

## **Special Educational Needs and Disability (SEND) 2019-20 Parent/Carer Information Report**

At North West London Jewish Primary School (NWLJDS) we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when additional support may be needed to help them to make the best possible progress in school.

NWLJDS is a fully inclusive school and aims for all pupils to achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, sexual identity, physical ability or educational needs).

### **What is the Local Offer?**

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 and Disabilities (SEND) 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.

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress and outcomes in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, if families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at

<https://www.brent.gov.uk/localoffer>

As a faith school pupils come from neighbouring boroughs and therefore families are entitled to access Local Offers from the areas in which they reside.

In addition, the link to the SEND Code of Practice (2015) which has shaped our SEND Policy and this Information report is below:

SEN Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children at NWLJDS make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND Policy, Disability Accessibility Plan, Equality Plan and Administering Medicines are available on the school website.

## **These are some frequently asked questions about provision for children with SEND:**

### **How is SEND categorised?**

Children are identified as having SEND when they have a significant learning difficulty or disability which calls for provision to be implemented that is additional to, or different from, the provision that is typically in place for other children of the same age in a mainstream setting. The school then have specific needs based plans that help support their development and accelerate progress. The four broad 'areas of need' are:

- Cognition and Learning  
(i.e Global Development Delay, Moderate Learning Delay)
- Communication and Interaction  
(i.e. autism, receptive and expressive language difficulties and social communication difficulties)
- Sensory and Physical Needs  
(i.e. Hearing impairment, visual impairment, fine motor difficulties, gross motor difficulties and physical disability)
- Social, Emotional and Mental Health Difficulties  
(i.e. behavioural difficulties, ADHD, ODD and OCD)

Many children have more than one need or difficulty. We work closely with the family and outside agencies to ensure that we provide an inclusive education.

In September 2019 NWLJDS have 14% of pupils on the SEND register. Please note some children will be on for multiple reasons.

Currently NWLJDS supports pupils with a range of needs as stated above.

### **How are pupil's needs identified?**

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 and we work together with them. 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
- Complex Needs Advisory Teacher
- Behaviour Advisory Teacher

As well as being able to access a range of specialist services our SENCO is fully qualified and accredited. The SENCO has undertaken and completed the National SENCO training.

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 required 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.

### **What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?**

- We ensure we work closely with parents at NWLJDS. In order to get the best results for a pupil we rely on working as a partnership with parents.
- Pupils on the SEN register who do not have an Education, Health and Care Plan (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.

- 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 informal review meetings. Parents, the child's teaching team and external agencies are invited to all review meetings. If a pupil's SEN changes, 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.

### **How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SENCO's job is to support the class teacher in planning for children with SEND and to equip teachers and Learning Support Assistants (LSAs) with strategies to help children in the classroom.
- All our teachers and LSAs have regular training in a range of issues. At the start of the academic year a training timetable is put together to ensure that staff are trained on the needs of the pupils they are teaching.
- Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. Training on Downs Syndrome, Hearing Impairment etc.
- It is also common practice for us to invite parents, grandparents and carers to specific training that is tailored to meet a specific individual need.

### **How will the teaching be adapted/monitored for my child with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Pupils learn in a variety of different ways. Those with SEND tend to learn best through a multi-sensory approach. This means they will be taught using all the ways combined: through visual stimulus, auditory means and kinaesthetically.
- Reasonable adaptations are made to the curriculum and the learning environment to ensure pupils with SEND can access all opportunities.
- At NWLJDS, due to large class sizes, we have two teachers for all Literacy and Numeracy lessons. Therefore SEND pupils, at times, may be given the opportunity to be in smaller classes and therefore given more support during core lessons.
- When appropriate, pupils will be offered interventions to support their learning. Interventions can either be run in groups or individually depending on the needs of the child. Interventions can be put in place to support a child's academic and social/well-being.
- Teaching is established on a graduated approach model. This means teachers, 'plan, do and review' in order to successfully teach each pupil.
- Classroom observations by the senior leadership and co-ordinators, the SENCO and external verifiers take place 3 times a year to ensure lessons are accessible to all. In addition regular learning walks take place to ensure consistency and sustained continuity of best practice throughout the school.

### **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term in pupil progress meetings, with the senior leadership team, and an assessment judgement is made against Reading, Writing and Maths.
- At the end of each key stage (EYFS, Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children who either have an EHCP or are on the SEND register will have IEPs which are reviewed regularly. These are usually taken from reports from external agencies.
- Children with EHCPs have an annual review with all stakeholders present. This includes parents, teachers, teaching assistants, external agencies, the child and SLT.



- In addition, children with EHCPs have 2 informal reviews per year. All stakeholders are invited and their IEPs are reviewed and written at this meeting.
- Progress of individual pupils is also monitored through work sampling and scrutiny.
- At the start of any intervention a child will be given a baseline target. This target will be evaluated at the end of approximately 6 weeks. Feedback will be shared with parents and the teaching team regarding the impact of the intervention. A decision will then be made whether the pupil can be discharged from that intervention or whether it will be carried on with new targets in place.

#### **What support do we have for you as a parent of child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Regular meetings once a term for pupils who have an EHCP.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.

#### **What support is there for my child's overall wellbeing?**

- We are an inclusive school and we welcome and celebrate diversity. The staff believes that children nurturing high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore, the class teacher would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist education services.

- We have a school psychotherapist who works with us every Wednesday. She supports pupils mainly individually and occasionally in groups. She provides feedback to parents termly.
- We have two members of staff who are qualified as Emotional Literacy Support Assistants (ELSA). These members of staff see children on a weekly basis to support their emotional well-being.
- Bullying at NWLJDS is taken extremely seriously and will not be tolerated. Please refer to our Anti-Bullying Policy located on the school website.

### **How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines on the school site. Information is available on our website.
- Parents need to contact the school if medication is prescribed by health professionals to be taken during the school day and an Individual Healthcare Plan is drawn up by the school nurse where necessary.
- On a day to day basis trained designated officers, based in the school office, oversee the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

### **How is NWLJDS accessible to children with SEND?**

- 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.
- The ground floor of the building is accessible to children with physical disabilities.
- We have a disabled car park space as part of our facilities.
- We also have a disabled toilet which can be accessed on our ground floor.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.



## **How will we support your child when they are leaving this school? or moving on to another class at the end of the year at the end of academic year?**

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child; We will make sure that all records about your child are passed on once we know they are in attendance at that school.
- When moving classes in school, information will be passed on to the new class teacher in advance and a handover meeting will take place with the new teacher. All support plans will be shared with the new teacher. Children with SEN will be given a transition booklet with photos of their new classroom, teacher and other key adults and any relevant information.
- Children who have an EHCP will also have a transition booklet written by their 121 LSA which will contain a full summary of the individual pupil. This will be shared with the next teaching team.
- In Year 6: The SENCO will liaise with the SENCO and/or transition coordinator of your child's secondary school to discuss the specific needs of your child; where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school; your child will do focused learning towards the end of Year 6 about aspects of transition to support their understanding of the changes ahead; we write social stories with children if transition is potentially going to be difficult; we liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

## **How will my child be able to contribute their views?**

- Pupils are elected to be a member of the Student Council, Science Committee, school newspaper editor, House Captains and Prefects. This is an open forum for any issues or viewpoints to be raised.
- If your child has an EHCP their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

## **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

- If a child has behavioural difficulties a support plan is devised with the child and parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Attendance Officer. Good attendance is actively encouraged and rewarded throughout the school.

## **How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- With some children we may find it necessary to complete individual risk assessments and positive handling plans in order to best support individuals.
- With some children it may be deemed necessary for a parent to accompany pupils on school trips.

## **How are the school's resources allocated and matched to children's SEND needs?**

- 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 LSAs who are funded from the SEND budget, receive regular training to enable them to deliver support designed to meet children's needs.
- The budget is allocated on a needs basis. The children who have the highest level and complex needs are given the most support often involving an LSA.
- Each child has a costed provisions map.

### **What arrangements are put in place with regards to admissions for pupils SEND?**

- 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.

### **What If I need to complain?**

- Complaints about SEN provision in NWLJDS should be made to the class teacher in the first instance. The SENCO can then be contacted. If the issue has not been resolved, we advise parents to speak with our Headteacher.
- For complaints which are unresolved, please see the Complaints Policy.
- The SEN Governor with responsibility for SEN is Martin Kerem. He can be contacted on [mkerem@nwljds.org.uk](mailto:mkerem@nwljds.org.uk)

The following can also be accessed in the circumstances below:

- The disagreement resolution service (for disagreements between parents and the LA or parents and the educational provider).
- Complaints to OFSTED (about whole SEND 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 EFSA.
- Complaint to the Secretary of State (against schools or EFSA).
- Brent SEND Information, Advice and Support Service (SENDIASS)

Please also refer to the school's: SEND Policy, Equality Plan, Admissions Policy and Disability Accessibility Plan all can be found on the school website.

If you would like further information about what we offer, then please do not hesitate to contact us directly.

Contact Details of SENCo:

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