

SEND INFORMATION REPORT:

SINAI SCHOOL

At Sinai Jewish Primary School we have a similar approach to other Brent schools to meeting the needs of pupils with special educational needs and disabilities (SEND) which ensures that all pupils, regardless of their specific needs, make the best possible progress in school. Quality teaching is vital: however for some children there are occasions when further additional support may be needed to help them achieve their targets.

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

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, in order that they can reach their 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 are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs, we have specific needs based plans which help support their development and accelerate progress.

Children at Sinai make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND policy and Accessibility Plan are available on the school website. If you would like further information about what we offer here at Sinai then please do not hesitate to contact us directly.

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 Special Educational Needs and Disabilities (SEND).

Below is a glossary of SEND terms that are used in school

ASD	Autism Spectrum Disorder
BST	Behaviour Support Team
CPD	Continuing Professional Development
EHCP	Education Health and Care plan
LAC	Looked After Child
OT	Occupational Therapist
PPG	Pupil Premium Grant
PPM	Pupil Progress Meeting
QFT	Quality First Teaching
SEN	Special Educational Needs
SALT	Speech and Language Therapist

SENCO	Special Educational Needs Coordinator
SLCN	Speech Language Communication Needs
SRSA	School Request for Statutory Assessment
TAF	Team Around the Family – this is a meeting where all agencies who are involved with the child attend a meeting with the family
SPLD	Specific Learning Difficulties

The new Code of Practice makes reference to the four areas of SEND as being:

C & I	Communication and Interaction
C & L	Cognition and Learning
SEMH	Social, mental and emotional health
S/P	Sensory/Physical

Please follow the links below to read the following documents:

SEN Code of Practice:

<https://www.education.gov.uk/.../DFES%200581%20200mig2228.pdf>

Supporting Children at school with Medical Conditions

<https://www.gov.uk/government/publications/supporting-pupls-at-school-with-medical-conditions>

You can access the following documents on our school website:

<http://www.sinaischool.com/>

SEND Policy

Pupil Premium Reports

Child Protection Policy

Supporting Pupils with Medical Conditions Policy

Equality Policy

Accessibility Policy and Plan

1. **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 or attainment of their child, they should in the first instance speak to the class teacher, who will then liaise with our Inclusion leader, as appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability, or you are not happy that your concern's are being managed and that your child is still not making progress, then please contact our Inclusion Leader, Mrs Petar.

Mrs Petar is in school on Mondays, Tuesdays and Thursdays. You can also speak to our SEN administrator, Mrs Reuben, who also works on Mondays, Tuesdays and Thursdays. Mrs Reuben can pass on any necessary details for Mrs Petar to follow up.

2. **How does the school identify if my child needs extra support and how will they let me know?**

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

Information about the child's strengths and needs will be received in school from the child's previous setting, where applicable.

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

- Listen to any concerns you may have to
- Plan, implement and review any additional support your child may receive
- Discuss with you any possible referrals to outside professionals to support your child's learning.

3. **How will the school staff support my child?**

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. Support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.

Class teachers may organise the children into small groups in order to focus the teaching and maximise the learning potential. Groups or individual children will be supported by a key adult, either the class teacher or a teaching assistant where appropriate, to foster effective, independent learning.

Specific resources and strategies will be used to support your child individually and in groups.

Class teachers may liaise with the Inclusion Leader for additional advice or support.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency. These services include:

- Educational Psychology service
- Speech and Language Therapy service
- Brent Outreach Autism Team (BOAT)
- Autism Advisory teachers from Barnet,
- Deaf and Hearing Impaired service
- Visual Impairment service
- Brent Inclusive and Alternative Education Service

Due to many of the children living in boroughs outside of Brent, referrals to NHS professionals are usually accessed through the GP and the Inclusion Leader will be able to provide a letter detailing the school's concerns to support the referral.

Referrals to Art Therapy and TAHMs are made by Inclusion Leader in consultation with teachers, parents and children as appropriate, as well as any external professionals already involved. No referral will be made without consultation or agreement with parents.

The SEND governor, Mr Daniel Tysman, works closely with the school to help monitor provision. He meets regularly with the Inclusion Leader to enable this process.

SEND provision, including interventions, is recorded on a school provision map for each year group. Progress is monitored closely to measure the impact of interventions.

4. How will I know how my child is doing?

We believe in working closely with parents/carers in sharing ideas and information in order to encourage children to achieve their best. We believe that positive self-esteem is key to every child's progress and work with parents to promote this.

If a child needs a more bespoke programme of support, targets may be recorded on an Individual Education Plan. These targets may be related to an area of the academic curriculum or may be focused on social, emotional or behavioural skills. The progress of the children towards these targets will be shared regularly with parents/carers and with the child where appropriate.

In addition to formal parent/carer evenings [Autumn and Spring terms], information can be shared by email, phone, home/school liaison books or face to face, where an appointment may be necessary.

All parents/ carers will receive an end of year written report detailing their child's progress across the curriculum.

5. How will the learning and development provision be matched to my child's needs?

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress.

Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence.

Additional provision is coordinated by the school's Inclusion Leader and is designed and implemented by teaching staff, ably supported by learning support assistants.

The progress of identified groups of children, including those with SEND, is also closely monitored by the SEND Governor who feeds back at regular Curriculum and Pupil Welfare Governing Body meetings.

The use of specific resources and materials will further aid access and independence.

Advice sought from outside agencies will be incorporated into the child's provision.

Regular assessment will inform where amendments to provision may be required.

6. What support will there be for my child's overall wellbeing?

The well-being of all pupils is of primary concern. We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together, to make school a safe and happy place for everyone.

Class teachers are closely involved on a daily basis with the emotional and social development of the children in their classes and parents should always discuss any concerns they may have with the class teacher, in the first instance.

If further support is indicated, we can offer a range of support which includes:

- Lunch time clubs
- Whole class PSHE
- Social skills groups
- Art Therapy [with qualified art therapists working with a charity called 'Arts Therapies for children' (www.artstherapies.org.uk)
- TAMHS: group family therapy in school led by a Clinical Psychologist
- 1:1 mentoring
- 1:1 support with Inclusion Leader

Additionally, the Inclusion Leader is able to refer to external professionals as appropriate.

Children's views are sought via School Council and other forums. Their ideas are listened to and valued.

Referral to external professionals in order to gain specialist assessment and guidance can be progressed through the Inclusion Leader. No referrals will ever be made without full consultation and agreement with parents.

Our Behaviour Policy, which includes guidance on expectations is fully understood and consistently put in place by all staff.

We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.

7. What training have the staff, supporting children with SEND had or are having?

The Inclusion Leader's role is to support the staff in planning appropriate provision for children with SEND.

Teachers, HLTAs (High Level Teaching Assistants) and TAs (Teaching Assistants) access external training to enable their Continued Professional Development.

In-house and external training are offered to help staff develop and build the skills and knowledge required to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues such as autistic spectrum disorder (ASD), Dyslexia and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Brent speech and language therapy service, Brent outreach autism team (BOAT) or autism advisory teachers from other boroughs.

Our Inclusion Leader, Mrs Petar, is a qualified and experienced teacher. Mrs Petar is a Psychology graduate with a special interest in Autism.

Mrs Petar continues to seek out specialist training in order to remain informed and well skilled in terms of best current SEND practice.

8. How will you help me to support my child's learning?

At Sinai, we value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent/carers' evenings take place in the Autumn and Spring terms, with an opportunity in the Summer Term to come and view your child's work and achievements, and discuss progress if needed.

Our Inclusion Leader will also be available at these meetings if you would like to discuss your child's strengths and needs with them and explore further ways in which you can support your child's learning.

The school also communicates with parents via the weekly class newsletter, which sets out learning and activities that have been undertaken over the course of the week and informs parents about the learning planned for the coming week. Discussing what has been and will be going on in school with your child and even helping them to extend their knowledge through their own research or reading is a valuable way of supporting your child's learning.

The Mathematics homework, which is accessed online, can be seen by parents as well as pupils so that parents can be clear about the maths learning that their children are being asked to do.

Where relevant, homework given will be differentiated.

9. How will I be involved in discussions about and planning for my child's education?

In addition to formal parent/carers consultation meetings, you can also discuss your child's education with their class teacher, Inclusion Leader or Head Teacher. If you need an appointment, this can be made by contacting the school office.

For some pupils, a school/home liaison book may be used to enable regular information-sharing and updates between key school staff and parents/carers.

Where a child needs more focused, individualised differentiation, an Individual Education Plan (IEP) or similar may be introduced to enable closer monitoring of small steps of progress. Ideas and information

will be shared, reviewed and recorded through this planning. Advice from outside professionals will be included and followed in the plan.

At the Autumn and Spring half term point, and for some children during the summer term as well, your child's IEP will be reviewed and updated. Parents are given the opportunity to meet with the Inclusion leader, class teacher and where relevant other staff working with your child to discuss their individual targets and how to ensure your child is best supported through appropriate strategies and interventions.

At times where a child's needs are more complex and they may need support from a number of outside agencies, the school may organise a team meeting to include all external professionals, relevant school staff and parents/carers. It may sometimes be beneficial to initiate a CAF (Common Assessment Framework). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family. This is called a TAF (Team Around the Family). If a CAF is considered, the Inclusion Leader will meet with the parents/carers to explain about the process. Team meetings or a CAF will only be initiated with parental consent.

If your child's needs are significant, it may be appropriate to undertake a statutory assessment of his/her needs. During this process you will also be supported by the school through the Inclusion Leader, who will take the lead in ensuring that you understand the process. She will also be the key person in terms of writing the statutory application and gathering the information and evidence required to apply for statutory assessment. Parent Partnership can also be a valuable source of support and advice.

The assessment may lead to the issue of an EHCP (Education and Health Care Plan), which replaced the previously known Statement of Special Educational Needs from September 2014. Once an EHCP is in place, regular review meetings will be organised.

10. How will my child be included in activities outside the classroom including school trips?

At Sinai, children have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and CRB clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.

School trips, including residential, are a regular feature at Sinai. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trip's events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

11. **How accessible is the school environment?**

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.

12. **Who can I contact for further information?**

In the first instance, parents/carers are encouraged to contact their child's class teacher. For pupils with SEND, further information and support can be sought from our Inclusion Leader, Mrs Petar, who is in school on Monday, Tuesday and Friday. Parents and carers can discuss their child's strengths and needs in person, by telephone or email, if preferred.

To contact the Inclusion Leader by telephone please contact the school office on 020 8 240 1550 or otherwise via email:

Dpetar@sinai.brent.sch.uk

Parents/carers are also able to contact the Head Teacher or SEN Governor.

13. **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting. Initially, the class teacher will set up a "buddy" to support the new pupil and make them feel welcomed.

Prior to the children starting in Reception, members of the EYFS team will liaise closely with feeder nurseries and in some cases visit them.

As children progress through the school, they will all participate in a transition morning, where they will have the opportunity of spending part of the day in their new classroom with their new teacher. The Inclusion Leader may also become involved in this "handover" of information to ensure a smooth transition and consistent support for all children.

When transferring from one primary to another, all electronic and paper records will be sent to the receiving school.

“Moving on” (transition) can be difficult for all children but especially those with SEND. To aid a smooth transition, a carefully planned programme supports each child. When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and important questions to be addressed.

14. How are resources allocated and matched to children’s special educational needs?

At Sinai, we strive to provide a stimulating and inclusive education delivered through quality first teaching. Sometimes, pupils need support which is different or additional to that of their peers. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, parents/carers and the pupils, as necessary. Every effort will be made to continue to foster independent learning.

The school budget includes money for supporting children with special educational needs and disabilities (SEND). The head teacher decides on the budget allocation for special educational needs and disabilities, on the basis of needs in the school.

The head teacher and the Inclusion Leader discuss all the information they have about SEND in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

and decide what resources/training and support is needed.

All resources/training and support are closely monitored and reviewed regularly to ensure value for money, with changes made as needed.