

SEND (Special Educational Needs and Disabilities)

Information Report 2022/2023

At North West London Jewish Primary School (NWLJDS) we strive to support all children to enable each pupil to make their best possible progress. Quality teaching is vital, however for some children there are occasions when additional support may be needed to help them achieve their targets.

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).

The SEND information report outlines how we ensure support for our pupils. Our responsibility is to ensure we are fully compliant with the Children and Families Act 2014 (section 69(2)) and schedule 1 of the Special Educational Needs and Disability regulations 2014. Our SEND information report therefore outlines all appropriate systems and provision for children with SEND.

For further support, contact the Inclusion Leads/SENCOs:

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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 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 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>

At NWLJDS, many pupils live out of Brent, and are therefore entitled to access Local Offers from the local authority in which they live.

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 different from, or additional to, that which is normally available to pupils of the same age.

The Code of Practice (2015) refers to the four areas of SEND as being:

	Area	Examples
C & I	Communication and Interaction	ASC (Autism Spectrum Condition), Receptive and expressive language difficulties, Social communication difficulties
C & L	Cognition and Learning	Global development delay, Moderate learning delay
SEMH	Social, Emotional and Mental Health	Behavioural difficulties, ADHD ODD OCD
S/P	Sensory/Physical	Hearing impairment, Visual impairment, Fine motor difficulties, Gross motor difficulties Physical disability

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

The full Code of Practice (2015) can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This document explains how we ensure we support all our pupils, including those with SEND, so every pupil can reach their full potential. 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.

How can I let the school know I am concerned about my child's progress in school?

If parents/carers have concerns about the progress, attainment or emotional wellbeing of their child, they should in the first instance speak to the class teacher, who will then liaise with the school SENCo, as appropriate.

If a parent/carer wishes to discuss a specific area of SEND, or you are not happy that your concerns are being managed, and that your child is still not making progress, please contact the school SENCo.

How does the school identify if my child needs extra support?

Where applicable, a child's previous setting will transfer information about a child's strengths and needs, and any concerns.

The progress of all pupils is monitored regularly by class teachers and the senior leaders through formal and informal assessments. If a pupil is not making expected progress, their level of need is identified and then discussed with parents/carers. The discussion and partnership with parents/carers enables us to:

- Listen to any concerns
- Plan, implement and review any additional support the child may receive
- Discuss any possible referrals to outside professionals to support the child.

It is possible for the school to refer to external agencies and professionals for support. Parental consent is always necessary in order to do so. Examples of professionals referred to include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- 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
- Behaviour Advisory Teacher
- BOAT (Brent Outreach Autism Team)
- Brent Inclusion Team

Children who require different, or additional support will be recorded on what is known as the school's SEN Register. This is a document the school uses to ensure pupils with SEND are closely monitored: that they are receiving the appropriate support and making progress. Parents/carers will be informed when their child is put on and taken off the register.

What is the role of a SENCo?

A SENCo is responsible for the day-to-day operation of the school's SEN policy. The SENCo will co-ordinate additional support for pupils with SEND and liaise with parents, teachers and other professionals who are involved with them. The SENCo is a qualified teacher and has completed the NASENCo (National Award for SENCOs). The role of the SENCo is crucial in supporting early identification and intervention for children with SEND and is an important contact for parents/carers who have any concerns about their child's development. The SENCo supports class teachers in the delivery of quality first teaching and ensuring effective differentiation of work and effective deployment of additional adults in the classroom, such as Learning Support Assistants (LSAs). The SENCo will have a strategic overview of which interventions are delivered for specific pupils and also delivers a training programme including courses and INSETs for all teaching staff. The SENCo coordinates any provision that is necessary to support pupils in addition to high quality classroom practice.

How will I know how my child is doing?

The SENCo and class teachers work closely together, and believe in open and effective communication with parents/carers so ideas, information and strategies can be shared.

Children placed on the SEN register but do not have an Education, Health and Care Plan (EHCP) are identified as "*SEN Support*". For these children, their needs are met in school via the funding from the main school budget. All information about these individual pupils are shared with the teaching team and with parents, and together targets are identified with accompanying recommendations.

For children with an EHCP, the SENCo will ensure that all staff working with the pupil is aware of their needs, arrangements in place and best way to support them. Classwork is appropriately differentiated and extra support in place. Teachers, LSA and SENCO work together to monitor and review the pupil's progress during the course of the academic year.

Pupils with an EHCP have an annual formal review that includes all professionals working with the pupil. Minutes from the meeting with updated information is sent to the local authority. In addition to the annual formal review, the school holds termly informal reviews that includes all professionals working with the pupil, and parents/carers.

At these reviews, an IEP (individual education plan) is written/reviewed. These targets reflect the needs of the child and considers the advice from the professionals supporting the child. Targets must be "SMART" (specific, measurable, attainable, realistic and time-bound) to ensure targets are reasonable and achievable. The IEPs are shared with staff and parents after edited at the informal reviews.

If a pupil's special educational needs change, and the school can no longer meet the child's needs, the school can call an Emergency Review. This includes the local authority to ensure the EHCP and school placement is appropriate.

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

- Class teachers plan lessons according to the specific needs 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. Lessons and resources are appropriately differentiated to enable access to learning and foster greater independence.
- At NWLJDS, we have two teachers for all Literacy and Numeracy lessons. Therefore, pupils are taught in smaller groups which allows all pupils, including those with SEND to receive more support.
- When appropriate, pupils will be offered interventions (individual or group) to support their learning. With these interventions, children can expect to make greater academic progress or to positively impact social skills or emotional needs.
- Classroom observations are carried out by senior leadership, subject co-ordinators, and the SENCo for quality assurance purposes. In addition to this, 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's learning 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 for reading, writing and maths.
- Additionally, the Inclusion Leads meet with the teaching team of each cohort termly. This gives the opportunity to update any necessary provision and ensure a consistent team approach.
- At the end of each key stage (Reception, Year 2 and Year 6) all children are required to be formally assessed (Early Learning Goals for EYFS, or Standard Assessment Tests (SATS) in KS1 and KS2. This is something the government requires all schools to do and the results are published nationally.
- Children who either have an EHCP or for those with a high level of need will have IEPs which are reviewed termly.
- Children with EHCPs have either a formal annual reviews or informal reviews each term. For pupils in the EYFS with an EHCP, have two formal annual reviews.
- At the start of any intervention a child will be assessed for a baseline score. This will then be measured again at the end of the intervention (usually 6 weeks). The impact of the intervention will be evaluated and a decision made as to whether the intervention is to end, or continued with revised targets.

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.
- Access to resources and signposting to relevant organisations/professionals.

What support is there for my child's emotional wellbeing and mental health?

- The wellbeing of all pupils is of paramount importance. We strive to build positive relationships between pupils, staff and parents to encourage a positive and warm environment for all.
- The class teachers have overall responsibility for the pastoral, medical and social welfare of every child in their class. 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.
- At NWLJDS, pupils learn PSHE via a coordinated curriculum called JIGSAW with weekly dedicated lessons.

If further support is necessary, the suitable provision is put in place. This can include (not limited to) some of the following:

- Social Skills Groups
- School child psychotherapist
- School play therapist (*Terapia*)
- ELSA (Emotional Literacy Support Assistants) interventions

Additionally, the SENCo is able to refer to external professionals as appropriate including CAMHS (child and adolescence mental health service) for all pupils, and WEST (well being and emotional support team) for pupils living in Brent. Please refer to our Mental Health and Wellbeing Policy for more guidance; and our Behaviour Policy which includes guidance on expectations of all pupils and staff.

How will my child be able to contribute their views?

- NWLJDS values pupil voice and elects a Student Council in Years 3 – 6 to represent pupils' views. In addition to this, there is a Science Committee, school newspaper team with editor, House Captains and Prefects.
- Children with EHCPs are asked for their views in advance to any review meetings. When appropriate, pupils are also able to attend their review meetings.

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

- Children with SEN have their needs met to the best of the school's ability with funds from the main school budget allocated to SEND.
- Children with the highest level of needs are provided with the most support, often involving a Learning Support Assistant (LSA). LSAs receive regular training to enable them to deliver support designed to meet the children's needs. The LSAs are line managed by the school SENCo.

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 car park space reserved for those with disability as part of our facilities.
- We also have an accessible toilet on the ground floor.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- With thanks to the Jewish Deaf Association (JDA) all classrooms and the main hall have acoustic panelling installed which improves the learning environment for our children with hearing difficulties, as well as all children.

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. In conversation with parents, 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.

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.

What arrangements are put in place with regards to admissions for pupils with 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.
- For children with an EHCP in place prior to starting NWLJDS, the school will be consulted about whether they can meet the child's needs. Upon receiving the request for a school placement, the Headteacher, in consultation with the SENCo and governors, have 15 days to decide whether the school can meet the child's needs in line with their EHCP.
- Please see the Admissions Policy for further information.

How will we support your child with transition to a new class or new school?

- 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.
- When pupils move classes in school there will be a full handover between teaching staff. Children will also be given a transition booklet with photos of their new classroom, teacher and other key adults as well as all other 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.
- If your child is moving to another school, we will liaise with the new school's SENCo and ensure a full handover is carried out including special arrangements or support needed. We will ensure information and records for your child are transferred to the new school once your child is enrolled.

Transition to secondary school:

In class, all pupils will have specific PSHE lessons pertaining to transition to secondary school. For children who need extra support, they will spend additional time preparing for the new change via numerous resources including social stories.

The SENCo will hold meetings with the SENCo and/or transition co-ordinator at your child's secondary school to share information about your child's SEN. When possible, your child will be able to visit their new secondary school on several opportunities. In some cases, staff from the secondary school will visit your child at NWLJDS. We liaise closely with the SENCo at the different secondary schools in the Summer Term when your child is in Year 6, and also in the Autumn term when in Year 7 if further communication is necessary. We consult with parents as to what paperwork is transferred over to the new school.

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.
- There is also a representative on the school's governing body with responsibility for SEN.

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 ESFA.
- Complaint to the Secretary of State (against schools or ESFA).

For additional parental support please access Brent SEND Information, Advice and Support Service (SENDIASS): 0208 937 3434 or email sendias@brent.gov.uk.