



*Leeds Jewish Free School
Special Educational Needs and Disabilities Policy*

December 2016

Review Date: December 2017



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1.0 Introduction

Leeds Jewish Free School (LJFS) will abide by the SEN Code of Practice as updated, the SENDA (2001), the Equality Act (2010) and the Students and Families Act (2014).

At LJFS we aim to provide a stimulating, safe and caring environment that will enable all students to develop to their full potential whilst also learning to respect others, their environment and to promote their self-esteem.

2.0 Objectives

- To identify students with special educational needs and disabilities (SEND) and ensure that their learning needs are met
- To ensure that students with SEN and disabilities can enjoy full access to the building, our curriculum, and activities in school
- To ensure that all learners including SEND students make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate

At LJFS we recognise that all teachers are teachers of students with Special Educational Needs and that all of these students are entitled to access our broad and balanced curriculum based on the National Curriculum.

Therefore we aim to ensure that students are given the support necessary through differentiated work, computing/ICT applications and appropriate individual or small group support enabled by our use of SENCO, and Learning Mentor support.

We will respect the fact that students:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences



We will respond to these needs by:

- Providing support for students who need help with communication, language and all aspects of literacy
- Planning to develop students's understanding in all curriculum areas through the use of all available learning experiences
- Planning for students's full participation in learning and physical and practical activities
- Helping students to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning (including via our use of SEAL)

Most of the support for SEN students will take place within the classroom, however there are times when it will be necessary for these students to be withdrawn from class lessons for 1:1 or small group intervention support beyond differentiated work based on their individual needs which will develop their skills and understanding and so help them to access the curriculum. Whatever the learning environment, our SEN students and their parents will be consulted and made to feel comfortable.

3.0 Identification

A child is deemed to have Special Educational Needs if he or she 'has a learning difficulty which calls for special educational provision to be made'. Students having a learning difficulty are defined as those who have significantly greater difficulty in learning than the majority of their age, or who have a disability which hinders them in using the educational facilities available to age-peers. We recognise that about 20% of students will exhibit Special Educational Needs at some time during their school career.

At LJFS we are committed to the early identification of special educational needs which then helps us to identify what provision the child needs. This is supported by the graduated response as explained in the next section of this policy.

Identification can occur in the following ways, which are not offered as an exhaustive list:

- . Information from the child's Primary School
- . Parental concerns
- . Classroom observations by the teacher, SENCO, or Learning Mentor
- . School Assessments
- . Individual assessments carried out by the Class teacher, Learning Mentor or the SENCO
- . Assessments carried out by outside agencies



Information from the school's data tracking systems

4.0 Differentiation

At this stage the student is not on the School's SEN register but has been recognised through the school's tracking system and by their class teacher as not making the expected progress for their age group in the area of concern.

The Class teacher will discuss the child with the school's SENCO who will also give advice on how the teacher can help the child. The student will receive support in class via teacher planning and use of differentiated activities, and providing the necessary practical materials to access the work that has been set. Parents will be informed that their child is receiving support and their child's progress will be reported online and on paper and discussed at the parent-teacher consultation events.

5.0 Booster Groups

We deploy a graduated approach to support for students with special educational needs that follows a cycle of assessment, planning, action and review procedures. With a SENCO, and Learning Mentor support, LJFS has the flexibility in staffing needed to make use of Booster groups for students, or a student, needing specific learning support.

Based on regular observations, assessment and tracking of all students by the class teacher we can identify students who are making less than expected progress. Following a meeting, the class teacher and the SENCO then complete an initial concerns record and the SENCO meets with the parents/carers/student (if appropriate) and records agreed actions and completes notes of the initial concerns meeting.

After mutual agreement between the class teacher and parents/carers, the class teacher will proceed to setting specific outcomes and allied plans for extra support in Booster Groups and other rigorous interventions targeted at areas of specific learning need(s). This is followed by a review when the child's progress is re-assessed.

The class teacher remains responsible for working with the student on a daily basis ensuring appropriate differentiation and allied support. A time frame of at least 6 weeks (a half-term) of action will take place before the impact will be reviewed. If the student responds well to this extra support, and has shown good progress, we will return to the regular tracking system. If the child made some progress we will repeat the Booster cycle once more. If the child made less than expected progress towards agreed outcomes this is communicated to the parents/carers and the SENCO in order to take further action as describe below.

While remaining at this stage, the child is still not on the school's SEN register, but has been recognised through the school's tracking system and by their class teacher as not making the expected progress for their age group in the area(s) of



concern.

6.0 Additional Support

Differentiation within curriculum planning and Booster groups will normally address the range of ability within a class and the fact that students learn at different rates. Sometimes, however, students' needs either generally throughout their work or in a specific area will be outside the scope of this level of learning support and other interventions are needed. At this point the child is placed on the SEN Register and parents/carers are informed.

Additional support will be put in place when there is diagnostic evidence that a student is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. This will include the involvement of Learning Mentor input working under the guidance of the class teacher and the SENCO, and the use of different learning materials and/or a different teaching strategy. This stage follows the cycle of assessment, planning, action and review which the school uses.

In case the child has not responded well, further assessments are carried out by the class teacher and the SENCO in order to provide a clearer analysis of student's needs, and agree whether the student has a learning difficulty which requires further SEN provision. Everything is recorded on the school's SEN register and the parents/carers are kept informed.

Once the decision to provide further SEN support has been taken and the parents/carers formally notified, the class teacher and the SENCO agree in consultation the outcomes for the student, the further interventions and provision to be put in the place, outline the expected impact on progress, development and behaviour and a date for a review meeting. Whenever possible, the student's view will be taken into account.

Parents/carers will be involved in planning the support and where appropriate reinforce the provision at home. The class teacher remains responsible for working with the student with SEN on a daily basis. The SENCO will offer support and will oversee the implementations of agreed interventions as part of the SEN support. The SENCO will also support the class teacher in assessing student's response to the provision and further action taken, resolving problems that may arise and offer advice on the effective implementation of support.

Review meetings with parents/carers, the class teacher and the SENCO will take place on the date agreed by all. The main aim of the review meeting is to evaluate the impact and quality of the provision taking into account the student's views where appropriate. Any changes and adjustments to the outcomes and provision will be agreed and recorded.

Where this provision is slow to achieve gains in learning and progress remains below expectation, more detailed diagnostic interventions will take place alongside the use of external specialist expertise working in unison with the SENCO and teaching teams with parental consent.



To safeguard the well-being of all students, any barriers arising from perceived 'difference' will be challenged at all times. LJFS will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any action/provision in operation.

7.0 Statement of Special Educational Needs / Education Health & Care Plan (EHCP)

In this case a student's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these students will be identified in their EHCP and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight. All statutory requirements in terms of reviews, EH&C Plans and best practice will be met as required of free schools and academies under all relevant Acts including SENDA 2001 and the Students & Families Act 2014.

8.0 Roles

SENCO

The SENCO will be supported by a Learning Mentor. The SENCO role involves (not an exhaustive list):

- (1) Working collaboratively with the class teacher in the process of identifying and supporting students with Special Educational Needs and Disabilities maintaining the Special Educational Needs (SEN) register and the Challenge groups register.
- (2) Together with the class teacher, assessing students who are causing concern academically, physically or with their behaviour.
- (3) Assisting and advising class teacher in planning appropriate programmes of work for students with Special Educational Needs.
- (4) Making sure all staff understand their responsibilities to students with SEN.
- (5) Disseminating information about specific students with SEN to relevant staff.
- (6) Monitoring SEN student progress and setting up 1:1 interventions and group interventions based on consultations with class teacher, parents and taking into account students' views.
- (7) Deploying and directing non-teaching support for students with Special Educational Needs.
- (8) Ensuring that Learning Mentors have access to the necessary training and support to deliver programmes of work and interventions.
- (9) Communicating with the parents/carers of students with SEN ensuring that the parents/carers are closely involved throughout.
- (10) On-going organisation of the staged assessment in line with the current Code of Practice.
- (11) Identifying and organising resources.
- (12) Liaison with outside agencies and professionals in relationship to the needs of the identified students to seek appropriate advice and support.
- (13) Organising and attending annual Consultation Meetings.



- (14) Conducting annual reviews for students with EHCPs and Statements for any students who have not had their statements converted to EHCP.

Executive Headteacher role

- (1) The Executive Headteacher has responsibility for the day to day management of SEN provision. The Executive Headteacher's responsibilities involve ensuring that students with SEN including those with a Statement/EHCP engage in all the regular activities of the school, so far as is reasonably practicable and compatible with the students receiving the special educational provision which their learning needs call for; also the provision of efficient education for the students with whom they will be educated; and the efficient use of resources overall. They will be involved in appointing the SENCO and maintain an overview of the quality of SEN provision in the school.

Governing Body role

- (1) Providing critical challenge to the Headteacher in terms of the quality of the school's provision for students with SEND
- (2) Formulating, agreeing, implementing and reviewing an access plan for the school
- (3) Publishing relevant information as required (see above)
- (4) Ensuring that all statutory responsibilities are met (see above)

Teacher role

- (1) A class teacher is jointly responsible for the identification of needs and will provide programmes of work for SEN students in the classroom including via differentiation within National Curriculum provision if appropriate.
- (2) Teachers will also liaise with the SENCO on matters relating to students and guide the involvement of Learning Mentors in supporting SEN students including involvement in planning. The class teacher will liaise with parents as appropriate and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary and approved by SLT, through written contact.

9.0 Records

LJFS, in line with the current Code of Practice, will keep a register of all students with Special Educational Needs and Disabilities. The SENCO will take responsibility for ensuring that all records are properly kept, in line with statutory requirements and best practice, and while remaining confidential are available to authorised persons as needed.

10.0 Able Gifted and Talented Students (AG&T)

The SENCO will maintain a register of gifted and talented students. Students



who display an ability or aptitude in a certain curriculum area(s) exhibiting a knowledge and understanding significantly beyond an average child of that age are classed as AG&T. To ensure the child's learning is extended. The class teacher will inform the Headteacher using the appropriate proforma. Once identified a Learning Plan for the AG&T student is agreed and made aware to their class teacher. We will take a flexible approach but ensure that AG&T students receive appropriate pace and challenge so that they make progress at an appropriate speed and reach their potential.

11.0 ICT

The school will have above standard-level ICT provision which will be used by SEN students. Making full use of this will form a key element of the CPD available to teachers and support staff.

12.0 Review

This policy will be reviewed annually by the Governing Body and updated in line with legislation changes and guidance.

Signed: Digitally by Cllr. Dan Cohen
(Chair of Governing Body)

Date: 16/12/17

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