



INDEPENDENT JEWISH DAY SCHOOL
an ACADEMY

SEN Report

We at IJDS Academy, believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The Independent Jewish Day School, Academy, aims to provide all pupils with strategies for dealing with their needs in a supportive and caring environment, and to give them meaningful access to the National and Kodesh Curriculums. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude towards learning
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and The Board of Directors for SEN is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on Teaching And Learning, The School Curriculum, Equality and Assessment, Recording and Reporting and The School Information Report. The accessibility plan is an integral part of this policy.

Roles and responsibilities of the Head Teacher, Other Staff, The Board of Directors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff". - (SEND Code of Practice 2015 pg.99).

TA's and LSA are responsible for following and supporting the provision set out by the Inclusion manager and class teachers.

The Board of Directors, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative SEND Directors, who takes particular interest in this aspect of the school.

The Head Teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- SEND provision is an integral part of the school improvement/development plan
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to The Board of Directors.

The Board of Directors will oversee the running of the SEND Department to ensure that:



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- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (2001)

The Board of Directors will also ensure that:

- they are informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the SLT, are involved in the development and monitoring of this policy.

The Inclusion Manager/Special Educational Needs Co-ordinator- (SENDSCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted both in Chol and Kodesh
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up Provision and education plans, help teachers set targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom



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- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants in Chol and Kodesh
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- organising annual reviews
- ensuring that the impact of SEND interventions is assessed for each pupil

Class Teachers are responsible for:

- teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment, targets and strategies to support inclusion
- giving feedback to the SENDCO and parents of pupils with SEND
- following given strategies and to monitor and update targets on a target tracker regularly
- maintaining a SEND file for their class reflecting given information for each individual child along with updated target trackers and provision document
- providing learning experiences which are appropriate to the needs of the child

Learning support staff/teaching assistants should:



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- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- give feedback to teachers about pupils' responses to tasks and strategies.
- Regularly meet with SENDCO to help with the monitoring of SEND Pupils
- to support children in class or by withdrawing individuals and small groups
- to attend SEND provision meetings to keep updated on strategies and provision for SEND children

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the Head Teacher. If for any reason the issue is not resolved then it is appropriate to contact a SEND Director. The LA Parent Partnership Service is available to offer advice.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register



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- monitoring of procedures and practice by the SEND governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal.

Signed: M. Berkman

Acting Head Teacher

S. Sinclair

SENDCO

Date: November 2017