

## Yesoiday Hatorah School

### SEND Policy

Last update October 2018

Updated by: Mrs Weisl SENCO

Next review September 2019

### Code of Practice

Yesoiday Hatorah is strongly committed to both academic and social inclusion. We believe that all children at all ability levels are entitled to access the National Curriculum and develop their social skills in a warm, caring and safe environment.

As a school community we are immensely proud that in our most recent OFSTED we achieved an “outstanding” grade in all areas of school life inspected under *section 48 (2014)*. These included the quality of teaching, spiritual, moral, social and cultural development, behaviour and safety of pupils together with excellent leadership and management.

“The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.”

“Disabled pupils and those who have special educational needs are making good and sometimes outstanding progress, due to the well-targeted additional help and high-quality support they receive through therapy that is focused on art, social and emotional needs or speech and language.” (OFSTED Report 2014).

Providing excellent special educational needs provision is a vital part of the school continuing to maintain high standards for all pupils. As part of the leadership team, YHS allocates a qualified senior certified SEN Teacher as the SENCo to lead the SEN department following the SEND code of practice (2015). The SENCo identifies four main areas of needs for children with SEN difficulties:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

## **SEN Department**

Every school must appoint a teacher with overall responsibility for Special Educational Needs. This person is known as the Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for the implementation and review of the school's SEN policy and practice. At Yesoiday Hatorah we have two members of staff responsible for overseeing the different requirements for those children with Special Educational Needs.

- Mrs R. Weisl - SENCO
- Mrs R. Harris – Assistant SENCO Early Years
- Mrs D. Wolf – Admin SENCO
- Mr Bamberger – SEN Governor

## **Identifying Special Educational Needs**

At Yesoiday Hatorah, if a parent or a member of staff thinks that a child may have special educational needs then the following steps are carried out.

- The child's class teacher is contacted; they will then carry out observations and assessments. The teacher will then liaise with the SENCO and extra support will be provided for the child.
- If there are further concerns, then the teacher together with the SENCO will meet with the parents to discuss any further intervention that may be necessary and how these changes and plans can be implemented at school and where necessary at home.
- Follow up - The key for success with SEN children is:
  - To follow up the progress of each child every term.
  - To send letters to parents to inform them about the provision for their child.
  - To meet parents together with the class teacher.
  - To observe children and track the data.
  - To formally and informally assess the children.
  - To send to every teacher a provision map of their class in which the pupils' interventions are detailed with targets and outcomes for all teachers to know how best to support the children.

## **Providing support for Special Educational Needs**

### **The new SEN code**

#### **SEN Support**

Once an additional need has been identified the school will use its resources and internal staff expertise to facilitate extra support for the child.

#### **SEN Support Plus**

If a child does not sufficiently progress under the guidance and support provided by the initial Sen Support in the school, then SEN Support Plus can be implemented. This is when the SENCO will discuss with the parents about receiving external support and guidance from other expert professionals.

#### **EHCP (Education, Health and Care Plan)**

When SEN Support or SEN Support Plus has had little or no impact on a child's progress and it is clear that the child may need more support than the school can provide from its own resources, the parent or school may apply to the local authority for a statutory assessment of the child's needs. The local authority will then make a more detailed investigation of a child's needs using specialist advice. Once this investigation has been completed the local authority will decide whether the child should be given an EHCP.

An EHCP is a legal document which sets out a description of your child's needs (what he or she can or cannot do) and what needs to be done to meet those needs by education, health and social care.

The school will then be provided with details of the provision that needs to be made for the child together with details and arrangements for the monitoring and review process.

#### **Pupil Premium**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged pupils starting from reception.

The Pupil Premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools use of the funding affects the attainment of their disadvantaged pupils.

Schools are held to account through performance tables which includes data on:

- The attainment of the pupils who attract the funding.
- The progress made by these pupils.
- The gap in attainment between disadvantaged pupils and their peers.
- The resources for Extra Curriculum to support the children with their motor skills, social and emotional needs.

### **Supporting the Children**

At Yesoiday Hatorah we believe that each and every child should be able to achieve their potential. It is important to always look at each child's needs individually in order to determine what support would be beneficial for each one. This is vitally important as children often need a few different types of intervention in order to help them gain the maximum progression.

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously, it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of class teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment.

The Teachers Standards 2012 makes it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils"

SEN Code of Practice echoes this point as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff."

## **School Interventions**

Yesoiday Hatorah currently has the following interventions which are used across the school. Each intervention is led by a qualified member of staff together with SENCO, who meet constantly with teachers and T. A's and send home reports to parents to update progress.

The qualified members of the SEN department carry out Dyslexia and Dyscalculia screener assessments as well as other assessments in order to identify difficulties in various areas.

-English: YORK assessment and PHAB 2

-Maths: Numicon assessment and Breaking boundaries assessment

-Visual perception: TVPS

-Auditory processing:

-Social interaction: Alex Kelly assessment and GARS 3

-ADHD: Screener tools for teachers

This enables us to put the right intervention in place. However, if the assessments reveal more severe difficulties, then the SENCO turns to the Educational Psychologist for guidance.

1:1 or small group intervention in the following areas:

### **1. English**

- It is delivered 1:1 or in small groups dependant on aims and needs.  
Resources Used:
- Ruth Miskin – Read, Write Inc. Phonics. This is one of the UK's leading literacy programmes which has incredible results in improving children's reading abilities. Flash start- special programme to develop fluency and Comprehension skills.
- Reading for meaning- this is a special programme to develop Comprehension skills.
- SNIP Literacy – This is an alternative programme which uses techniques involving recognising words through sight as opposed to phonics to help children overcome reading and spelling barriers and vastly increase their knowledge of high frequency words.
- Progressive Phonics.
- Wellington Square – A literacy programme which uses different techniques to improve reading and allow children to gain further knowledge and understanding.
- Reading for meaning – Intervention designed to support reading comprehension
- Clicker 7 – Multimedia English writing support for children who had identified with Symptoms of Dyslexia and Dyspraxia. Parents can access to this programme at home.

- Mind Map- special method to support children to remember names, events and recall information after Reading the story.
- Beat Dyslexia
- Multi-Sensory approach to spelling- doing it, seeing it, saying it, writing/drawing it. This approach will work for all children; it stimulates the visual, auditory and kinaesthetic pathways simultaneously.
- IDL- A special computer programme to develop English reading, spelling and comprehension. Each child has his own programme according to his progress.

## **2. Maths**

- It is delivered 1:1 or in small groups dependant on aims and needs.  
Resources used:
- Numicon – Numicon is a multi-sensory approach, built on a proven strategy that raises achievement across all ability levels.
- Abacus- Helps every child master the national curriculum
- Number catch –up

## **3. Speech and Language Therapy**

- In-house speech and language therapist
- It is delivered 1:1 or in small groups dependant on aims and needs.
- Speech development
- Auditory processing
- Communication Skills
- Articulation
- Language Link- Speech and language programme used for all nursery and reception

## **4. Music and Art therapy**

- It is delivered 1:1 or in small groups dependant on aims and needs.
- This helps pupils to develop their emotional and expressive language through art.
- Helps children to express any anxieties or emotions that they may be experiencing in a therapeutic informal way.

## **5. Social Interaction**

- It is delivered 1:1 or in small groups dependant on aims and needs.
- Helps pupils to develop their social skills.
- Provides techniques for better peer interaction.
- Helps children with anger problems by providing them with a forum for discussion and subsequent coping techniques.

## **6. Working memory**

- Cogmed programme: A delivered 1:1 computer-based programme for improving attention by increasing working memory capacity over a few weeks training period.

## **7. Special small group intervention led by a Specialist SEN qualified teacher:**

Children are learning for two hours a day in a special classroom environment with specialised equipment, working on developing their fine motor skills, their sensory, their communication skills and self-regulation through a learning experience.

## **Progress Monitoring**

At Yesoiday Hatorah we believe in having an open channel of communication with our parents. If any issues or concerns arise then we encourage parents to make an appointment with the class teacher or SENCO to discuss their child's progress.

Children who receive school and external agency support will have an SEND Support Plan. This details a child's learning needs, the services the school will provide and how progress will be measured. Support plans are reviewed regularly to show what progress has been made, whether these targets need to be modified and what new targets should be set.

If a child is receiving SEN Support and has no external agency support, the school will meet with the parents bi-annually to discuss progress and future plans.

If the child is receiving SEN Support Plus or has an EHCP, the meetings can occur more frequently. There is also an annual review which looks at the child's progress against the aims set out in their EHCP to make sure that the provision and targets set in the EHCP are up to date and relevant

The annual review should be attended by all parties involved with the child, SENCO, teaching staff, parents, outside professionals and the local authority.

The annual review also helps the local authority to decide whether the EHCP is still necessary, make modifications to the current plan or whether it is necessary to set new targets for the coming year.

### **CPD (Continuing Professional Development) / TA's Training**

Yesoiday Hatorah School staff has been trained to be a Dyslexia friendly school. Every child in class should feel happy to be supported by his class teacher in order to achieve better.

Yesoiday Hatorah School has allocated 3 members of staff to be trained as specialists dyslexia and dyscalculia teachers certified for SEN intervention: Mrs I Leitner and Mrs D Fulda for English and Mrs H Rotenberg for Maths.

Their qualification helps them to deliver in-house courses and train teachers and TA's to use different learning strategies to provide a successful inclusion for SEN children.

SENCO has allocated courses for teachers, CPD special courses to learn how to identify children who may show symptoms of Dyslexia, Dyspraxia, Dyscalculia and Social Communication. They learn how to use various strategies to help these children integrate successfully. Teachers have also been trained to write ADPR's showing the tracking and the monitoring of the SEN children's progress.

The CPD courses which have been implemented in Yesoiday Hatorah School are as follows:

#### **English:**

- Read Write Inc.
- Clicker 7
- Multi-sensory approach- spelling
- Metacognition

#### **Maths:**

- Numicon
- Maths no problem method for SEN children

#### **Cognitive/ Organisation skills:**

- Fueurstein method training
- Cogmed method/ working memory

#### **Emotional, social and well-being**

Attachment: Alex Kelly programme- social interaction

Anxiety: Lego Therapy

ADHD- curious cases of ADHD



## **Speech and Language**

Selective mutism  
Flour method  
ASD- Diagnostic

## **Physical:**

OT- Sensory integration,

At Yesoiday Hatorah we pride ourselves on ensuring that our staff take part in regular in-house training sessions which are given by external professionals or internal curriculum leads. These can be refresher courses or are used to convey newly received information, policies or to share existing successful teaching methods as well as any new techniques or concepts which may have been introduced to the curriculum.

All teaching support staff are also being encouraged to complete a Level 3 diploma in supporting teaching and learning in schools.

The qualification covers the skills and knowledge needed when supporting teaching and learning in schools. It also covers how to work with others to achieve shared objectives when supporting the learning of individuals or groups of pupils.

## **Complaints about SEN provision**

Complaints regarding SEN provision in our school should be made to the SENCO in the first instance in order to set out one's views and secure SENCO's commitment to improve matters. If this does not resolve the issues, one should then write a letter to the Headteacher explaining one's concerns and request an appointment to discuss the matter. If still unsatisfied, one should request a meeting with the lead governor for SEN in the school. Should this too fail to deliver the anticipated outcome, one should contact the local authority or appropriate body in charge of the school (the academy trust's board)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

## **Contact details for raising concerns**

Mrs R Weisl – SENCO – [r.weisl@yhs.org.uk](mailto:r.weisl@yhs.org.uk); 0161 773 6364 x159

### **Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Child Protection Policy

Complaint Policy

Confidentiality Policy

Data Protection Policy

Equality information and objectives

Supporting pupils with medical conditions

Pupil Premium Policy and report