



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

July 2014



Special Educational Needs and Disabilities (SEND)

This policy should be read in conjunction with:

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- The Children & Families Act 2014

The SEND Code of Practice will guide and direct provision for all students on the SEND register. The school will ensure that as the Code of Practice is reviewed and amended, policies and systems will be reviewed to reflect these changes. As an inclusive school we will welcome all students, irrespective of their specific needs, and will ensure that we work closely with outside agencies and the Local Authority to ensure that individual needs and disabilities are well met.

Policy Statement:

We are committed to the inclusion of all students.

We will:

- Provide an environment which enables every student to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every student to make a positive contribution to their school and community
- Identify and respond to students' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every student

Basic information about the school's special educational and disabilities policy

Our policy will follow currently-approved SEND Code of Practice (2012).

All students are entitled to access a broad, balanced and relevant curriculum whatever their individual needs or disabilities.

All staff will be responsible for the early identification, assessment, monitoring, teaching and inclusion of students with specific needs or disability as an integral part of raising standards.

All students with specific needs or disability will be fully included in the educational and social life of the school

Parents will be involved as partners.



All students with specific needs or disability will be actively involved in their own learning.

The school will work in partnership with outside agencies/schools.

Responsibility for co-ordination of Inclusive provision

The Academy Trust, in co-operation with the Executive Headteacher, will be responsible for the school's general policy and approach to provision for students with specific needs and disability.

The SENCo, working closely with the Executive Headteacher, will have responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for students with specific needs and disabilities.

Arrangements for co-ordinating inclusive provision

The SENCo will:

- Work in partnership with colleagues, parents, students and outside agencies to set, monitor and review short-term objectives on individual education/behaviour/support plans (e.g. IEPs, IBPs etc)
- Oversee the records of all students with specific needs and disabilities
- Co-ordinate the monitoring of student achievement and proactively use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for students with specific needs
- Monitor the quality of teaching and learning, and work with colleagues and students to set targets for improvement
- Liaise regularly with parents and carers of students with specific needs and disabilities
- Liaise with external agencies in matters relating to students with specific needs and disabilities
- Liaise with the Inclusion Governor
- Take responsibility for the management of the Inclusion team.
- Ensure all staff access training appropriate to their role.

Allocation of resources for students with Specific Needs and Disabilities

Support will be allocated through use of available funding (both the Local Authority, as holder of SEND funding and the school budget) to meet the needs of students.

Identification and review of students' needs

The SENCo will co-ordinate the identification, assessment and monitoring of students with specific needs and disabilities, enhanced by effective use of ICT systems.



There will be clear, well communicated criteria for placing students on the School Intervention Provision Map (Formally School Action) or School Action + and removing them from this graduated response.

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

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these pupils 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 Children & Families Act 2014. Students who are identified as having specific needs and disabilities and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' will be recorded on the school SEND Register.

IEPs, IBPs etc. will be used to plan programmes and monitor and review progress for those on the SEND Register in line with the guidance in the SEND COP, 2012.

There will be administrative time set aside for the SENCo to effectively co-ordinate the tracking, recording and communication of high quality student information. This will be evaluated and used to inform inclusive policy and practice across the school.

Staff will be kept informed and updated about all inclusion issues and students on the SEND Register through meetings with the SENCo.

Access to curriculum

We are committed to the principles within the National Inclusion Statement in that we will always strive to:

- Set suitable learning challenges
- Respond to students' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for students with specific needs and disabilities will be flexible and will be differentiated according to need.

Inclusion of students with Specific Needs and Disabilities

It will be the responsibility of all teachers to include students with specific needs and disabilities within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.



In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we will endeavour to:

- Not treat current and prospective disabled students less favourably
- Make reasonable adjustments as appropriate

Evaluating the success of provision for students with specific needs and disabilities

The Academy Trust, in partnership with the Executive Headteacher, SENCo and other colleagues, will monitor and report on the success of inclusive provision for students with specific needs and disabilities in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for students with specific needs
- Analyse attendance and exclusion data for students with specific needs
- Monitor progress against inclusion priorities in the School Improvement Plan

Links to support services

The school will make good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships will be developed with Local Authority Services and other outside agencies to provide support and advice to enable the school to meet student needs effectively.

Working in partnership with parents

We will welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. All parents of students covered under this policy will be offered a termly review. Ideally, students should be fully involved in this process as well.

We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

Links with other schools

We expect to benefit from and contribute to, partnership links with other schools and institutions in our neighbouring area and in our cluster of schools.

We will particularly endeavour to facilitate a smooth transition for any student with specific needs joining or leaving the school.

Links with other agencies and voluntary organisations



We will work collaboratively with other agencies and organisations in the city to put each student and their parents at the centre of our work. This will include the Local Authority, NHS Trusts, specific national bodies and local charities.

Our staffing model includes the employment of teaching assistants and Learning Mentors. These staff, under the direction of the Executive Headteacher and the subject teachers, will support the implementation of Individual Education Plans and Individual Behaviour Plans alongside form tutors and subject teachers. If additional funding is secured, this will be used to provide support when the school budget is unable to meet this cost.

Gifted & Talented

The school will use evidence from school- and out-of-school activities to identify if a student has a specific gift or talent. To be identified as being gifted or talented they must exhibit skills, aptitudes or proficiencies in a subject or area that are not evident in the general student body.

The national benchmark guidance is set at the top 10% in a school. We will not use this measure as this will reflect who we will describe as our 'more able students'. They will be catered for as part of our planned curriculum and challenged accordingly.

Any student who exhibits cohort-unique skills in a subject, participates in elite sports, elite arts or has developed a technical or media skill not exhibited by others may be identified. This will be discussed with the student and their parents and an individual plan will be agreed that allows home and school to support the student to develop further and broaden their skills.

Homework schedules and other activities might be adjusted to ensure the student can take part in activities out of school. In the case of sporting activities, specific arrangements for food consumption in school may be agreed as well as storage for equipment and musicians could be offered quiet space at school to practice during the school day. The school will seek external partners to support provision for these students and help students access out of school activities. This may include helping a parent make bids for access funding, gain further advice and support from national bodies.

At all times, the school will ensure that the student also accesses a broad and balanced curriculum and is encouraged to develop strong skills in other areas.

Disabilities

The school will maintain facilities and an infrastructure that will ensure all students can access the building and the curriculum. Facilities will be maintained to meet the specific needs of student hygiene and personal care. This already exists on the site.

Access to all areas of the building and site will be possible for wheelchair users, the visually impaired and those with a hearing impairment. The site has no external steps with appropriate ramped or flat access available to all areas.



The site already has portable speakers and a microphone to improve acoustics for a student with a hearing impairment but not using a hearing aid. It also has portable hearing loop facilities.

English as an Additional Language

When a student joins the school and is either new to English or not a fluent user the school will undertake an assessment to ascertain their level of fluency in their first language and the levels of achievement in other subjects.

This will ensure that special educational needs are not mixed up with EAL development.

On joining us, the student will be able to participate in English access classes in small groups or 1:1 to help the speedy acquisition of core English components. This will last at least half a term and be offered by a specially-trained teaching assistant. This will be based in the Read Write Inc. Fresh Start materials aimed at Years 5 to 8. If a student is older, then a more personalised and age-appropriate programme will be developed.

If there are also special educational needs these will be planned alongside the EAL programme.

Teaching rooms and school areas will be labelled to reflect the languages spoken in the school to help access to the curriculum and the site.

Looked After Children

Any student identified as being Looked After will be supported through a Student Support Plan. This will be written with contributions from the school, legal guardians/foster carers and social services.

Each plan will lay out the specific needs of the students as well as setting clear educational targets to ensure the student makes strong progress. If a student transfers into the school or transfer to another school, a review meeting will take place within one week to ensure the receiving school is able to act on this plan immediately.

These students will be offered support from our Learning Mentor as well as educational support from Teaching Assistants.

Financial and social barriers to learning

Students from economically deprived homes can face additional barriers including access to ICT resources, participation in extra activities, completing homework and access to school uniform and sports equipment and clothing.

The school will ensure that no student is unable to participate in activities because of cost. Any school trip or extra-curricular activity will be costed based on the known capacity to pay (using our knowledge of the students and their families) to ensure its viability.

Any student eligible for Free School Meals will be eligible for financial support for activities and equipment. This will be agreed individually and confidentially with each family. Where the school does not have the finance to fund an activity or



resource it, we will contact bodies such as the Jewish Welfare Board or Alwoodley Extended Services to seek additional support.

The school will direct families to grants and funding and help them apply for these.

After-school and lunchtime access to school computers will be available so that those without a computer at home will be able to complete homework using ICT.

Where individual needs are identified, additional modifications can be examined. Given our existing campus facilities, any barriers to learning for those with disabilities are greatly reduced. Our SEN staff, teaching staff and learning mentors will work closely with other agencies to ensure that individual students' needs are well met.

Policy approved:

Chair of Governing Body

Date:

Review date:

End of policy statement