

INCLUSION POLICY

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This policy will be reviewed and
updated annually.

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1. INTRODUCTION

This policy is created in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (revised Code January 2015).

2. LEGISLATION AND GUIDANCE

North West London Jewish Day School (NWLJDS) identifies pupils as having Special Educational Needs (SEN) if they meet the definition as set out in the 2014 SEN Code of Practice (CoP 2014). Please note that SEN and SEND (Special Educational Needs and Disabilities) are used interchangeably throughout this policy and throughout SEN guidance. The CoP 2014 defines SEN as:

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty** in learning than the majority of others of the same age, or
- has a **disability which prevents or hinders** him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

3. Many children who have SEN may have a disability under the Equality Act 2010 – ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’

NWLJDS provides Special Educational provision for pupils who require:

- *‘special educational provision that is provision different from or additional to that normally available to pupils of the same age.’*

NWLJDS provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

3. VISION & AIMS

3.1 Our Vision

At NWLJDS we believe that all of our pupils, regardless of gender, ethnicity, ability, or disability are entitled to a high-quality education that will maximise their life chances. All pupils are entitled to an education that enables them to:

- Achieve their best academically, socially and emotionally
- Become confident individuals living fulfilling lives
- Empowering our students to be active members of the wider community, embracing the values of Judaism
- Make a successful transition into secondary school, further and higher education or training and adulthood.

3.2 Our Aims:

1. We value the views of a pupil and will use different methods to ensure their views on their education are taken into account.
2. Identify individual learning needs as early as possible as we believe early intervention is key.
3. Our pupils with SEN will be offered full access to a broad and balanced curriculum, differentiated to their needs.
4. Provide all children with equal opportunities to the wider community.
5. Work in partnership with parents and outside agencies in the education and the social and emotional well-being of children.
6. To provide support and advice for all staff on the implementation of the SEN policy, with high-quality, relevant training where needed.
7. Encourage every teacher to have responsibility for meeting the learning needs of all pupils in their care and to differentiate the curriculum appropriately.

We also work collaboratively with parents and outside agencies to ensure that other vulnerable groups make good progress across the school.

This includes:

- Looked after children.
- Pupil premium children
- Children who have an additional language to English
- Gifted and talented children
- Children known to social services or on the Child Protection Register

4. ROLES AND RESPONSIBILITIES

Everyone has a collective responsibility in ensuring children with SEN thrive at NWLJDS. In particular, this policy outlines the roles of the SENCO, Headteacher, SEN Governor, Teachers, LSAs (general and one-to-one) and Parents.

4.1 The SENCO

The SENCO is **Madeleine Bendell**.

The SENCO's key responsibilities are:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- To provide the parents with the opportunity to discuss their child's needs and provide regular opportunities to feedback regarding progress
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- To remain up to date with all legislation relating to SEN
- The SENCO of the school must hold a Postgraduate Certificate in SEN Co-ordination (NaSENCO qualification).

4.2 The SEN Governor

The SEN Governor is **Martin Kerem**.

The SEN Governor's key responsibilities are:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Head teacher is **Judith Caplan**.

The Head teacher's key responsibilities are:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- To attend annual reviews for children with EHC Plans and termly Pupil Progress meetings
- To bring to the attention of the Governors any prospective parent who has named North West on their child's statement or EHCP. The child's paperwork needs to be read fully by the Head Teacher and a consultation between the Head Teacher, ECM team and Governors must take place before replying to the Local Authority in which the child's resides within the deadline

4.4 Class teachers

The class teacher's key responsibilities are:

- Raising concerns about an individual pupil's needs
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- To discuss children's needs with the entire teaching team (including Kodesh staff, learning support assistants (LSA), one-to-one LSA's and intervention teachers).
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- To provide the parents with the opportunity to discuss their child's needs and provide regular opportunities to feedback regarding progress
- Developing Individual Education Plan (IEP) targets for individuals with EHCPs each term
- The class teacher should produce a report for any children with EHC Plans for their annual review
- Ensuring they follow this SEN policy
- Participating in SEN training throughout the academic year.

4.5 Learning Support Assistant (LSA) Responsibilities

This applies to General LSAs and one-to-one LSAs.

The LSA's key responsibilities are:

- To liaise with the children's class teacher and provide input into the completion of the Individual Education Plans (IEP) targets and reviews
- To follow treatment plans as suggested by outside agencies
- To keep records of assessment and evaluation of impact of teaching programmes
- To attend annual review for that child and produce a report for that meeting with the class teacher (for pupils with an EHCP only)
- To work with small groups of children to provide individual and group support.

4.6 Parents

All parents and carers of pupils with special educational needs at NWLJDS are considered to be our partners. They will be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- Have knowledge of their pupil's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

5. IDENTIFICATION OF SEND AND GRADUATED RESPONSE

5.1 Methods of Identification

At NWLJDS we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs. Identification includes the use of high-quality formative assessment, as well as effective tools and early assessment materials. For all pupils, there are between 3-6 Pupil Progress meetings per year that are led by the Assessment Co-ordinator, Head Teacher and includes the class teacher and SENCO. Any pupils not making adequate progress are discussed through this forum.

We value the contribution of parents if they have concerns about their child. When concerns are raised, the SENCO will meet with the teaching team and agree the most appropriate course of action.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. Informed parental consent is required before such consultations can take place. NWLJDS school has access to the following professional agencies dependent on the child's GP and the borough in which they reside:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- School-based Play Therapist
- School-based Psychotherapist
- Advisory Teacher for Autism Spectrum Disorder
- Advisory Teacher for Hearing Impairment
- Advisory Teacher for Vision Impairment
- Teacher of the Deaf

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will

make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At NWLJDS we have a working document called the SEN register. This is reviewed termly. Parents will be informed when children are taken on/off the register.

5.2 Graduated Response

5.2.1 SEN Funding

The school's SEN provision is funded largely from the school's overall budget and is allocated mainly on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. In exceptional cases the school can apply to the LA for top up funding. Pupils who have an EHCPs will have an agreed package of support from the Local Authority.

5.2.2 Graduated Response to SEN

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN. All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from learning support assistants or specialist staff.

In line with the 2014 Code of Practice requirements, the school will deliver a Graduated Response Model as described in the diagram below for pupils identified as having SEN:

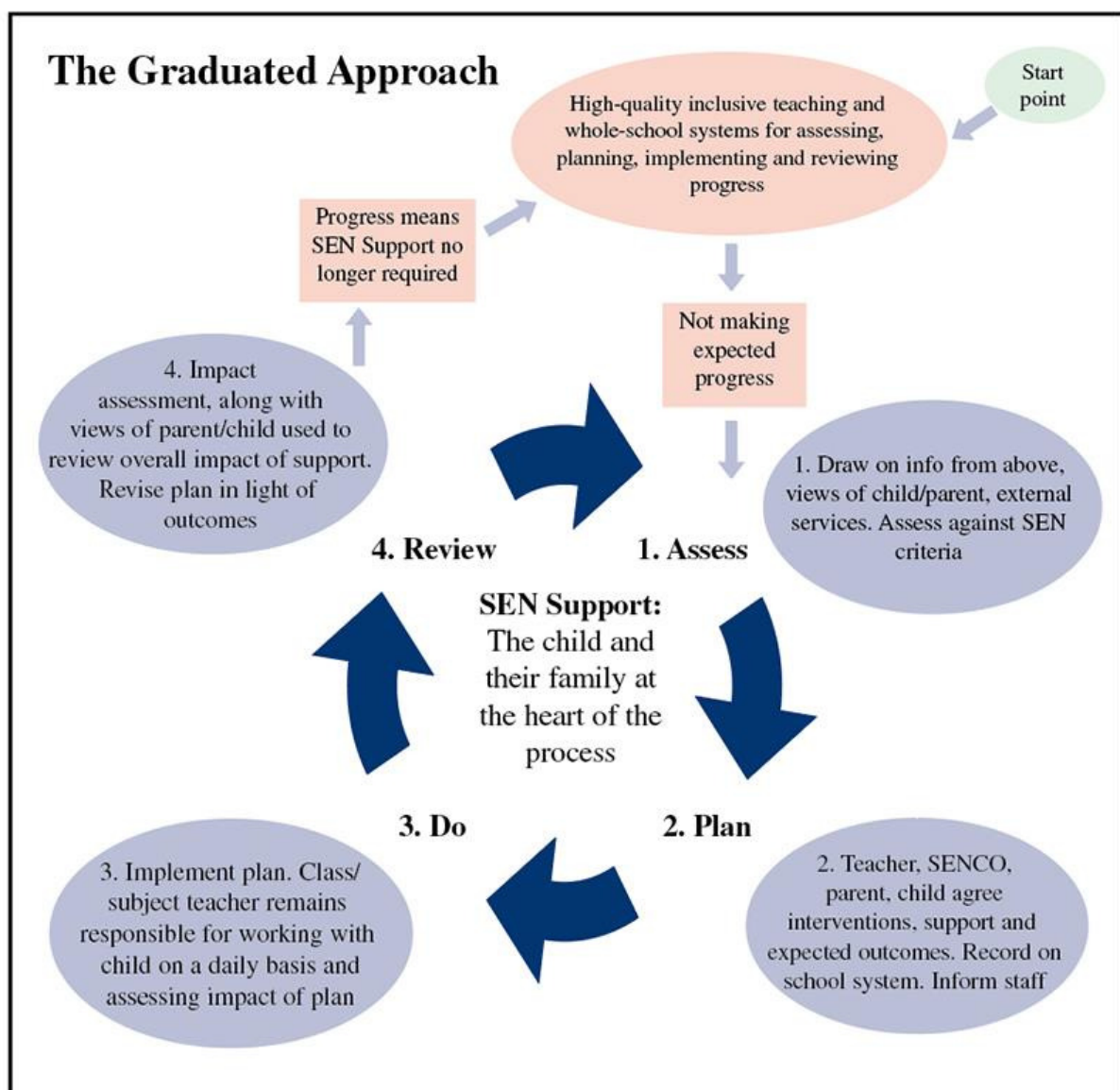


Image by Natalie Packer, www.nataliepacker.co.uk/

5.2.3 EHCPs

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority (LA) to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP).

The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

Once a pupil has an EHCP naming NWLJDS, the SENCO will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place annually with information sent to the LA. In addition, there will be termly internal review meetings. Parents, the child's teaching team and external agencies are invited to all review meetings. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Individual Education Plans (IEPs) are written for the pupils who have an EHCP. These targets reflect the needs of the child and the advice from the professionals supporting the child. These are SMART targets (Specific, Measurable, Attainable, Realistic and Time-Bound) to ensure that all progress can be fully captured. IEPs are shared with staff and parents three times per academic year.

5.2.4 Pupils on the SEN Register

Pupils on the SEN register who do not have an EHCP are identified as SEN Support. This means that the funding for their SEN provision is within the school budget. Their targets or recommendations are shared with their teaching team and parents to ensure a collaborative approach.

5.2.5 Access Arrangements

The school will ensure that it meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. Children sit Standardised Assessment Tests (SATs) in Years 2 and 6. In Year 6 access arrangements can be applied for in order to help pupils access the assessment papers if they have additional SEN needs that will negatively impact their performance.

These arrangements include: giving children additional time to complete the papers; providing pupils with a scribe; providing children with a reader; enlarging papers and other similar adaptations.

Any access arrangements must reflect normal classroom practice. The ECM team in consultation with the assessment coordinator are responsible for applying for these access arrangements should they be appropriate. These arrangements also take place when summative and formative assessments take place across all year groups.

6. ADMISSIONS AND TRANSITIONS

6.1 Admissions

Admission for a child with SEN (who does not have an EHCP) is the same as for all children and is in accordance with the Local Authority's Admission Criteria and no child will be discriminated against. Where a child has an EHCP in place prior to starting NWLJDS, the school will be consulted about whether they can meet the child's needs. Within 15 days, the Head Teacher (in consultation with the Governors and SENCO) will decide if the child's needs can be met in line with their EHCP.

Please see the Admissions Policy for further information.

6.2 Transitions

All transitions are carefully planned for, including internal transitions between year groups, key stages and new joiners. We have whole school procedures in place for these transitions and additional procedures are put in place for any pupil who requires additional support.

For children identified with SEN, information is gathered from previous settings and parents to ensure that all relevant documentation is shared. This allows us to appropriately plan and provide support.

We also have systems put in place for when children leave NWLJDS. To understand how we process a child's SEN data, please refer to our privacy notice for children.

7. STAFF TRAINING AND DEVELOPMENT

At NWLJDS all of our staff receive continued professional development on meeting the needs of all of our learners. This includes: SEN, Gifted and Talented, English as an Additional Language (EAL), and Vulnerable Groups.

An audit of staff training needs is carried out at the beginning of the academic year and explored in relation to the current needs of our pupils. Half termly training is given specifically to the LSA team around matters such as delivering interventions and monitoring progress. There is also an opportunity for staff to feedback and disseminate information on any courses they have recently attended during team meetings to enable good practice to be shared.

In addition to this all staff are able and encouraged to access external courses and online courses that will benefit them in their role of supporting all of our learners.

8. FACILITIES

NWLJDS demonstrates its commitment to equality for those with disabilities in provision of facilities for pupils with SEN at the school, including facilities which increase and assist access to the school by pupils who are disabled. The school seeks to comply with the 2010 Discrimination and Disability Act.

9. SCHOOL INFORMATION REPORT

All information about our SEN provision is included in our SEND School Information Report which is published on our website and updated annually.

Please also see the Brent Local Offer for more information about local services. <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/>

If a child resides in a borough out with Brent they can also access their local offer.

10. LINKS TO OTHER POLICIES

This policy is closely linked with the SEND information report and both documents can be found on our school's website and should be the first point of information for parents if they have concerns about their child's needs. On the website, there is also a link to the Brent LA Local Offer for SEND. All of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. Other relevant documentation that links with this policy are:

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Supporting pupils with medical conditions
- Accessibility Plan
- Safeguarding Policy
- E-Safety Policy

11. COMPLAINTS

Complaints about SEN provision in NWLJDS should be made to the class teacher in the first instance. The SENCO should then be contacted. If the issue has not been resolved, we advise parents to refer to our school complaint's policy.

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

- Exclusion
- Provision of education and associated services
- Making reasoning adjustments.

Please see the school's complaints policy for further information.

12. APPENDICES

Here is a glossary of the most used SEN terms, which are often abbreviated.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BOAT	Brent Outreach and Autism Team
BST	Behaviour Support Team
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLCN	Speech Language Communication Needs
SPLD	Specific Learning Difficulty
TAC	Team around the Child
TAF	Team around the Family
ToD	Teacher of the Deaf
VI	Visual Impairment