



Sinai Jewish Primary School

Inclusion, Special Educational Needs and Disability (SEND) Policy

Date Completed: September 2016

Completed by: Danielle Petar – Inclusion Leader

Review Date: September 2017

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1. Principles, philosophy and our understanding of Inclusion

1a) Defining SEND and Our Objectives

Sinai is an inclusive school and no child will be discriminated against due to an identified special educational need or disability (SEND).

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 'SEN Code of Practice': 0 to 25 Years. Introduction xiii and xiv

There are four broad categories of SEND:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Physical and Sensory

1b) SEND at Sinai

Around 13% of our children are either at SS (School Support) or have an Education, Health and Care Plan (EHCP). This is below the national average but means that all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, during 2016 - 2017, include children with a specific diagnosis, as well as those with learning profiles consistent with a diagnosis, in the following areas:

Communication and Interaction:

Autistic Spectrum, Speech, language and communication disorders or difficulties, processing difficulties.

Cognition and Learning:

Specific learning difficulties; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health:

ADHD/ ADD, anxiety and other emotional difficulties, mental health difficulties

Physical and Sensory:

Hearing impaired, visually impaired, medical needs, DCD [developmental coordination disorder]

Behaviour difficulties may be the product of other issues which may be a response to one or more of the above four areas of SEN

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND profile make progress which compares well with, if not at times better than, the progress made by other children in school.

Our objectives are:

- To ensure the current SEN and Disability Act and relevant existing Codes of Practice and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively and to receive appropriate recognition and feedback
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents at every stage in plans to meet their child's additional needs

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external professionals, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To enable to children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

2. SEND School provision

2a) Graduated approach to meeting SEND

The Graduated Approach, set out in the 2014 Code of Practice, is the template for our system of identifying children with SEND and addressing their needs and forms part of our whole school system of monitoring and evaluating the progress and attainment of all pupils.

Assessment of attainment and progress for every child is done through Pupil Progress meetings along with continual teacher assessment.

Teachers address concerns regarding progress or attainment through Quality First Teaching. Where children are identified as not making progress in spite of Quality First Teaching, including appropriate differentiation, the 'Assess, Plan, Do, Review' process, also known as the 'Graduated Approach' is put in place.

Teacher assessment:

Class teachers are continually aware of children's learning.

Parents also contact the school directly regarding concerns with their child's learning or related to another area of need such as social and emotional wellbeing. We take all parental requests seriously and investigate them. Frequently the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the teacher and Inclusion Leader will work together to put in place the 'Assess, Plan, Do, Review' Process as outlined below.

Teaching and learning:

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

2a) Graduated Approach to Meeting SEND

SEND threshold	Individual Pupil	Group/Paired	Whole school
Initial Concern	<p>Class teachers continually identify any children who they are concerned with through observation, assessment and progress data.</p> <p>If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:</p> <ul style="list-style-type: none"> • is significantly slower than 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 <p>An Initial Concerns form is completed if concerns persist.</p> <p>The Inclusion Leader to follow up with a meeting with the class teacher. An observation of the child would take place and/or relevant further assessments carried out as appropriate.</p> <p>New actions agreed upon with a review to take place after an appropriate length of time.</p> <p>The Inclusion Leader and class teacher decide on next steps based on review.</p> <p>Child may be placed at School Support. Parents are informed and can speak with the Inclusion Leader if they wish.</p>		<p>Implementation of whole school rewards and sanctions (behaviour policy).</p> <p>Teacher and Teaching Assistants (TAs) access to the Inclusion Leader for SEND support and advice.</p> <p>A differentiated curriculum.</p> <p>Appropriate records are kept such as planning, assessments, observations and child's work (carried out by the class teachers, TA's and/or the Inclusion Leader).</p> <p>Individual targets are given to children for Literacy, Numeracy and where appropriate behaviour or learning approach.</p> <p>Child's progress shared with parents at meetings throughout the year.</p>

<p>School SEN Support</p> <p>[no external professional involvement]</p> <p>Prior to September 2014 this category was known as School Action (SA)</p>	<p>Class teachers meet pupils' needs through:</p> <p>Continued Quality First Teaching</p> <p>Use of a range of teaching approaches, which match the child's learning style and optimise opportunities for effective learning.</p> <p>Access to support provision (specific interventions aimed at boosting children's attainment and progress, either in class or sometimes in small groups).</p> <p>Use of a range of appropriate resources including ICT.</p> <p>Information provided to pupils and their families about possible ways of overcoming specific difficulties.</p>	<p>Inclusion Leader</p> <p>Support teachers and TAs/LSA's to deliver the interventions.</p>	<p>All of the above as well as</p> <p>The class teacher will meet with parents to</p> <ul style="list-style-type: none"> • let them know that their child is being placed at School Support • discuss any assessments that have been completed • agree a plan and provision for the next term. <p>Teachers record the interventions on the year group provision map. The progress of children is reviewed termly by teachers, usually against a baseline assessment conducted at the start of the interventions.</p>
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<p>School Support [with external professional involvement]</p> <p>Prior to September 2014 this category was known as School Action Plus (SA+)</p>	<p>Pupils who are not making expected progress despite support can expect: -</p> <p>Access to external agency assessment, intervention and consultation.</p> <p>A targeted support package is drawn up with the Inclusion Leader's support, and informed by external professional advice, which identifies specific targets to meet childrens' needs. This is recorded on an Individual Educational Plan (IEP), which is written twice annually, as well as the school's provision map, which is reviewed termly.</p> <p>Access to a structured, time framed programme, delivered by a teacher/ /TA targeting the area of need, e.g. dyslexia, speech and language, fine motor, etc.</p> <p>Information provided to pupils and their families about possible ways of overcoming specific difficulties and how they can access supportive agencies working both within and outside of school.</p> <p>Teachers talk the children through their IEP targets and ensure they understand them and how they will support attainment and progress.</p> <p>Teachers involve children with their own future target setting.</p> <p>Child's progress is shared with parents at IEP/parents meetings held at least twice a year. We endeavour to have all staff and external professionals working with that child present. At these meetings parents/professionals are informed about progress towards current IEP targets and the new, agreed IEP targets, to which school and external professionals have contributed, are shared.</p> <p>Parents are given a copy of the IEP. The IEPs are available on the teachers' shared drive and can be reviewed and updated by teachers at any time between review meetings.</p>	<p>Support for curricular access (at times this can involve one-to-one support).</p> <p>Inclusion Leader, Support teachers and classroom assistants to deliver the interventions.</p>	<p>Teacher and LSA access to the Inclusion Leader for SEND support and advice.</p> <p>Appropriate records are kept such as planning, assessments, observations and child's work (carried out by the class teachers (CT), LSA's or the Inclusion Leader).</p> <p>Implementation of whole school behaviour policy, with rewards and sanctions as appropriate. In individual cases, the application of the behaviour policy will take into account the nature of individual needs.</p> <p>The IEP will be reviewed twice annually and a new IEP written twice annually [October/November and March/April]. These IEPs will be sent to parents and parents can make an additional meeting with the Inclusion Leader and class teacher to follow up any further concerns or queries.</p>
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<p>Statutory Assessment/ Application of an EHCP (Education and Health Care Plan)</p>	<p>If children fail to make progress, in spite of high quality, targeted support at SS, the school may apply for the child to be assessed for an EHC Plan. We may apply for an EHC Plan if:</p> <ul style="list-style-type: none"> • The child is Looked After and therefore additionally vulnerable • The child has a disability which is lifelong, or a combination of needs and disabilities which are complex and lifelong, and which means that they will need further support to learn effectively. • The child’s achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision. Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP. <p>The process of application for an EHCP is a long one and places the burden of proof that the child’s needs cannot be met without an EHCP, upon the school. The school works closely with parents, teachers and a range of external professionals as well as the LA to make the case for an EHCP for a child who cannot access the curriculum or make progress without high levels of individualised support.</p> <p>If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child’s strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.</p> <p>The support at this stage is the same as at School Support, except that the pupil is undergoing assessments from one or more external agencies in order to ascertain whether the pupil’s needs meet the criteria for an EHCP.</p>		
<p>Education and Health Care Plan</p> <p>This replaces statements from September 2014.</p> <p>Any child with a current statement will transfer to an EHCP as directed by the LA.</p>	<p>Access to external agency assessment, intervention and consultation.</p> <p>A targeted support package is drawn up with the Inclusion Leader’s support, and informed by external professional advice as specified on the statement. This is recorded on an Individual Educational Plan (IEP), which is written three times a year, and shared with parents typically followed up with an IEP meeting. It is also recorded on the school’s provision map, which is reviewed termly.</p> <p>In addition an Annual Review of the EHCP is held and chaired by the Inclusion Leader. The Inclusion Leader writes a report that is passed on to the LA. At all meetings we endeavour to have all staff and external professionals working with that child present.</p> <p>Support from class teacher and TA for curricular access</p> <p>Access to relevant Wave 3 provision: A structured time framed programme delivered by a teacher/specialist teacher/TA targeting the area of need, e.g. dyslexia, speech and language, fine motor, etc.</p>	<p>SEBD (Social Emotional Behavioural Difficulties) group work can be developed if appropriate and suggested on statement</p> <p>Some Literacy/Numeracy learning can occur in pairs or small groups</p>	<p>Teacher and LSA access to Inclusion Leader for SEND support and advice.</p> <p>Appropriate records are kept such as planning, assessments, observations and child’s work (carried out by the class teachers, LSA’s or Inclusion Leader).</p>

2b) Roles and Responsibilities of all Staff Promoting Inclusion

Staff Expertise

All of our teachers are trained to work with children with SEND and all teachers are teachers of children with Special Educational Needs and Disabilities. They have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. The Inclusion Leader, Mrs Petar is a qualified and experienced teacher and is a psychology graduate with a specialist interest in ASD.

Staff	Roles and responsibilities
Governors	It is the statutory duty of the governors to: - <ul style="list-style-type: none"> • Ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. • The Governor with particular responsibility for SEND is Daniel Tysman • The SEND governor meets with the Inclusion Leader at least termly to discuss aspects of SEND provision and support the Inclusion Leader to develop provision.
Head teacher (Robert Leach)	The head teacher will: - <ul style="list-style-type: none"> • Review/agree the current year's SEND budget and SEND provision based on information collected from baseline assessments, audit of need, evaluation of last years' successful programmes etc. • Line manage the Inclusion Leader
Inclusion Leader (Danielle Petar)	The Inclusion Leader will: - <ul style="list-style-type: none"> • Develop school action/school action plus provision as described in section 2 and manage the day to day implementation of the Inclusion and SEND policy. • Keep the Head teacher and Governing Body informed of developments as and when necessary and at least annually. • Liaise with outside agencies as outlined in 2c. • Continue to manage statutory assessment requests and provision for pupils with statements. • Train staff in relevant SEND areas e.g. SEND assessment and intervention. • Line manage all support staff. • Develop strong home school links with parents and external professionals. • Undertake the monitoring and evaluation of SEND pupils' progress and attainment and plan for next steps.
Class Teacher	The class teacher will: - <ul style="list-style-type: none"> • Identify potential SEND pupils and complete an initial concerns form. • Liaise with the Inclusion Leader to discuss next steps. • Regularly write and review IEPs with Inclusion Leader support. • Implement the agreed provision and record progress. • Attend relevant training. • Direct and liaise with TAs and LSAs. • Regularly update the Provision Map and help evaluate the impact of the interventions.
Teaching Assistant (TA)	The TA will: - <ul style="list-style-type: none"> • Implement the agreed provision and record progress in line with teacher and Inclusion Leader direction. • Feedback to and liaise with teachers. • Attend relevant training.

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| <ul style="list-style-type: none"> • Carry out assessment of specific interventions programmes |
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2c) Range of External Professionals

Diagnosis of Disabilities:

Although the school can identify certain educational needs, and make provision to meet those needs, we cannot offer diagnoses. We would always advise parents to consult their GP if they think their child may have any kind of difficulties that affect learning or development, e.g. ASD or ADHD and will always work to support parents through what can be a challenging period both for them, and for their children.

The Inclusion Leader can make referrals to a range of specialist external professionals. There are also a number of organisations that we have links with that we work closely with to address children's needs, particularly when involving social, emotional and mental needs.

Agency	Service provided
E.P. (Educational Psychologist)	<ul style="list-style-type: none"> • Link EP offers advice and assistance and training re: SEND. Writes reports and carries out assessments for statements and reviews.
SALT (Speech and Language Therapist)	<ul style="list-style-type: none"> • Group and 1-2-1 sessions for pupils with communication and interaction difficulties and training for Class teachers and TAs • INSETs • Writing reports for reviews
O.T./Physiotherapy (Occupational Therapist)	<ul style="list-style-type: none"> • Advice on pupils with O.T./Physiotherapy needs (recommended exercises and reports written)
C.A.M.H.S (Child and Adolescent Mental Health Service)	<ul style="list-style-type: none"> • Offer advice and assistance for pupils demonstrating Social, Emotional and Mental health difficulties (assessment and intervention). • Follow up recommendations of Child Protection orders. • Work with pupils and families (parenting skills, counselling, therapy)
T.A.M.H.S (Targeted Mental Health in Schools)	<ul style="list-style-type: none"> • Offers family group therapy in school delivered by a clinical psychologist from Brent CAMHS based on the highly successful Malborough model (see school website for more information on this model).
Art Therapy	<ul style="list-style-type: none"> • Working with a charity called 'Arts Therapies for children' (www.artstherapies.org.uk) the school has fully qualified Art Therapist/s in school to offer children 1:1 or small group Art therapy. The Therapist/s are supervised by senior Art therapists.
Norwood	<ul style="list-style-type: none"> • Support and advice to schools and parents which is typically through working a Norwood social worker or Family worker. • Binoh is an educational wing of Norwood which offers specialist support for children who have difficulties with the school curriculum.
BOAT (Brent Outreach Autism Team)/ ASD advisory teachers from Herts, Harrow, Barnet, Camden	<ul style="list-style-type: none"> • Support and advice to schools & parents with children diagnosed with Autistic Spectrum Disorders.
Brent/other LA Visual/Hearing Impairment support.	<ul style="list-style-type: none"> • Support and advice to schools and parents regarding best ways to support children with visual or hearing impairments and to ensure full curricular access.
Designated Safeguarding Leads	<ul style="list-style-type: none"> • Initially involved when pupils are identified as being at risk. • Attend CP (Child Protection) conferences and reviews.

(Mrs Lipshaw)	
Educational Welfare Officer	<ul style="list-style-type: none"> Monitors frequency of absenteeism and lateness. Sends letters to parents. Carries out home visits.

2d) Children with Social, Emotional and Mental Health needs

If a child shows consistent atypical behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through this process which ensures that all professionals work holistically. Together with parents we may also work with Social Care agencies, e.g. Norwood.

If parents and school are concerned that the child may have mental health needs, we encourage and support parents to ask their GP for a referral to CAMHS or to local paediatric services.

If the child is felt to have social, emotional or mental health needs - for example with anger management – the school can offer a range of social skills or therapeutic interventions. These may include:

- TAMHS: this is group therapy delivered in school by a clinical psychologist.
- Art therapy: we have a limited number of Art Therapy places available annually.
- Social skills groups
- Circle time
- Lunch clubs run by the Inclusion Leader/TAs
- 1:1 Mentoring sessions

All children are expected to observe the rules of the Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Where needed, in order to make appropriate accommodations a comprehensive positive behaviour plan will be implemented which involves the input of all staff involved with the child as well as the parents. The behaviour plan will outline the strategies and provision in place to support the child's behaviour and learning and ensure that it is carried out consistently across staff.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

2e) Working in Partnership with Parents and Children

We aim to have good, working relationships with all of our parents. If a child is experiencing difficulties, parents will be informed by teachers [see above] and therefore it should not come as a surprise to a parent to learn that their child is being identified as having SEND. They will have been consulted, involved and informed at all stages of the process.

We are a caring school and teachers, teaching assistants and other staff members work hard to build positive relationships with all the children and to be aware of, and respond to, individual needs.

2f) The Provision Map

As part of our inclusive practice, Sinai implements a range of interventions which are recorded and on the termly whole school provision map. The provision map sets out the provision for many of the children, not only those with SEND.

- When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.
- Targets for children at SS are deliberately challenging in the attempt to close the attainment gap between the children and their peers.
- Interventions are monitored closely by the class teacher, who monitors progress towards the targets during the intervention, and by the Inclusion Leader, who monitors overall progress after the intervention.
- Interventions are planned in blocks of 10-12 weeks, in most cases.
- Each intervention has specific targets.
- The children have a baseline assessment before the start of most interventions, to ascertain prior knowledge and to ensure that the children are grouped optimally.
- Mid- term assessments are made as appropriate, to ensure that skills are being internalised.
- At the end of the intervention, the children are assessed again against the baseline so that a quantitative measure of progress can be made.
- The staff members who delivered the interventions are also asked to record a qualitative analysis of progress for each child.
- Based on the quantitative and qualitative assessment and evaluation, a decision is then made by teachers, together with the Inclusion Leader, as to whether to continue the intervention, to move to a new intervention, possibly at a different level or targeting different skills, or to allow a period of consolidation in class, with support as appropriate.

2g) Adaptations to the Curriculum Teaching and Learning Environment

Sinai has a Disabled Access plan. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice for all children, but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise and celebrate achievement in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources, as well as ICT. Teachers differentiate the learning and associated tasks as appropriate, to ensure full curricular access for all children.

2h) Access to Extra-Curricular Activities

All of our children have equal access to lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

3. Transition Arrangements

3a) Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery-as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
 - Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
 - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

3b) Transition to Secondary School

Transition Annual Reviews for Year 6 pupils with EHC Plans are held with, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. There is typically a further transition meeting in the Spring or Summer term of Year 6 where the secondary school Inclusion Leader/SENCO is invited to attend so that an appropriate transition plan can be implemented. Children at School Support will be highlighted to the secondary school as part of the transition and enhanced arrangements made as appropriate.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Other enquiries can be addressed to

Mrs Danielle Petar: dpetar@sinai.brent.sch.uk
or to the school office: admin@sinai.brent.sch.uk

Signed: Headteacher:

Date:

Signed: Chair of Governors

Date:

Review Date:

4. Appendix

4a) What the policy is informed by

Sinai JPS is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its' SEN Code of Practice' together with the Equality Act 2010.

This policy is closely linked to 2 other documents:

- School SEND Offer
- School SEND Information report

Both these 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.

Other relevant documentation that links with this policy are:

- Behaviour Policy Autumn 2016
- Anti-Bullying Policy Autumn 2016
- Child Protection Policy 2015
- Supporting pupils with medical conditions Autumn 2016
- Accessibility Plan

Inquiries about an individual child's progress should be addressed in the first instance to the class teacher, since he or she is the person who knows the child best.