

Yesoiday Hatorah School

SEND Policy

Last update 20/10/2017

Updated by: Mrs Weisl SENCO

Next review 20/10/2018

Code of Practice

Yesoiday Hatorah is strongly committed to both academic and social inclusion. We believe that all children at all ability levels are entitled to access the National Curriculum and develop their social skills in a warm, caring and safe environment.

As a school community we are immensely proud that in our most recent OFSTED we achieved an “outstanding” grade in all areas of school life inspected under *section 48 (2014)*. These included the quality of teaching, spiritual, moral, social and cultural development, behaviour and safety of pupils together with excellent leadership and management.

“The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.”

“Disabled pupils and those who have special educational needs are making good and sometimes outstanding progress, due to the well-targeted additional help and high quality support they receive through therapy that is focused on art, social and emotional needs or speech and language.” (OFSTED Report 2014).

Providing excellent special educational needs provision is a vital part of the school continuing to maintain high standards for all pupils.

Identifying Special Educational Needs

At Yesoiday Hatorah, if a parent or a member of staff thinks that a child may have special educational needs then the following steps are carried out.

- The child’s class teacher is contacted; they will then carry out observations and assessments. The teacher will then liaise with the SENCO and extra support will be provided for the child.

- If there are further concerns, then the teacher together with the SENCO will meet with the parents to discuss any further intervention that may be necessary and how these changes and plans can be implemented at school and where necessary at home.
- Follow up - The key for success with SEN children is:
 - To follow up the progress of each child every term.
 - To meet parents together with the class teacher.
 - To observe children and track the data.
 - To formally and informally assess the children.

SEN Department

Every school has to appoint a teacher with overall responsibility for Special Educational Needs. This person is known as the Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for the implementation and review of the school's SEN policy and practice. At Yesoiday Hatorah we have two members of staff responsible for overseeing the different requirements for those children with Special Educational Needs.

- Mrs R. Weisl - SENCO
- Mrs R. Harris – Assistant SENCO
- Mrs D. Wolf – Admin SENCO
- Mr Bamberger – SEN Governors

Providing support for Special Educational Needs

The new SEN code

SEN Support

Once an additional need has been identified the school will use its resources and internal staff expertise to facilitate extra support for the child.

SEN Support Plus

If a child does not sufficiently progress under the guidance and support provided by the initial Sen Support in the school, then SEN Support Plus can be implemented. This is when the SENCO will discuss with the parents about receiving external support and guidance from other expert professionals.

EHCP (Education, Health and Care Plan)

When SEN Support or SEN Support Plus has had little or no impact on a child's progress and it is clear that the child may need more support than the school can provide from its own resources, the parent or school may apply to the local authority for a statutory assessment of the child's needs. The local authority will then make a more detailed investigation of a child's needs using specialist advice. Once this investigation has been completed the local authority will decide whether the child should be given an EHCP.

An EHCP is a legal document which sets out a description of your child's needs (what he or she can or cannot do) and what needs to be done to meet those needs by education, health and social care.

The school will then be provided with details of the provision that needs to be made for the child together with details and arrangements for the monitoring and review process.

Pupil Premium

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged pupils starting from reception.

The Pupil Premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools use of the funding affects the attainment of their disadvantaged pupils.

Schools are held to account through performance tables which includes data on:

- The attainment of the pupils who attract the funding.
- The progress made by these pupils.
- The gap in attainment between disadvantaged pupils and their peers.
- The resources for Extra Curriculum to support the children with their motor skills, social and emotional needs.

Supporting the Children

At Yesoiday Hatorah we believe that each and every child should be able to achieve their potential. It is important to always look at each child's needs individually in order to determine what support would be beneficial for each one. This is vitally important as children often need a few different types of intervention in order to help them gain the maximum progression.

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of class teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment.

The Teachers Standards 2012 makes it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils"

SEN Code of Practice echoes this point as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff."

School Interventions

Yesoiday Hatorah currently has the following interventions which are used across the school. Each intervention is led by a qualified member of staff together with SENCO, who meet constantly with teachers and T.A's and send home reports to parents to update progress.

The SENCO, a highly qualified SEN teacher, carries out Dyslexia and Dyscalculia screener assessments as well as other assessments in order to identify difficulties in various areas such as visual perception, ADHD or social emotional skills. This enables us to put the right intervention in place. However, if the assessments reveal more severe difficulties, then the SENCO turns to the Educational Psychologist for guidance.

1. English

- It is delivered 1:1 or in small groups dependant on aims and needs.
Resources Used:
- Ruth Miskin – Read, Write Inc. Phonics. This is one of the UK's leading literacy programmes which has incredible results in improving children's reading abilities. Flash start- special programme to develop fluency and Comprehension skills.
- Reading for meaning- this is a special programme to develop Comprehension skills.
- SNIP Literacy – This is an alternative programme which uses techniques involving recognising words through sight as opposed to phonics to help children overcome reading and spelling barriers and vastly increase their knowledge of high frequency words.
- Progressive Phonics.
- Wellington Square – A literacy programme which uses different techniques to improve reading and allow children to gain further knowledge and understanding.
- Reading for meaning – Intervention designed to support reading comprehension
- Clicker 7 – Multimedia English writing support for children who had identified with Symptoms of Dyslexia and Dyspraxia. Parents can access to this programme at home.
- Mind Map- special method to support children to remember names,events and recall information after Reading the story.
- Beat Dyslexia
- Multi-Sensory approach to spelling- doing it, seeing it, saying it, writing/drawing it. This approach will work for all children; it stimulates the visual, auditory and kinaesthetic pathways simultaneously.
- IDL- A special computer programme to develop English reading, spelling and comprehension. Each child has his own programme according to his progress.

2. Maths

- It is delivered 1:1 or in small groups dependant on aims and needs.
Resources used:
- Numicon – Numicon is a multi-sensory approach, built on a proven strategy that raises achievement across all ability levels.
- Abacus- Helps every child master the national curriculum
- Number catch –up

3. Speech and Language Therapy

- In-house speech and language therapist
- It is delivered 1:1 or in small groups dependant on aims and needs.
- Speech development
- Auditory processing
- Communication Skills
- Articulation
- Language Link- Speech and language programme used for all nursery and reception

4. Music and Art therapy

- It is delivered 1:1 or in small groups dependant on aims and needs.
- This helps pupils to develop their emotional and expressive language through art.
- Helps children to express any anxieties or emotions that they may be experiencing in a therapeutic informal way.

5. Social Interaction

- It is delivered 1:1 or in small groups dependant on aims and needs.
- Helps pupils to develop their social skills.
- Provides techniques for better peer interaction.
- Helps children with anger problems by providing them with a forum for discussion and subsequent coping techniques.

6. Working memory

- Cogmed programme: A delivered 1:1 computer-based programme for improving attention by increasing working memory capacity over a few weeks training period.

Progress Monitoring

At Yesoiday Hatorah we believe in having an open channel of communication with our parents. If any issues or concerns arise then we encourage parents to make an appointment with the class teacher or SENCO to discuss their child's progress.

Children who receive school and external agency support will have an SEND Support Plan. This details a child's learning needs, the services the school will provide and how progress will be measured. Support plans are reviewed regularly to show what progress has been made, whether these targets need to be modified and what new targets should be set.

If a child is receiving SEN Support and has no external agency support, the school will meet with the parents bi-annually to discuss progress and future plans.

If the child is receiving SEN Support Plus or has an EHCP, the meetings can occur more frequently. There is also an annual review which looks at the child's progress against the aims set out in their EHCP to make sure that the provision and targets set in the EHCP are up to date and relevant

The annual review should be attended by all parties involved with the child, SENCO, teaching staff, parents, outside professionals and the local authority.

The annual review also helps the local authority to decide whether the EHCP is still necessary, make modifications to the current plan or whether it is necessary to set new targets for the coming year.

CPD (Continuing Professional Development) / TA's Training

Yesoiday Hatorah School staff has been trained to be a Dyslexia friendly school. Every child in class should feel happy to be supported by his class teacher in order to achieve better.

The Senco has a Special Needs Teacher qualification.

Yesoiday Hatorah School has allocated 3 members of staff with a SEN teacher certificate for SEN intervention: Mrs I Leitner and Mrs D Fulda specifically for English and Mrs H Rotenberg for Maths.

Senco allocated courses for teachers, CPD special courses to learn how to identify children who might show symptoms of Dyslexia, Dyspraxia and Dyscalculia.

Teachers are then able to support these children in class using different strategies. Teachers write individual ADPR plans for these children who might have these symptoms or who have been assessed by the SEN department at Yesoiday Hatorah School.

The CPD courses which have been implemented in Yesoiday Hatorah School are as follow:

English:

- Read Write Inc.
- Clicker 7
- Multi-sensory approach- spelling
- Metacognition

Maths:

- Numicon
- Maths no problem method for SEN children

Cognitive/ Organisation skills:

- Fueurstein method training
- Cogmed method/ working memory

Emotional, social and well-being

- Attachment: Alex Kelly programme- social interaction
- Anxiety: Lego Therapy
- ADHD- curious cases of ADHD

Speech and Language

- Selective mutism
- Flour method
- ASD- Diagnostic

Physical:

- OT- Sensory integration,

At Yesoiday Hatorah we pride ourselves on ensuring that our staff take part in regular in-house training sessions which are given by external professionals or internal curriculum leads. These can be refresher courses or are used to convey newly received information, policies or to share existing successful teaching methods as well as any new techniques or concepts which may have been introduced to the curriculum.

All teaching support staff are also being encouraged to complete a Level 3 diploma in supporting teaching and learning in schools.

The qualification covers the skills and knowledge needed when supporting teaching and learning in schools. It also covers how to work with others to achieve shared objectives when supporting the learning of individuals or groups of pupils.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

Mrs R Weisl – SENCO – r.weisl@yhs.org.uk; 0161 773 6364 x159

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour

- Complaint Policy

- Equality information and objectives

- Supporting pupils with medical conditions