

Parent Information: School SEND Offer

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.

Roles and Responsibilities of the Inclusion Team

Our responsibility is to fully implement the new code of practice 2014 in line with the Children and Families Bill. The aim of this school offer is to outline 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

The table below outlines SEND procedures at Sinai Jewish Primary School

Name of Inclusion Leader – Danielle Petar

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<p><i>1. How can I let the school know I am concerned about my child's progress in school?</i></p>
<ul style="list-style-type: none">• If you have concerns about your child's progress you should speak to your child's class teacher initially.• If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the teacher in charge of SEND (The Inclusion Leader).
<p><i>2. How will the school let me know if they have any concerns about my child's learning in school?</i></p>
<p>If your child is then identified as not making sufficient progress the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none">• Listen to any concerns you may have too• Plan any additional support your child may receive• Discuss with you any referrals to outside professionals to support your child's learning.• Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the learning of pupils in their class. This shared discussion may highlight any additional needs in order for further support to be planned.• The school works closely with outside agencies to identify need.
<p><i>3. How is extra support allocated to children and how do they move between the different levels?</i></p>
<ul style="list-style-type: none">• The school uses a graduated approach for providing support which follows the process of 'assess, plan, do, review'.• If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP) and their names will be added to the school Additional Needs register. Targets will be set according to their area of need. These will be monitored by the class teacher and by the Inclusion Leader. IEPs will be discussed with parents and children.• Each pupil's learning curriculum will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs.• If a pupil has needs related to more specific areas of their education then the pupil may be placed in a small focus intervention group. The length of time of the intervention will vary according to need. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or the Behaviour Support Team. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support or advice is usually provided to the school and parents/carers.
- The school budget includes money for supporting children with 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 then decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

4. *Who are the other people providing services to children with SEND in this school?*

Directly funded by the school:

- Specialist subject staff (Art, Music, PE, French)
- Trained Teaching Assistants, Learning Support Assistants and HLTAs (Higher Level teaching Assistants)
- TAMHS (Group Family Therapy in school with Clinical Psychologists)
- Art Therapists (working with a charity called 'Arts Therapies for children' www.artstherapies.org.uk)

Other services used in school

- Brent Outreach Autism Team (BOAT)
- Harrow, Barnet, Hertfordshire and Camden Autism Advisory teachers
- Brent Inclusive and Alternative Education Service
- Direct involvement of CAMHS services
- Medical services, e.g. GP's, paediatricians
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- School Nurse
- Physiotherapy Service
- Occupational Therapy Service
- LA Deaf and Hearing Impaired Service (BDHIS)
- LA Visual Impairment Service (BVIS)
- LA Complex Needs Consultant (Physical/medical disabilities)
- Norwood and other social care agencies
- SPLD SEN Consultant - Brent
- Norwood – Family Support Services/Educational Psychology Service

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

- The Inclusion Leader's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as autistic spectrum disorder (ASD) and speech and language difficulties.
- Brent School Improvement Services provide training to support a range of needs including literacy skills, numeracy skills, sensory needs, speaking and listening and social skills.
- 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, Barnet or Harrow Autism Advisory Teams:
- Use of other specialist services as appropriate.

6. How will the teaching be adapted 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.
- Trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted if needed to meet your child's learning needs.

7. How will we measure the progress of your child in school?

- Your child's progress is continually monitored against age related expectations (ARE) by his/her class teacher through on-going teacher assessment.
- His/her progress is reviewed formally every term and a level given in reading, writing and numeracy.
- At the end of Year 1, children are assessed in phonics and results are compared nationally.
- At the end of Key Stage 1 (i.e. at the end of Year 2) all children are teacher assessed and results are used to measure progress and are compared nationally.
- At the end of key stage 2 (i.e. at the end of 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 Year 6 results are published nationally.
- Children with an Education and Healthcare Plans (EHCPs) will have an individual support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The Inclusion Leader will also monitor that your child is making good progress towards individual targets and in any group that they take part in.

8. What support do we have for you as a parent of a child with SEND?

We at Sinai Jewish Primary believe that parental involvement makes a positive difference to pupils' achievement.

- We have an open door policy in regards to being available to discuss individual children.
- 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 Inclusion Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.
- If your child is at 'School Support' and there is advice from external professionals, we will record this advice on an Individual Education Plan (IEP) which will be reviewed by teachers twice per year at the half term point and then shared with parents.
- Children with EHC Plans will have a new IEP termly which will be shared with parents, in addition to the Annual Review.
- Some children may have a Positive Behaviour Plan to support the development of positive behaviours within the setting and at home.
- Homework will be differentiated for your child.
- A home/school liaison 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.
- Parents can access Parent Partnership and other parent support groups.

9. What support is there for my child's overall wellbeing?

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

10. How does the school manage the administration of medicines?

(Refer to Supporting Pupils with Medical Conditions Policy)

- The school has a policy regarding the administration and managing of medicines.
- Parents need to contact the Mrs Helen Collins, the school's Welfare Officer, if health professionals have prescribed medication to be taken during the school day. She will organise the appropriate administration of the medication and its safekeeping.
- If a child has a medical condition which requires long term medication, parents will be asked to complete a form which gives the school permission to administer the medication over time.
- In cases where medical conditions fluctuate or where there is a high risk that emergency intervention will be needed or where medical conditions are long term and complex then an individual Health Care Plan is compiled
- 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.
- Where necessary, in agreement with parent/carers prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

11. How is Sinai School accessible to children with SEND?

(Refer to school Accessibility Plan)

- All children will have an assessment on entry to the school.
- The building is accessible to children with physical disability via ramps. The ground floor of the building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- Wide doors in some parts of the building

As a school we are happy to discuss individual access requirements beyond this.

12. How will we support your child when they are leaving this school? OR moving on to another class?

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 Inclusion Leader/SENCO and ensure he/she knows about any special arrangements or support that your child may need.
 - We will make sure that all records about your child are passed on.

- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
 - All the children visit their new class at the end of the summer term. If you child would benefit from more than one visit, or additional meetings with their new teacher, this will be put in place, where possible, in consultation with you.
 - If your child would be helped by a book to support them in understanding moving on, then it will be made for them.
- In Year 6:
 - The Inclusion Leader will meet the Inclusion Leader of the relevant 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.
 - We run a transition programme in Y6 to support all the children to experience the transition to secondary school positively.
 - We write social stories and offer 1:1 support with children, if transition is potentially going to be difficult.
 - When children are preparing to leave us for a new school, we arrange additional visits where possible.
 - 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.
 - If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.

13. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs or Positive Behaviour Support plans discuss their targets with their class teacher.
- If your child has a statement or EHC Plan their views will be sought before any review meetings and they will be invited to attend, if this does not distress them.
- Pupil Conferencing with the inclusion Leader

14. 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 Positive Behaviour Plan may be written together with the child and parents to identify the specific issues, put relevant support in place and set targets. We may seek the support of the Brent Inclusive and Alternative Education Team, if appropriate.

- After any behaviour incident we expect the child to reflect on their behaviour with an adult. 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. Lateness and absence are recorded and reported upon to the head teacher. Good attendance is actively encouraged throughout the school.

15. 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.
- If it is deemed that an intensive level of 1:1 support is required then appropriate provision is made (this may be asking a parent/carer to accompany their child during the activity)

16. 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 Learning Support Assistants (LSA's) who deliver programmes designed to meet the needs of individuals and groups of children.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving a Learning Support Assistant.

17. What specialist services and expertise are available at or accessed by the school?

- Our Inclusion Leader is fully qualified.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Educational psychologists, ASD specialist services, Inclusion specialist services, HI (hearing impaired)/VI (Visually impaired) specialist teams. Health services including – GPs, school nurses, clinical psychologists, paediatricians, CAMHS teams, Speech & Language therapists, Physiotherapists, Occupational therapists.
- Social Services including local authority and Norwood social workers.

18. What training has the staff supporting children with SEND had or is currently having?

- We have a member of staff trained as a specialist numeracy teacher.
- Reception staff and several LSAs have had training in delivering speech & language programmes from speech & language therapists.
- Several LSAs have had training in teaching children with Autism and the school has run in-house Autism training for all staff.

- Several of our LSAs have had training in teaching children with SPLD (dyslexia)
- Several of our LSAs are trained in implementing Precision Teaching intervention.
- Several of our LSAs have had training in supporting handwriting and fine motor skills.
- All of our LSAs have had training in delivering reading and spelling/phonics programmes.
- Our LSAs have had training on Safeguarding, Hearing Impairment and Selective Mutism.
- We run an ongoing programme of training for LSAs in school and send our LSAs on appropriate external training whenever possible.

19. What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's complaints procedure.
- The disagreement resolution service (for disagreements between parents/pupil and the LA or parents/pupil and the educational provider).
- Complaints to OFSTED (about whole SEN 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 LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).