.
- The class teachers and support teachers take overall responsibility for your child's social and emotional needs, if you are concerned about your child emotionally this is your first point of call.
- If your child needs further help the teachers or parents will inform the Inclusion Manager / SenCo or Learning Mentor who will offer additional advice and support. This may include working alongside outside agencies such as Health and Social care.
- All children are included in all activities and are encouraged to work together in a collaborative way.
- If your child is finding it difficult to understand social norms and to make friendships, social stories and other strategies will be used to teach understanding.
- New pupils and children finding it difficult to make friends will be given a buddy.
- Staff on the playground will monitor your child and encourage them to join in, they will highlight any concerns to the class teacher.
- If the problem persists the Inclusion team will be notified and circle time may be organised to encourage friendships and inclusion at playtime.
- Buddy systems may also be set up for lunch hall times, sports outings, after school clubs or a peer buddy system in the classroom.
- In addition we have a few key staff members who can support your child with behaviour and social difficulties.
- We have a school behaviour policy that works on a warning system and encourages children to be responsible for their own behaviour.
- We refer to CAMHS when needed.

What specialist services and expertise are available at or accessed by the school?

- Specialist external services are used when we think it is necessary.
- The school has access to:
- The Specialist support teachers from Barnet for ASD and Down Syndrome
- Educational Psychology
- CAMHS – Clinical Psychology
- Speech and Language Therapy
- Occupational Therapy
- Social Services
- Child and Adolescent Mental Health Services
- Physiotherapy
- Early Years Inclusion Team
- Specialist Teaching
- Art / Play Therapy

What training have the staff supporting SEND had or what training are they having?

- The school has a School Development Plan which includes and identifies training needs for all staff including those with SEND. This may include whole school training on SEND issues or to support a specifically identified group of learners such as ADHD, ASD or Dyslexia.
- Whole staff training to disseminate knowledge, share experiences and to develop teaching and learning for all pupils with SEND happens on a regular basis.
- Individual teachers and support staff may attend training outside of the school to make sure they have the skills to support children with SEND.
- Training takes place weekly in a twilight session targeted at Teaching and Learning and SEND.
- All staff have training around SEND and support staff are trained in specific areas needed to support pupils with SEND.
- Specialists in fields needed within school are often invited in for whole day training so that many of the staff can access the training.
- Training for teachers or support staff may be part of their performance management with regard to professional development.

How accessible is the school both indoors and outdoors?

- IJDS is built on three floors all accessible with a lift.
- The outdoor area can be accessed from the front gate at the top and via the school building at the bottom.
- There are disabled toilets in the school.
- Any further adjustments will be made according to the needs and subject to funding.
- Advice from specialists will be sought to make sure that the environment is suitable for all pupils with SEND.

How are parents involved in the school?

- Parents are involved in all aspects of school life.
- Parents receive weekly communication from the school.
- Some pupils may have a home school communication link book or e-mail.
- In KS1 pupils will have a reading diary.
- Home visits are arranged before your child enters IJDS, where possible.
- Parents are invited to attend parents evening twice a year for all pupils or provision meetings three times a year.
- All parents whose children have an EHC Plan will have a Meeting Around the Child twice a year and an Annual Review once a year. All specialists are invited to all three meetings.
- Parents are invited to participate in regular Coffee Morning sessions.
- New parents are invited to come and see the school during the school day, talk to pupils and if appropriate the Inclusion Manager / SenCo and Head Teacher.
- Parents are invited in at least once a year to a school assembly.
- Parents are invited into school to celebrate the Chagim with their children such as Purim and Pessach Seder.
- Parents are encouraged to take part in outings and participate in the school's PTA.
- Each class has a parent representative.
- There are parent directors who can be contacted by parents.
- Barnet Parent Partnership can be accessed by our parents.
- Barnet Local offer is available to all parents

How will your child be able to contribute their views?

- At IJDS we value our pupils' views. Our pupils often understand their learning best and we are open to suggestions from them.
- Our pupils are often consulted on the best way to solve a problem especially when it comes to social and behavioural difficulties.
- Your child will be consulted on how they think provision or strategies are working and if they feel it is benefiting.
- There is a pupil voice on the child's provision map / Individual Educational Plan
- Pupils at IJDS are encouraged to self-assess and therefore are developing the ability to see what is working and what still needs to be worked on.
- Pupils are encouraged to be thoughtful and independent learners and are encouraged to participate in target setting.
- During discussions with children about their learning the teaching team will always consult pupils on what they think is best for them.
- Parents are encouraged to let teachers know what their children think and parents are often advised to encourage their children to speak to their teachers about homework, learning, social, emotional or behavioural difficulties and together with their teachers to formulate an action plan.
- The Head Teacher meets with the school council termly, the class councillors consult the children and then feedback their views to the Head Teacher.

How will the school prepare and support my child to join the school or transfer to a new setting?

- IJDS is warm and welcoming to all our pupils. Transition is regarded carefully in our school and we understand that transition for pupils can be year to year within the school or from and to another setting.
- We prepare all our children annually for transition when moving class.
- Some pupils may need more support and will then receive a personalised transition book.
- The transition book will have messages and information about the school and their teachers before they start. This helps familiarise pupils with routines and expectations as well as showing them a warm welcome.
- When joining our Nursery the intake will be staggered.
- A buddy will be allocated to all new pupils who join after reception.
- If a pupil joins our school with an EHC plan the Inclusion Manager / SenCo will attend the last annual review meeting at the previous setting, if possible, or meet and visit the pupil in their prior setting.
- A meeting will be held with the parents and the prior setting to make sure that all the information is passed on.



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- A transition plan will be put in place to enable your child to experience different parts of the day before joining full time.
- Visual timetables will be prepared so that your child is able to know what to expect throughout their day.
- When children are preparing to leave our school for a new setting the class teacher and Inclusion Manager / SenCo meet with the next school's Head of Year and will pass on all information about your child.
- If your child has an EHC Plan the next setting will be invited to the Annual Review or the final Meeting Around the Child.
- The provision map along with other relevant information will be sent to the next setting.
- The Inclusion Manager / SenCo will meet with the other school where necessary and go through current and relevant information with them.

Who can you contact for further information?

- The Class Teacher is the first person to contact.
- You can then contact The Inclusion Manager / SenCo Mrs Sinclair - senco@ijds.co.uk
- The Head Teacher can be contacted at - office@ijds.co.uk
- The Learning Mentor is Mrs Jay Dor and can be contacted at jdor@ijds.co.uk
- The SEN Governor is M Lauber - mлаuber@ijds.co.uk

Complaints

- Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:
 - The school's complaints procedure.
 - The disagreement resolution service (for disagreements between parents/pupil and the LA or parents/pupil and the educational provider).
 - Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
 - An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
 - A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
 - Complaint to the Secretary of State (against schools or LAs).



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What is the Local Offer?

- The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- Barnet Local offer can be found at:
<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>

Signed:

Mrs Stacey Sinclair
SENDCO

Mrs Jodi Schajer
Head Teacher

Date: 13 December 2021